



Oak Land Education Partnership

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

Submitted by Jessica Lipa

Submitted on 06/21/2021 12:53 PM Central Standard Time

Opportunity Details

Opportunity Information

Title

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

Description

APPLICATION OPENS MARCH 15, 2021.

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.

Category Explanation

Second-Year application.

Opportunity Manager

Jeralyn Jargo

Public Link

<https://www.gotomygrants.com/Public/Opportunities/Details/e4279467-db28-4225-924a-19d211999fe0>

Is Published

Yes

Submission Information

Submission Window

Opens 03/15/2021 8:00 AM

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 website.

Project Information

Application Information

Application Name

Oak Land Education Partnership

Award Requested

\$1,018,653.81

Total Award Budget

\$1,018,653.81

Primary Contact Information

Name

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Address

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Anoka, MN 55303

Phone Number

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Project Description

Consortium Membership List

Consortium Membership List

If there are changes to your consortium membership, list them here; if not, type "No Change."

Excutive Team is the same as FY21.

Leadership Team

Amy Lord is the only representative from Elk River Area Schools. (remove Patricia Sanford)

Katie Walker from Cambridge-Isanti has a new name - Katie Soler

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

Narrative 1: Comprehensive Local Needs Assessment (CLNA)

CLNA

If you're making budget requests under this narrative, explain them here in the space provided and describe which use of funds in section 135 of Perkins V supports each request. If the budget is unchanged from year one, enter "No change."

Amendment:

Funds in Narrative 1 have increased approximately \$52,773.69. While funds for advisory committees decreased from secondary due to more meetings held online, Anoka Technical College will be utilizing increased funds for an Explore CTE! campaign.

Section 135 – 1B i, ii, iii, iv \$7,261.91

Funds will be used by the consortium to support advisory committee work within CTE programs. **The goal is to increase the input and partnering from advisory committees in the area(s) of curriculum writing, mentoring, purchasing industry recommended supplies, equipment and field trips. Funds in this area are designated for those initiatives. Please refer to the Oak Land Equity Document Element #1 (Postsecondary & Secondary)**

Section 135 – 1B-C, E, F \$71,611.78

Explore CTE! campaign (ATC) will utilize funds from narrative 1 and 11.

Section 135 – 2C \$60,000

Anoka Technical College funds will be used for the Connections Coordinator as well as cover a portion of staff salaries for planning and overseeing the Explore CTE! campaign and other Perkins related initiatives, such as summer youth camps and middle/high school visits.

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

Narrative 2: Programs of Study (POS)

POS

If you're making budget requests under this narrative, explain them here in the space provided and describe which use of funds in section 135 of Perkins V supports each request. If the budget is unchanged from year one, enter "No change."

Amendments:

Approximately \$50,000 has been moved from Narrative 2 to Narratives 5, 9 and 11 which accounts for the decreased budget in Narrative 2. The following budget amendments are new initiatives or changes in budget dollars.

Section 135 – 5D \$65,699.46

Funds will be used for equipment at our partnering colleges for specific POS that have the most local workforce need (\$12,350.00 ARCC, \$53,349.46 ATC).

Section 135 – 5A, C \$29,000

Funds will be used for Articulated College Credit Meetings and facilitators, www.CTEcreditMN.com website and postsecondary TSA assessments. The TSA coordinator position and secondary TSA assessments has been moved to Narrative 4

Section 135 – 1 C, D, E, F \$865.63

The IT Support Specialist certification for high school students was not completed in FY21 due to Covid 19 restrictions. This initiative will move forward in FY22 with funds being utilized from Narrative 2 and 11.

In the creation of the Program of Studies pathways, the Oak Land consortium leadership team looks at Job Outlook data from the Minnesota Department of Employment and Economic Development and data gather in our current Comprehensive Local Needs Assessment. The creation of pathways or designation of our seven pathways were approved by members of the leadership team with representatives from Anoka Technical College, Anoka Ramsey Community College, Anoka-Hennepin School District, Cambridge-Isanti School District, Elk River School District, Minnesota Jobs and Training, Princeton School District, St. Francis School District. Once a pathway was approved, the pathway was systemically created for each high school in our consortium. Please refer to the Oak Land Equity Document Element #2, 3 & 5 (Postsecondary & Secondary)

The following S-R POS are our focus for FY22:

- **Therapeutic Services: Dental Occupations, Medical Assistant, Nursing**
- **Sales and Services: Diesel Program**
- **Network Systems: Information Technology IT/Computer Science and CISCO**
- **Sales & Service: Outdoor Power Sports, pilot Yamaha Certification -**
- **Production: Manufacturing (welding, machining)**

There also will be increased support in the following POS:

- **Education/Training: Education Support Careers – This is a new course at STEP and expanding Education Careers in the Anoka Hennepin District. Partnering school districts are also creating or implementing education career courses.**
 - **Administrative Support or Foundational Skills - New CAPS program in secondary business education, Business courses at ARCC**
 - **Construction – high school programs in the Construction field and Boat Builders**
 - **Engineering and Technology– high school programs in the Engineering, Manufacturing and Technology Career Field**
 - **Production (Manufacturing)**
 - **Arts, Audio/Video Technology, and Film – meeting industry standards in the communications program in the Elk River Area Schools**
- The consortium systematically reviews POS in regard to size, scope and quality as well as, 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.

