



## **Oak Land Education Partnership**

Prepared by Oak Land Consortium  
for Minnesota State FY23-24 Strengthening Career and Technical Education for the 21st Century Act (Perkins V)

**Submitted by Jessica Lipa**

**Submitted on 06/08/2022 3:12 PM Central Standard Time**

## Opportunity Details

### Opportunity Information

Title

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

Description

THE APPLICATION OPENS MARCH 15, 2022.

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

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

Awarding Agency Name

Minnesota State

Agency Contact Name

Karl Ohm, Interim State Director for CTE, Minnesota State

Agency Contact Phone

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Opportunity Manager

Karl Ohm

Assistance Listings Number

84.048A

Public Link

<https://www.gotomygrants.com/Public/Opportunities/Details/f24b4a02-9bbc-42b1-9966-386a5544efcd>

### Award Information

Award Period

07/01/2022 - 06/30/2023

### Submission Information

Submission Window

Closes 10/01/2022 9:00 PM

### Technical Assistance Session

Technical Assistance Session

No

### Eligibility Information

Additional Eligibility Information

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

## Additional Information

Additional Information URL

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

Additional Information URL Description

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

## **Project Information**

### **Application Information**

Application Name  
Oak Land Education Partnership

Award Requested  
\$1,070,808.10

Total Award Budget  
\$1,070,808.10

### **Primary Contact Information**

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## **Project Description**

### **Consortium Membership List**

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#### **Consortium Membership**

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

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

### CLNA Results

Upload a completed copy of the Comprehensive Local Needs Assessment (CLNA) Framework document and provide the following information in the space below:

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

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

Enter response to CLNA here:

#### Overall Results

The CLNA brought about new challenges and opportunities for improvement to recognize and build upon strengths. Our consortium has been working towards applying adaptive solutions instead of technical solutions. During FY21, the Oak Land Education Partnership leadership team engaged in a deep dive into equity and access that included size, scope, and quality of consortium programs. The CLNA data indicates that there are performance and engagement gaps throughout our consortium. Our focus is to develop more prepared and engaged CTE students.

Oak Land has programs in all of the six MN State-identified career fields and there are secondary programs in all 16 career clusters. The following insights will direct our strategies in reducing the identified gaps to address size, scope, and quality of programs to meet the needs of all students. Our consortium will continue its work with equity and access by utilizing the Inspiring Insights Tool Kit to examine policies, POS, curriculum, messaging, marketing, and strategies for bias as we reach for the ultimate goal of equity and access for all which directly relates to size, scope, and quality.

CTE Workforce Trends & Careers of Tomorrow in the Metro area provided by Minnesota State and Real-Time Talent indicates future demand in all six career fields: Health Science Technology; Engineering, Manufacturing, and Technology; Arts, Communications, and Information Systems; Agriculture, Food, and Natural Resources; Business, Management, and Administration; Human Services. "Overall, digital skills, human skills, and business enablers will be the foundational skills of the future in the MSP Metro. Remote work and digital skills have grown in importance during the first year and a half of the Covid-19 pandemic and all signs indicate that these features of the workplace are here to stay. A significant share of the shortages in the region are in the Information Technology, Marketing, and Health Science clusters, and applicable to positions that require an Associate degree or less."

Overall, the college programs are relatively well-aligned with local labor market demand. The colleges offer CTE programs that lead to a certificate, degree, or diploma and are not duplicative. However, the postsecondary gap is most apparent **with** students earning a credential.

Eleven POS will be developed, modified, or expanded to ensure our students have the opportunity to explore careers that are in high demand and provide a livable wage. Secondary district data demonstrates that participants are advancing to CTE concentrators in all 6 career fields and WBL.

The Oak Land consortium has one school district (AH) offering a POS in Education and Training. In FY23, two districts will be implementing an Education and Training Pathway (Cambridge-Isanti and ISD 728).

The Oak Land Education Partnership will be working even closer with Anoka County Job Training Center and CMJTS to provide a continuum of services as outlined in Element 5. During FY21, the consortium went on a bold journey with Inspiring Insights to look at how we message our programs to our students. We made discoveries not only on a consortium level but at an individual level as well in regard to equity and access. The partnership does provide accommodation toward equal access:

- for English Language Learners through ELL (secondary) and EAP (postsecondary) programming.
- through the integration of academic standards into CTE programs and to earn academic credit.
- by offering a system of entrance and exit points: Entrance - Early College, PSEO, ACC, Concurrent

Enrollment, Credit for Prior Learning, and TSA. Exit: Credential, Certificate, Diploma, and AA/AS degrees.

We have several gaps as noted in Element 5. However, some of the gaps discovered are systematic changes that need to occur. Our strategies for improvement are in the following area(s):

- Increase marketing of pathways **consortium wide** with images that encourage all students to explore CTE pathways, especially those with few BIPOC students represented.
- Review and analyze CTE courses **consortium wide** during curriculum review and development with an equity lens.
- Provide PD and increase school resources for counselors and equity specialists to provide support and career advice to underrepresented students **in our secondary schools**.
- Provide additional resources through the ARCC SUCCESS program to support eligible students (PELL or state grant eligible or person of color). Support includes personalized advising, financial aid, career guidance, program activities, and financial support.
- **Funds are budgeted for technology outreach and intervention to support ARCC CTE students from college to career.**

#### CLNA Process

Data was collected and shared with CTE representatives from our leadership team. In addition, the consortium participated in state-level labor market research and web-based presentations. The Oak Land consortium utilized a variety of data sources, which included:

- Perkins data (P files)
- World's Best Workforce Report(s)
- SLEDS 2020 data
- Postsecondary enrollment data
- Real-Time Talent
- DEED – Labor Market Research
- Advisory committees
- Stakeholders as listed in the CLNA

Each leadership team member was responsible for engaging in their community (students, parents, local industry, etc.). Each team member brought needs, trends, and other insights informally during Oak Land monthly meetings. Stakeholders provided input through advisory committees, the college president's council, secondary and postsecondary strategic plans as well as data listed in the bulleted points. These stakeholders engaged in labor market discussions as well as program curriculum, strategies, and needs. For a detailed list of stakeholders, refer to pages 3 and 4 of the CLNA.