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

If you're making budget requests under this narrative, explain them here in the space provided and describe which use of funds in section 135 of Perkins V supports each request. If the budget is unchanged from year one, enter "No change."

Amendments:

There are no overall budget amendments for Narrative 3.

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

Narrative 4: Integrated Academic and Technical Skills (IATS)

IATS

If you're making budget requests under this narrative, explain them here in the space provided and describe which use of funds in section 135 of Perkins V supports each request. If the budget is unchanged from year one, enter "No change."

Amendments:

There is an increase in funding for Narrative 4, secondary funding due to moving the TSA coordinator and secondary TSA purchases from Narrative 2.

Section 135 – 2C & D; 5D \$49,409.00
Secondary equipment, (\$8,000 AH, \$41,409.00 ERAS)

Section 135 – 5A, C \$33,000.00
TSA coordinator and TSA purchases

Section 135 – 2E, F \$72,540.00
Secondary Textbooks, Program Supplies, Curriculum Writing, SP2 assessments

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

Narrative 5: Special Populations (SP)

SP

If you're making budget requests under this narrative, explain them here in the space provided and describe which use of funds in section 135 of Perkins V supports each request. If the budget is unchanged from year one, enter "No change."

Amendments:

For FY22, budget narrative 5 has increased by \$57,280.21. Through our equity work in FY21, our team was able to determine new initiatives to decrease the equity and access gap.

Section 135 - 5M, N & T; 6 \$14,000

A consultant team from Due East, funded by the postsecondary will be utilized for the ARCC Nursing program to revise the student handbook (equity revisions)

Student Handbook Equity Revisions Project. Consultation support includes:

- Facilitate an initial *Equity Mindset* professional development session with revision team—setting the foundation for handbook revision work
- Plan all handbook revision meetings (4 additional meetings) with structure and questions that illicit needed ideas, information, and consensus.
- Facilitate all meetings, effectively engaging all participants and ideas (detailed notetaking during all meetings).
- Read, review, and offer revisions for each page of the student handbook (78 pages)
- Create shared idea capture/working doc and feedback loop.
- Between meetings synthesize ideas and information, draft language and tools for feedback
- Contribute educational equity best practice, problem solving, language, resources and examples.

Section 135 - 2E \$2332.21

Anoka Technical College will host parent/student initiatives regarding employment and CTE programs.

Section 135 – 5(O) \$500

Postsecondary student organizations through the career center and BPA.

Section 135 – 2C, E, G, H; 5 B \$17,100

Three school districts (Cambridge-Isanti, Princeton, and St. Francis) will be attending equity programming through the YMCA United Health Group Innovation Center as a first step in learning how to advance inclusivity and system change for our smaller district partners.

Section 135 – 2A, C, E, I \$7410.00

Elk River Area Schools was not able to launch their partnership with Urban Boat Builders in FY21 due to Covid. For FY22, the goal is to launch the program with additional funding.

The Urban Boat Builders partnership program works directly with schools and community organizations and their leadership to tailor and develop an on-sight curriculum centered on boatbuilding.

Section 135 – 1A, E & F \$30,000

The consortium colleges will be increasing funding for special (under-represented) populations marketing.

The Oak Land Education Partnership views Narrative 5 in combination with Narrative 9 (Performance Gaps) to apply an equity lens to our initiatives as we gained knowledge from working with Inspiring Insights in FY21. Our Perkins work supports the initiatives in these areas as directed by administrative leadership in our districts and colleges. In aligning with Equity 2030, the Oak Land Education Partnership will be addressing the equity and special population gaps through the outlined sub-goals suggested <https://www.minnstate.edu/Equity2030/index.html>. Please refer to the Oak Land Equity Document Element #2 (Postsecondary & Secondary)

Intentional systems and culture change

Hiring a consultant team from Due East, funded by the postsecondary will be utilized for the ARCC Nursing program to revise the student handbook (equity revisions)

Student Handbook Equity Revisions Project. Consultation support includes:

- o **Facilitate an initial *Equity Mindset* professional development session with revision team—setting the foundation for handbook revision work**

- o Plan all handbook revision meetings (4 additional meetings) with structure and questions that elicit needed ideas, information, and consensus.
- o Facilitate all meetings, effectively engaging all participants and ideas (detailed notetaking during all meetings).
- o Read, review, and offer revisions for each page of the student handbook (78 pages)
- o Create shared idea capture/working doc and feedback loop.
- o Between meetings synthesize ideas and information, draft language and tools for feedback
- o Contribute educational equity best practice, problem solving, language, resources and examples.

Steadfast focus of leadership and empowerment; Intentional systems and culture change

Three school districts (Cambridge-Isanti, Princeton, and St. Francis) will be attending equity programming through the YMCA United Health Group Innovation Center as a first step in learning how to advance inclusivity and system change for our smaller district partners. The Elk River, Anoka Hennepin Districts, and consortium colleges will continue to utilize and value the equity and access leadership opportunities within each of their local campuses.

ARCC AND ATC will collaborate to address communication gaps in marketing CTE programming to special (under-represented) populations.

Anoka Technical College will host parent/student initiatives regarding employment and CTE programs. Initiative could include: Weekend, evening, daytime hands on programs to demonstrate how CTE can propel students into high wage, high skill and in-demand careers by addressing the career data from local CareerForce agencies.

Please refer to the Oak Land Equity Document Element #2, 5 (Postsecondary & Secondary)

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

Narrative 6: Work-based Learning (WBL)

WBL

If you're making budget requests under this narrative, explain them here in the space provided and describe which use of funds in section 135 of Perkins V supports each request. If the budget is unchanged from year one, enter "No change."

Amendments

Elk River Area Schools has absorbed the cost for the 0.3 WBL position. Therefore, there is an overall decrease in budget narrative 6 (\$64,000 - \$52,500). However, secondary partners are working collaboratively to provide WBL training from Lakes Country Service Cooperative.

Section 135 – 2C, E; 5E \$16,533.42

WBL training from Lakes Country Service Cooperative for up to 9 people from all 5 districts (narrative 6 and 11)

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

Narrative 7: Early College (EC)

EC

If you're making budget requests under this narrative, explain them here in the space provided and describe which use of funds in section 135 of Perkins V supports each request. If the budget is unchanged from year one, enter "No change."

Amendment

There is a slight secondary budget decrease from \$20,000 down to \$13,900 due to restricted district travel for Articulated College Credit meetings.

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

Narrative 8: Support to Professionals (STP)

STP

If you're making budget requests under this narrative, explain them here in the space provided and describe which use of funds in section 135 of Perkins V supports each request. If the budget is unchanged from year one, enter "No change."

Amendment

Narrative 9 shows a decrease in budget of \$10,100. The Business Program Essential Skills Training at ARCC is now provided by Minn State at a cost of \$0. Secondary FACS programs budgeted additional funds for additional instructor certifications.

Section 135 – 2C, E	\$7400
FACS certifications	

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

Narrative 9: Performance Gaps (PG)

PG

If you're making budget requests under this narrative, explain them here in the space provided and describe which use of funds in section 135 of Perkins V supports each request. If the budget is unchanged from year one, enter "No change."

Amendment

ATC increased the budget item for youth/parent weekend and evening camps for secondary students.

Section 135 - 1A, E & F \$8000
Youth/Parent weekend & evening camps for secondary

Please refer to the Oak Land Equity Document (Postsecondary & Secondary)

The Oak Land Education Partnership views Narrative 9 in combination with Narrative 5 (Special Populations) to apply an equity lens to our initiatives as we gained knowledge from working with Inspiring Insights in FY21. Our Perkins work supports the initiatives in these areas as directed by administrative leadership in our districts and colleges.

The Oak Land colleges (ARCC/ATC) has hired a new Vice President of Equity. At this time the partnership does not know what the strategic equity college plans are. The colleges have started working with instructors who want to work on equity and access in their programs (foundational courses and CTE). The goal is to review all programming through an equity lens. Currently, there are systematic instructor teaching contract barriers. The Perkins Grant will support initiatives as directed by college and district administration(s). Articulated College Credit meetings for FY22 will also include some equity training.

Three school districts (Cambridge-Isanti, Princeton, and St. Francis) will be attending equity programming through the YMCA United Health Group Innovation Center as a first step in learning how to advance inclusivity and system change for our smaller district partners.

The College and Career Specialist hired to support BIPOC students resulted from consortium P files. The P file data demonstrated a gap for BIPOC students becoming concentrators in high wage, high skill and in-demand CTE careers. Smaller districts in the consortium are considering similar strategies by observing the Anoka Hennepin district and reaching out to smaller districts in the state as to how they are supporting BIPOC students.

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

Narrative 10: Consortium Governance

Consortium Definition

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
 - Of these 6 programs of study, a minimum of 4 career fields must be represented
 - 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)

If you're making budget requests under this narrative, explain them here in the space provided and describe which use of funds in section 135 of Perkins V supports each request. If the budget is unchanged from year one, enter "No change."

There is no amendment to narrative 10 other than increase in administrative fees due to a larger grant award.

A consultant from Inspiring Insight was hired in FY21 to introduce upstream thinking and tools for change to our leadership team. During our time working with each element of the CLNA was reviewed for needs, gap, goals and approach to change. Through this work as well as each college and district priorities, consortium strategies for FY22 were identified. The number one priority for the consortium is to bring all partners to a basic level in regard to equity and access. The overall budget supports student equity and access in various initiatives and narratives. Success will be measured by consortium data provided by the state; and course and program success rates.

Support for this priority is also referenced in Narrative 6 and 11. Lakes