- Identify priorities from your CLNA that will be supported by Perkins funding.

Expand, modify and support our state-approved POS in the following career fields: Health Science Technology; Engineering, Manufacturing, and Technology; Arts, Communications, and Information Systems; Agriculture, Food, and Natural Resources; Business, Management, and Administration; Human Services as well as WBL.

Support for a tutor(s) in Health Science programs at ARCC and ATC to assist the diverse populations in the nursing program.

Hire a Perkins CTE Specialist to support quality career and technical education. This position will coordinate initiatives and related activities designed to increase awareness of and enrollment in career and technical education pathways. This position will also organize data and manage event coordination to meet Perkins program goals across both colleges and with secondary partners. Specific tasks:

- Develop and manage the annual Perkins grant cycle and all related processes.
- Coordinate activities with Recruitment, Advising, Career Services, and the Academic Divisions.

- Coordinate development and implementation of Programs of Study and Technical Skills.
- Strengthen the program advisory use of effective practice models.
- Maintain a data-driven, pathway-aligned, range of articulated credit opportunities in partnership with secondary consortia high schools and in collaboration with the ARCC Dean of Academic and Community Outreach and ATC Academic and Student Affairs Deans.
- Monitor Perkins Accountability Performance Targets.
- Monitor budget and spending across the Perkins cost centers.

Through the CLNA it is evident that some technology platforms to work with and reach out to students are severely limited. The Student Affairs Division at ARCC has had a long-standing goal of assisting with the success and completion of liberal arts and career technical education students. While there are many great initiatives and programs in place, it has become evident throughout the pandemic that our technology platforms to work with students need improvement. As we have discovered, we are in need of new technology tools to better assist the student throughout the education cycle at Anoka-Ramsey (prospect to graduation/employment). Funding for this initiative would be through ARCC and the Perkins grant. To better assist our career and technical students, as well as our liberal art students, investing in technology that would enable us to provide the following services would be essential:

- Implement an early alert system from faculty so outreach/assistance can occur with students
- Communicate with students via text (this is the student's preferred method of communication)
- Align services from beginning to end of a student cycle (prospect through employment)
- Guide students in selecting programs that align with their career goals
- Create wrap-around services where all areas are using the same system to provide support to the student

This initiative has the potential to support many areas of the grant such as Narrative (N) 2 - POS, N5 - Special Populations, N8 - Support to Professionals, and N9 - Performance Gaps.

Check which use(s) of funds in section 135 of Perkins V are supported under this narrative:

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

Upload your completed CLNA Framework  
Final FY22 Oak Land CLNA Final.pdf



## Narrative 2: Programs of Study

### Programs of Study Narrative

Upload a completed copy of the S-R POS (State-Recognized Programs of Study) – Funding POS spreadsheet document.

Additionally, provide the following information in the space below:

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

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

Enter your responses to Narrative #2 in the space provided below:

The consortium will support secondary instructors earning additional CTE endorsements. Coordinated efforts will be made for those career clusters identified and connected in our local areas in the CLNA (Element 3) that support at least two of the three criteria for a quality program and move those programs to meet all three criteria of size, scope, and quality. Our CLNA data supports the expansion and improvement of our state-approved POS in the following career fields:

- Health Science Technology
- Engineering, Manufacturing, and Technology
- Arts, Communications, and Information Systems
- Agriculture, Food, and Natural Resources
- Business, Management, and Administration
- Human Services

Our approved pathways are:

- Accounting\*
- Therapeutic Services\*
- Network **Support**
- Production\*
- **Programming and Software Development\***
- **Facility and Mobile Equipment Maintenance\***
- **Health Informatics**
- **General Management\***
- Engineering and Technology\*

- Teaching/Training
- Sales and Service
- Plant Systems
- Construction

\*Denotes State Approved Pathways

One challenge the Oak Land Consortium faces with developing and maintaining the Programs of Study is the diverse geography of the consortium. The southern half of the consortium is in the Seven County Metro Area while the northern half of the consortium is in Central Minnesota. In Table 1 we discovered a need for Heavy and Tractor-Trailer Truck Drivers, Carpenters, Construction Laborers, Maintenance and Repair Workers, Machinists, Machinists, Welders, and Operating Engineers. In Table 2, we discovered a need for Accountants and Auditors, Management Analysts, Market Research, Financial Managers and Human Resources Specialists. The Oak Land Consortium area shows a consistent need for Registered Nurses, General and Operational Managers, Carpenters, and Construction Laborers. The data from total openings and input from our current local needs assessment were used to select our pathways for the 2022-23 school year. See also CLNA

**Table 1**

*Top 10 Total Openings for Central Minnesota Area*

Area Name	SOC Code	Title	Estimate Year	Estimate Year Employment	Projected Year	Percent Change	Total Openings	Median Salary
Central	533032	Heavy and Tractor-Trailer Truck Drivers	2018	6008	2028	7.3 %	7523	\$49,048.98
Central	291141	Registered Nurses	2018	6403	2028	18.0 %	4880	\$78,414.66
Central	472031	Carpenters	2018	3720	2028	13.6 %	4620	\$53,548.06
Central	111021	General and Operations Managers	2018	4321	2028	8.7 %	4290	\$90,131.75
Central	472061	Construction Laborers	2018	2348	2028	15.4 %	3174	\$40,741.46
Central	499071	Maintenance and Repair Workers, General	2018	2909	2028	7.9%	3162	\$44,641.17
Central	514041	Machinists	2018	2459	2028	15.5%	3072	\$50,262.62
Central	472073	Operating Engineers and Other Construction Equipment	2018	1851	2028	15.1%	2576	\$64,954.37
Central	472111	Electricians	2018	1858	2028	12.3%	2513	\$73,929.44
Central	514121	Welders, Cutters, Solderers, and Brazers	2018	1852	2028	9.3%	2295	\$47,427.35

Central	292061	Licensed Practical and Licensed Vocational Nurses	2018	2241	2028	17.5%	2250	\$47,350.29
Central	436013	Medical Secretaries	2018	1539	2028	21.9%	2248	\$41,554.84
Central	252031	Secondary School Teachers, Except Special and Care	2018	2744	2028	7.7	2205	\$63,343.20
Central	252021	Elementary School Teachers, Except Special Education	2018	2482	2028	7.3	2079	\$57,150.73

Note. The data for Central Minnesota are from: *Employment outlook (employment projections)*. Minnesota Department of Employment and Economic Development. (2022, February 10). Retrieved February 17, 2022, from <https://mn.gov/deed/data/data-tools/employment-outlook/>

**Table 2**

*Top 10 Total Openings for Minneapolis/St. Paul Metro Area*

Area Name	SOC Code	Title	Estimate Year	Estimate Year Employment	Projected Year	Percent Change	Total Openings	Median Salary
MSP	111021	General and Operations Managers	2018	32190	2028	7.8%	31566	\$112,027
MSP	291141	Registered Nurses	2018	37928	2028	11.9%	25966	\$85,602.1
MSP	132011	Accountants and Auditors	2018	18840	2028	6.2%	19278	\$70,916.2
MSP	131111	Management Analysts	2018	15559	2028	12.7%	17558	\$83,990.2
MSP	131161	Market Research Analysts and Marketing Specialists	2018	12974	2028	20.0%	17172	\$74,093.9
MSP	472031	Carpenters	2018	12810	2028	6.5%	14513	\$62,994.9
MSP	472061	Construction Laborers	2018	10002	2028	11.0%	12839	\$59,834.1
MSP	113031	Financial Managers	2018	12583	2028	16.3%	12545	\$133,235
MSP	131071	Human Resources Specialists	2018	9956	2028	6.1%	10905	\$66,510.1
MSP	292061	Licensed Practical and Licensed Vocational Nurses	2018	9543	2028	14.4%	9168	\$51,540.2

Note. The data for MSP Minnesota are from: *Employment outlook (employment projections)*. Minnesota Department of Employment and Economic Development. (2022, February 10). Retrieved February 17, 2022, from <https://mn.gov/deed/data/data-tools/employment-outlook/>

The Oak Land Education Partnership will utilize the following list for improvement and expansion of our state-approved POS.

- Expand early college options

- Professional development
  - Strengthen curriculum at both secondary and postsecondary
  - ARCC education faculty members will continue to work on the Education Transfer Pathway partnership area with universities and align PELSB competencies in the program
  - Support for special populations
  - Support secondary teacher CTE endorsements
  - Market to secondary students
  - Career exploration in partnership with the colleges for secondary students
  - Re-align secondary courses to Table C
  - Equipment needs
  - Support for non-traditional students
  - WBL support
  - Investigate barriers (FY23) and implement (FY24) strategies for student success
  - Invest in resources to support under-represented students
- Identify any new courses/programs or programs of study in development within your consortium (if any; these would not appear on the spreadsheets as they are not yet POS). How does the development of these courses/programs or programs of study align with the top priorities identified in your CLNA?

The following new courses, programs, or POS are in direct relationship to the CLNA.

- ISD 728 is developing the Education Pathway for the 2022-23 school year by adding a new course "Introduction to Education". Prerequisite: Successful completion of Child Psychology and Development or teacher permission required.  
  
This course is an introduction to K-12 teaching as a profession. Students will have the opportunity to learn more about careers in K-12 education, social work, and counseling in a school system. Students will examine instructional practices, roles of school personnel as well as theories, trends, and issues in education, special education, and diversity in learning. Students will participate in a field experience in an elementary, middle, and/or high school that will be coordinated through ISD 728.  
  
Following this course, students can register for the CTE Internship. The CTE Internship provides students with paid and unpaid work-based learning experience in the community/schools. Students receive assistance with internship placement and ongoing support from the Work-Based Learning Coordinator throughout the semester. The student will extend what they learn in the classroom to real career pathways. Students are required to attend a weekly classroom portion and meet internship hour requirements to receive credits. Priority will be given to students who have successfully completed the Introduction to Education course. \* Curriculum writing time, materials, and supplies will be needed along with marketing the new pathway.
  - ARCC is in the process of investigating program development specific to the Cambridge campus through meetings with local industry to determine workforce demand and potential partnerships.
  - Cambridge-Isanti high school and ARCC have formed a partnership to offer the Foundation of Education course.
  - Cambridge-Isanti is also exploring Internships/apprenticeships in FY23 with the goal of implementation in FY24.
  - The consortium will investigate programming for CDL licenses. Refer to Element 3.
  - The colleges will investigate new CTE programs to meet the needs of our community based on the CLNA (e.g. Respiratory Therapists, Electrical Design, Drone Licensure. The colleges will meet with businesses and industries for additional stakeholder input.
- What specific actions will be taken to both inform special populations about POS opportunities and to also increase their participation in Career and Technical Education programs?

- Utilize secondary concentrators to decrease placement & ethnicity gaps in transition from secondary to postsecondary.
- Apply an equity lens on decisions made throughout all CTE programming; from advisory committees all the way through curriculum writing.
- Provide 8th-grade students an opportunity to visit a college campus with a focus on students' selected area of program interest versus a walk-thru approach.
- Purposeful parent and student engagement with under-represented groups
- Utilize ACC data from the [www.CTEcreditMN.com](http://www.CTEcreditMN.com) website to reach out to students earning ACC.

Check which use(s) of funds in section 135 of Perkins V are supported under this narrative:

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

Upload your S-R POS - Funding POS spreadsheet document here.

Oak Land Consortium--State-Recognized and Funding Priorities--Spring 2022.xlsx

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

#### WIOA Narrative

Describe the CTE activities the consortium will provide to students and adult learners in collaboration with local workforce development boards and agencies. These could include:

- Career exploration and career development activities
- Career information related to high-skill, high-wage, or in-demand industry sectors as identified by the comprehensive local needs assessment
- Career guidance and academic counseling
- Work-based learning or apprenticeship opportunities
- Pre-Employment Transition Services (Pre-ETS) with Vocational Rehabilitation Services (DEED VRS) and adult education programs
- Partnerships that prepare all special populations for successful transition to postsecondary and/or employment

Enter response below.

- Career exploration and career development activities
  - Provide middle school students an opportunity to visit a college campus with a focus on students' selected area of program interest versus a walk-thru approach
  - Purposeful parent and student engagement with under-represented groups
  - Continued marketing plan through Explore CTE! and Career Spotlight Events.
- Career information related to high-skill, high-wage, or in-demand industry sectors as identified by the comprehensive local needs assessment
  - Provide current DEED information to staff and others that have a direct influence on students.
  - Continue work with the MN Department of Labor and Industry to implement methods for improved messaging to students regarding career exploration (see element 5).
  - Investigate how to increase career awareness, exposure, and education for secondary students. CTSO's may be an avenue for information dissemination.
- Career guidance and academic counseling
  - Purposeful guidance and counseling of CTE parent and student groups to demonstrate livable wage careers in our local areas that are high-skill, high-wage, or are in-demand.
  - Formulate a plan by connecting collaborators to create a plan to assist students to declare a major in the first semester of college.
  - Offer on-site events designed specifically to assist ELL students to formulate a career and education path. (e.g., ELL students in the AH District are very interested in Nursing and Education – how do we help them to achieve their goals?)
- Work-based learning or apprenticeship opportunities
  - Oak Land will work with colleges and districts to improve or create internship and WBL programs. This work will be accomplished through an investigation of proven best practices to increase internship/WBL programs. The consortium will also assist faculty to integrate internships/WBL or create stand-alone internships into programs. In addition, secondary and postsecondary will improve WBL quality through hands-on experiences in business and industry (employer partnerships). Potentially utilize Rotaries and Chambers to recruit employers to participate in WBL, and offer training to those employers to provide a solid work-based experience for students.

- Pre-Employment Transition Services (Pre-ETS) with Vocational Rehabilitation Services (DEED VRS) and adult education programs
  - Oak Land has direct partnerships with Blaine CareerForce, Anoka County Job Training Center, and the Central MN Jobs and Training through representation on our Leadership Team.
  - Increase integration with the workforce and our consortium partners (Element 5).
- Partnerships that prepare all special populations for a successful transition to postsecondary and/or employment

The Oak Land Education Partnership has relationships with ABE; Voc Rehab; Hope for Youth; Stepping Stones; Open Doors; Community based organizations serving immigrants and refugees, WIOA Adult Employment services; pathways to prosperity; Indian Education; McKinney Vento; American Indian Family Center; Urban Twin Cities; Veteran Services Representative at Blaine CareerForce center; Anoka County Jobs and Training and Central MN Jobs and Training Services (CMJTS). In addition, Anoka Jobs and Training and the Blaine CareerForce collaborate with Workforce Economic development.

Check which use(s) of funds in section 135 of Perkins V are supported under this narrative:

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

## Narrative 4: Integrated Academic and Technical Skills

### Integrated Academic and Technical Skills Narrative

Based on the data analysis conducted as part of your CLNA, describe the strategies your consortium will employ to improve the integration of rigorous content aligned with challenging academic standards into CTE programs:

- How will your consortium bring CTE, core academic, and postsecondary instructors together for planning to improve the academic and technical skills of students?
- How will your consortium inform districts and postsecondary institutions about opportunities to integrate academic standards into CTE frameworks/industry standards?
- How do your efforts constitute a well-rounded education as defined by ESEA: "courses, activities, and programming in subjects...with the purpose of providing all students access to an enriched curriculum and educational experience" (Section 8101(52) of Perkins Guide, p. 224)?

Enter your response here:

- - How will your consortium bring CTE, core academic, and postsecondary instructors together for planning to improve the academic and technical skills of students?
    - Our consortium plans to continue TSA at the local level which is a basis for curriculum improvement discussions with curriculum specialists. ▪ **TSAs, like industry certifications, provide a common summative assessment for collaborative teams across multiple schools/programs. These are valid and reliable assessments written by third party developers that assure our curriculum and assessments are unbiased and norm-referenced. This all assures our students across our districts have equitable access to common curriculum. TSA are used where industry certifications are not appropriate or available.**
    - ACC meetings between postsecondary and secondary provide a platform for improvement discussions in this area.
    - Secondary PLC meetings include the integration of rigorous content in CTE programs.
  - How will your consortium inform districts and postsecondary institutions about opportunities to integrate academic standards into CTE frameworks/industry standards?
    - The Oak Land Education Partnership meets monthly. Those meetings provide a vehicle for the dissemination of information.
    - ACC meetings between postsecondary and secondary provide a platform for academic standard integration into CTE.
  - How do your efforts constitute a well-rounded education as defined by ESEA: "courses, activities, and programming in subjects...with the purpose of providing all students access to an enriched curriculum and educational experience" (Section 8101(52) of Perkins Guide, p. 224)?
    - Individual schools and colleges review data to determine the needs of our populations and how to assist them. There are funds & support to partners for the advancement of CTE programming and integration needs within their respective districts and institutions. This allows each entity to address individual barriers and needs on their own campuses.
    - Throughout the grant, you will notice collaborative dollars for the improvement of consortium initiatives.



- Increase the use of industry-recognized credentials requested by our local employers, in our CTE Classes for all students to have an advantage when looking for employment and develop a sense of success with attainment (e.g. Microsoft Office, OSHA 10, ServSafe, and Nursing Assistant).

Check which use(s) of funds in section 135 of Perkins V are supported under this narrative:

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

## Narrative 5: Special Populations

### Special Populations Narrative

Describe the specific, coordinated actions and efforts your consortium will take to:

- Address the barriers to access and success for special populations within CTE programs identified in your CLNA; include a description of how these barriers were identified.
- Prepare special populations for high-skill, high-wage, or high-demand occupations that will lead to self-sufficiency.
- Develop new initiatives to better prepare CTE participants for non-traditional fields.
- Ensure members of special populations will not be discriminated against.

Enter response below:

- Address the barriers to access and success for special populations within CTE programs identified in your CLNA; include a description of how these barriers were identified.

Barriers were identified through the CLNA data and stakeholders. The following strategies address some of the barriers.

- Begin career exploration in middle school as many stakeholders felt that by 10-12th grade, students are less open to career exploration
- Create opportunities for more support for those who identify interest in non-traditional career clusters and pathways.
- Request further data from the state in regard to underrepresented populations, to better understand what is causing students to perform lower and to build support systems.
- Assist students with different pieces of the college experience (financial aid, advising, disability services, counseling).
- Provide wraparound services prior to enrollment in postsecondary by connecting to CMJTS/Career Force.
- Tap into parental/familial/peer groups to broaden student awareness and interest in careers that are outside of their current awareness.
- Continue to combat implicit system bias (problem blindness) when guiding students into college and careers.
- Hire a tutor at ATC for nursing students due to the diversity in their program. (Element 5).
- Anoka Hennepin will hire a Student Achievement Coordinator.

**The Oak Land Partnership is working with MinnState Equity by Design, Equity 2030 and college leadership to determine next steps for guided pathways. In addition, we will utilize our Upstream Thinking Toolbox (see attached PowerPoint).**

- Prepare special populations for high-skill, high-wage, or high-demand occupations that will lead to self-sufficiency.
  - Create and implement support systems for special populations as identified in Perkins V, including Guided Pathways at both colleges

- Strengthen the partnerships with admissions/advising to identify out-of-work youth & connect to workforce development.
- Improve the transition in place for homeless students from secondary to postsecondary.
- Develop a STEM-focused student organization to expose special populations of ARCC students to industry experiences, demands, and opportunities. This would be coordinated with ARCC Career Services, Job Readiness, and CTE program faculty.
- Work closer with Anoka County Job Training Center to provide a continuum of services in the following areas:
  - Architecture & Construction – job postings; assist clients with postsecondary education or on the job training
  - Transportation, Distribution, and Logistics – P2P pathways grant that assists with CDL class B license; post jobs and assist with postsecondary or on-the-job training. **CDL professional development will be provided for the instructor.**
  - Health Sciences - P2P pathways grant to assist with NAR (CAN) training; post jobs and assist with postsecondary or on the job training
  - Marketing/Sales - post jobs and assist with post-secondary or on the job training
  - Manufacturing – Anoka County Job Training Center and ATC are partnering by utilizing the Dual Pipeline grant
  - Information Technology – Anoka County Job Training Center partners with both colleges to provide client training
  - Education and Training – place clients in educational settings for work experiences and career exploration (e.g.) Future Leaders Program at Coon Rapids HS
  - Agriculture, Food, and Natural Resources - post jobs and assist with postsecondary or on the job training
  - Business, Management, Administration - promote digital literacy through Northstar; post jobs and assist with postsecondary or on the job training
  - Work-Based Learning – Support WBL and host youth, paid work experiences, and/or internships for eligible youth **to include ACTE-SPED.**
  - Anoka County Job Training Center has a staff member on the AACAP (American Academy of Child and Adolescent Psychiatry) Board
  - Anoka County Job Training Center has a staff member on both the ATC and ARCC Presidents Advisory Committee
- Develop new initiatives to better prepare CTE participants for non-traditional fields.
  - Provide consortium outreach to each community regarding CTE programs with an emphasis on state-approved POS and nontraditional students.
    - Health Science - males are underrepresented
    - Manufacturing – females are underrepresented
    - Information Technology – females are underrepresented
    - Construction – females are underrepresented
  - Training for postsecondary enrollment services staff on CareerForce and secondary Special Populations services.

- Resources and training for secondary staff to link students to resources at postsecondary.
- Ensure members of special pops will not be discriminated against.

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

Check which use(s) of funds in section 135 of Perkins V are supported under this narrative:

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

## Narrative 6: Work-based Learning

### Work-based Learning Narrative

Work-Based Learning is a required component of State Recognized Programs of Study. Consortia are strongly encouraged to invest financial resources to proactively address the expansion of work-based learning opportunities.

Provide the following information in the space below:

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

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

Enter your response here:

- Describe the experiential learning opportunities provided to students enrolled in CTE programs at the secondary and postsecondary levels.

The Oak Land Education Partnership provides opportunity and access to experiential learning through:

- CTE programming
- Secondary diversified occupations and work experience programs
- Internships
- Apprenticeships
- Mentoring

- Describe the work-based learning programs available to students which support the consortium's secondary program quality accountability measure.

All of our districts have WBL and our secondary partners meet this quality accountability measure. However, we know that there is much need for improvement in this area. For example, Cambridge-Isanti HS will strengthen its existing WBL Program and add specialized programs in the areas of Business, FCS/Education, and Trades & Industries. We will use FY23 to explore quality programs and begin developing these programs to include future internship apprentice opportunities. ISD 728 will review the new MDE Framework and update the curriculum in all WBL areas.

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

The consortium partners with advisory committees, the local chamber of commerce, Anoka County Job Training Center, and Central Minnesota Jobs and Training Services. These partners work collaboratively to disseminate information and recruit additional WBL sites for students.

- Based on the most recent data, many consortia are close to improvement plan status at the secondary level. Describe how your consortium will invest financial resources to increase work-based learning opportunities.

All indicators were met for the Oak Land secondary partners. The secondary will be supporting additional endorsements for CTE instructors and/or instructors who wish to have CTE endorsements (See Narrative

**11). Districts are increasing opportunities for WBL. However, the districts have accessed general fund dollars to support WBL.**

Check which use(s) of funds in section 135 of Perkins V are supported under this narrative:

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

## Narrative 7: Early College

### Early College Narrative

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

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

Enter your response here:

- • Postsecondary credit, such as dual or concurrent enrollment programs in CTE (e.g., University of Minnesota CIS – College in the Schools, dual enrollment with Minnesota State colleges).

Continue to advocate and explore additional options and opportunities for dual enrollment and PSEO opportunities for students in CTE. Work with local colleges on contracted PSEO classes, particularly for CTE courses. Add Introduction to Education Course to align with standard to meet concurrent enrollment pending approval of administration.

ARCC will pilot IT and Business courses in partnership with CIHS to allow students to earn college credit in high school, leading to a certificate or degree in information technology and/or business. Students also earn secondary elective credit by completing these courses.

- Articulated credit options for high school coursework matriculation in CTE (e.g., individual agreements between teachers and instructors for articulation).

Our consortium contracts with the College High School Partnership (CHSP) for Articulated College Credit (ACC) which partners with the following consortia: SouthWest Metro; South Metro; Hennepin West; with subcontracts with Great River, Minneapolis and NE Metro. In addition, the consortium is a partner in the [www.CTEcreditMN.com](http://www.CTEcreditMN.com) website that houses ACC agreements and data. **ACC is one way to assure equity of access for CTE students through offering college credits and utilizing the website.** The CHSP works to meet the Perkins goals of partnering consortia to provide a platform for curriculum and Perkins data improvement. Promotion of the website is provided by the CHSP and the website contracts. Additionally, we will search for best practice models for collaboration between secondary and postsecondary.

The consortium also provides the following to our members

- Mentor new Perkins secondary leaders and teachers on the Carl D. Perkins V federal grant and its impact on CTE students in their high schools.
- Mentor new Perkins secondary leaders and teachers in partnership with the Oak Land Perkins Consortium high schools, Anoka-Ramsey Community College, and Anoka Technical College.
- Advise secondary administrators and/or Perkins secondary leaders on understanding and implementing the approved FY23 Oak Land Consortium Perkins Grant outcomes.
- Advise secondary administrators and/or Perkins secondary leaders on developing goals to be proposed to the Leadership Team for the FY24 Oak Land Consortium Perkins Grant.
- CTE coursework that earns credit equivalency for high school graduation requirements (e.g., economics, chemistry, art, math).
  - Several CTE courses in multiple disciplines offer a fine art elective credit including (interior design, culinary arts I, fashion design, digital design, etc)
- Advanced high school courses and curricula in CTE provide certifications-by-exams (CASE, Microsoft, Adobe,

CompTIA, ServSafe) or credit-by-exams (e.g., AP, IB).

Check which use(s) of funds in section 135 of Perkins V are supported under this narrative:

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



## Narrative 8: Support to Professionals

### Support to Professionals Narrative

Provide the following information in the space below:

- Describe the specific actions your consortium will take to recruit and prepare education professionals, including individuals from underrepresented groups and nontraditional careers. What partnerships or processes exist (or will be developed) in relation to recruiting new teachers when the need arises?
- Describe the specific actions your consortium will take to retain, train and develop education professionals and ensure applicable state certification and licensure requirements are met. What opportunities do educators have for professional development?
- How do these actions support the needs identified in your CLNA?

**NOTE:** Education professionals include teachers, faculty, administrators, specialized instructional support personnel and paraprofessionals.

Enter your response here:

- Describe the specific actions your consortium will take to recruit and prepare education professionals, including individuals from underrepresented groups and nontraditional careers. What partnerships or processes exist (or will be developed) in relation to recruiting new teachers when the need arises?
  - Create a collaboration model between HS teachers and college faculty. Some high school CTE teachers are the sole teacher of that discipline within the entire district, so we need to be able to mentor and share knowledge. This may help with the retention of CTE teachers at the high school level.
  - Connect with existing programs that have had success recruiting, retaining, & training educators from underrepresented or marginalized communities into the teaching profession, and in, CTE.
- Describe the specific actions your consortium will take to retain, train and develop education professionals and ensure applicable state certification and licensure requirements are met. What opportunities do educators have for professional development?
  - The consortium will be expanding our education and training POS to grow this POS between secondary and postsecondary. We will collaborate with secondary instructors to provide additional training for endorsements in WBL, TechEd, and CTE core skills.
  - Utilize connections, models, and best practices from business and industry, ACTE, MNACTE, MSBA, Great Lakes Equity Center, MACTA, etc. to create recruitment strategies for CTE professionals, specifically the identified under-represented communities.
  - We will apply the Equity INsights lens to all CTE educator and professional recruitment and training materials as well as continue culturally responsive teaching and diversity training for faculty and staff.
- How do these actions support the needs identified in your CLNA?
  - These actions are supported through Element 4 of the CLNA. **See attachment from Inspiring Insights Tool Box.**

Check which use(s) of funds in section 135 of Perkins V are supported under this narrative:

- 1. Provide career exploration and career development activities through an organized, systematic framework designed to aid students, including in the middle grades, before enrolling and while participating in a CTE program, in making informed plans and decisions about future education and career opportunities.
- 2. Provide professional development for teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals.
- 3. Provide within CTE the skills necessary to pursue career in high-skill, high-wage, or in-demand industry sectors or occupations.
- 4. Support integration of academic skills into CTE programs and programs of study.
- 5. Plan and carry out elements that support the implementation of CTE programs and programs of study and that result in increasing student achievement on performance indicators.
- 6. Develop and implement evaluations of the activities carried out with funds under this part, including evaluations necessary to complete the local needs assessment and the local report.

Not Applicable

## Narrative 9: Performance Gaps

### Performance Gaps Narrative

Based on the analysis of disaggregated data for both secondary and postsecondary:

- What specific student group(s) were identified as having significant disparities or performance gaps?
- What specific actions will the consortium take at both the secondary and postsecondary level each year of the local plan to eliminate these disparities or close performance gaps?
- What financial resources will be leveraged to support these actions?

Enter your response here:

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

Postsecondary Gaps:

- **1P1 - Postsecondary Retention and Placement: The goal of 93.42% was not met, however, the actual is above 90% of the established performance level. The actual performance was 90.70%.**
- 3P1 - Nontraditional Program Enrollment: The goal of 14.16% was not met, however, the actual is above 90% of the established performance level. The actual performance was 13.74%.
- Underutilized secondary concentrators to increase placement into postsecondary and decrease postsecondary ethnicity gaps

Secondary Gaps:

- Work-Based Learning (5.64% was our target and our actual was 15.01%). Overall, the target gaps are Diversified Occupations and ACTE SPED. **(See Narratives 5 & 6).**
- There are gaps in all areas as we review ethnicity and special populations. However, some of the gap numbers are statistically insignificant.
- What specific actions will the consortium take at both the secondary and postsecondary level each year of the local plan to eliminate these disparities or close performance gaps?

The priorities are based on the gaps discussed in Elements 1 and 2. Each priority will be developed with an equity lens and is budgeted in other narratives, mainly narrative 5.

- Design campaigns (possibly through CTE Works! Campaign and/or Career Spotlight events on campus) with an equity lens to reach secondary students by providing awareness of ATC/ARCC programs that lead to high-skill, high-wage, high-demand careers.
- Investigate how to increase career awareness, exposure, and education for secondary students. CTSO's may be an avenue for information dissemination.
- Return to in-person career exploration activities **hosted by the colleges** for middle & high school students with priority to those marginalized populations determined through our data.
- Move from strictly online to more in-person/hybrid student activities, particularly for POS information and under-represented populations.
- Continue marketing plan through Explore CTE! and Career Spotlight Events.
- Continue work with the MN Department of Labor and Industry to implement methods for improved messaging to all students regarding career exploration (see element 5).
- Eliminate barriers to college math completion requirements by revising developmental math courses into co-requisite supports.

- Investigate where students with an AA degree go after graduation; the value of an AA only if students do not complete a 4-year degree; and students with an AA degree that do not continue to a 4-year degree may be better served to pursue a 2-year degree in a specific program of study.
  - Assess how to assist students in declaring a specific major in their first semester of study to better serve them (i.e., Guided Pathways).
  - Offer on-site events designed specifically to assist ELL students to formulate a career and education path. (e.g., ELL students in the AH District are very interested in Nursing and Education – how do we help them to achieve their goals?)
- What financial resources will be leveraged to support these actions?

Communication between entities is key in leveraging funds. The consortium will work with each district, college, Central MN and Anoka County Jobs and Training, and the CTE Levy to braid funds available for this work in order to reduce duplication in our efforts.

The Pathways to Prosperity grant for welding and nursing assistant training was recently awarded in partnership with ATC and Anoka Jobs and Training.

Check which use(s) of funds in section 135 of Perkins V are supported under this narrative:

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

## Narrative 10: Consortium Governance

### Consortium Governance Narrative

Provide the following information in the space below:

- Describe your consortium’s formal governance structure, including how the consortium leadership is organized, the processes used for making financial decisions and the communication systems in place to ensure all consortium members are continually updated.
- Describe the actions the consortium is taking to ensure Perkins funding is supporting programs of sufficient size, scope and quality.

**NOTE: The required components for a consortium’s governance structure are further detailed in the Perkins Operational Handbook (p 11).**

Enter your response here:

- Describe your consortium’s formal governance structure, including how the consortium leadership is organized, the processes used for making financial decisions and the communication systems in place to ensure all consortium members are continually updated.

The partnership is represented by two teams (Leadership and Executive).

#### **Leadership Team** consists of **13 Representatives**

##### **Representatives – Postsecondary**

1. Anoka Technical College (ATC) (1 Representative)
2. Anoka Ramsey Community College (ARCC) (Fiscal Agent) (1 Representative)
3. ATC & ARCC Educational Services (1 Representative) **(New) CTE College Perkins Coordinator**

##### **Representatives – Secondary**

6. Anoka Hennepin District #11 (1 Representative)
  - Andover High School
  - Anoka High School
  - Blaine High School
  - Champlin Park High School
  - Coon Rapids High School
  - Crossroads Alternative
  - STEP (Secondary Technical Education Program)
  - STEP Ahead On-Line
7. Cambridge-Isanti Schools (1 Representative)
  - Cambridge-Isanti High School
  - Riverside Academy
8. ISD 728 (1 Representative)
  - Elk River High School
  - Ivan Sand Community School
  - Rogers High School
  - Spectrum High School
  - Zimmerman High School
9. Princeton Public Schools (1 Representative)
  - Princeton High School
  - Princeton Online Academy
  - Princeton Area Learning Center
10. St. Francis Public Schools (1 Representative)
  - Crossroads School & Vocational Center
  - St. Francis High School

##### **Representatives (additional)**

11. Consortium Grant Coordinator (1 Representative)
12. Articulation Coordinator (1 Representative)
13. POS Coordinator (1 Representative)
14. Anoka County Job Training Center & Blaine CareerForce (1 Representative)
15. Central MN Jobs and Training Services (1 Representative)

**Executive Team** consists of **5** representatives.

**Postsecondary** - 2 Representatives (to include fiscal agent)  
**Secondary** - 1 Representative (fiscal agent)  
**Consortium Grant Facilitator** - 1 Representative  
**CTE College Perkins Coordinator** - 1 Representative

Financial decisions are made based on the CLNA, individual district CTE needs that meet the criteria set forth annually by the leadership team, and state-recognized POS. Consortium financial decisions are addressed first. Secondly, the postsecondary and secondary meet separately to clarify requests and determine how the requests meet our hierarchy of priorities.

The teams communicate mainly between Google Docs, and monthly meetings (in-person and online). Minutes, agendas, and collaborative work are always available through our Oak Land Consortium shared drive (hosted by AH Schools) on Google Docs.

**The new CTE Perkins Coordinator will coordinate initiatives and related activities designed to increase awareness of and enrollment in career and technical education pathways. This position organizes data and manages event coordination to meet Perkins program goals across both colleges and with secondary partners.**

- Describe the actions the consortium is taking to ensure Perkins funding is supporting programs of sufficient size, scope, and quality.

Our consortium will base our actions on Element 2 of our CLNA findings.

Industry equipment updates and training will be provided for size, scope, and quality of CTE programs. We will continue to support ACC meetings to guide students into livable wage careers offered at our partnering colleges.

When comparing postsecondary P file data with Occupations in Demand by Career Field (DEED) for Central MN (CM) and Twin Cities (TC): Business, Management, & Administration has the most openings CM 36.13%/TC 44.01%, followed by Engineering, Manufacturing, & Technology CM 29.10%/TC 22.42%. The third occupation(s) by career field is Health Science CM 13.17%/TC 12.32%. The Human Services career field is fourth with CM 16.21%/TC 13.13%. DEED Presentation Luke Greiner (Feb 2022).

Secondary partners will align programs to our college partners as well as local career demands.

Check which use(s) of funds in section 135 of Perkins V are supported under this narrative:

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

## Narrative 11: Reserve Funds

### Reserve Funds Narrative

In compliance with Perkins V, Section 135 and Section 112(c), Perkins Reserve funds must be used to support innovative work in up to two (2) of the following categories:

- CTE teacher/faculty recruitment, retention
- Achievement gaps in math, language arts
- Performance gaps
- Development of new Programs of Study

Please provide the following:

- Identify the category(ies) your consortium has selected and describe the innovations being supported by the Reserve fund.
- Provide specific budget details on how the Reserve fund will support the innovation.
- What are the expected results of this innovation?
- How will this innovative strategy be supported after Perkins funds are expended?

Enter your response here:

- Identify the category(ies) your consortium has selected and describe the innovations being supported by the Reserve fund.
- 

- **CTE teacher/faculty recruitment, retention**

Secondary reserve funds will be utilized to provide opportunities for teachers to earn additional CTE/WBL endorsements. Funds will be used to support the professional development of CTE teachers to be used toward their CTE license or WBL endorsement. Funds are not supporting college credits, licensure fees, etc. but are used to provide teachers with core skills and PD necessary to offer successful CTE programs.

- **Performance gaps**

Anoka Hennepin will hire a new student achievement advisor with reserve and narrative 9 funds. This will be the basis for the future decreases in performance gaps indicated in our P files. However, we will not see results immediately. This position will address and support AH BIPOC students to enroll in courses that lead to in-demand, high-wage, and high-skill occupations (similar to AVID but for CTE programs).

Anoka Technical College will provide support for its Bridges program.  
Anoka Technical College will be hiring a Health Science Tutor (e.g. Nursing).

ARCC will utilize technology to reach out to CTE students in order to support them from college entrance to a career.

- Provide specific budget details on how the Reserve fund will support the innovation.

Secondary:

- \$30,000 for a contract with Lakes Country Cooperative to provide endorsement training, etc. Funds will be used to support the professional development of CTE teachers to be used toward their CTE license or WBL endorsement. Funds are not supporting college credits, licensure fees, etc. but are used to provide teachers with core skills and PD necessary to offer successful CTE programs.

- \$33,466.58 will support the student achievement advisor. **This will be the basis for the future decreases in performance gaps indicated in our P files. However, we will not see results immediately. This position will address and support AH BIPOC students to enroll in courses that lead to in-demand, high-wage, and high-skill occupations (similar to AVID but for CTE programs).**

Postsecondary:

- \$20,000 to support the Bridges program at ATC.
- \$22,724.72 along with funds from Narrative 5 to hire a Health Science Tutor.
- \$21,330.33 will be used to utilize technology to reach out to CTE students in order to support them from college entrance to a career at ARCC.
- What are the expected results of this innovation?

Secondary:

- Additional endorsements provide an avenue to retain CTE educators and expand WBL.
- The student achievement advisor should result in a decreased performance gap for marginalized student groups.

Postsecondary:

- (Bridges) Reduce student Performance Gaps as well as provide professional development for educators and staff.
- Increase our retention rates in these Health Science Programs.
- Decrease performance gaps at ARCC as well as increase program completion rates.
- How will this innovative strategy be supported after Perkins funds are expended?
  - The endorsement strategy will eventually decrease as districts are able to retain their CTE faculty.
  - The student achievement advisor will be absorbed by the Anoka Hennepin School District.
  - The nursing tutor will be supported by ATC.

Check which use(s) of funds in section 135 of Perkins V are supported under this narrative:

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



## Workforce Center Collaboration

Enter information into this table as it applies to your consortium. This table does not self-tabulate. Add totals from Postsecondary 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)
(POSTSECONDARY) Total Perkins funds used in collaboration with WorkForce Centers	10,000
(POSTSECONDARY) Estimated expenditure/in-kind contributions used in collaboration with Workforce Centers	40,000
<b>Postsecondary Subtotal</b>	50,000
(SECONDARY) Total Perkins funds used in collaboration with WorkForce Centers	\$0
(SECONDARY) Estimated expenditures/in-kind contributions used in collaboration with WorkForce Centers	40,000
<b>Secondary Subtotal</b>	40,000
<b>TOTAL</b>	90,000



## Additional Documentation

**These required documents must be uploaded with your application:**

1. **Statements of Assurance** (Statements of Assurance should be combined and uploaded as one single PDF). ([Download the .pdf file](#))
2. **Combined Secondary and Postsecondary Budget Excel Sheet** (Download link coming soon)
3. **Consortium Consolidated Equipment Inventory**
4. **Improvement Plan Template**. Only required for those consortia on an improvement plan. ([Download the .doc file](#))

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

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

Oak Land Statement-of-Assurances-Form-2-11-2020.pdf

REQUIRED: Combined Secondary and Postsecondary Budget Excel Sheet

Final Oak Land Combined-Secondary-Postsecondary-Budget.xlsx

REQUIRED: Consortium Consolidated Equipment Inventory

FY18 - FY22Oak Land Equipment Lists.xlsx

Improvement Plan

Additional Material

Oak Land Education Partnership Membership-List.docx

Additional Material:

FINAL\_ Oak\_Land\_Toolbox\_May28\_2021.pptx

Additional Material:

Additional Material:

Additional Material:

Additional Material

Additional Material:

Additional Material:

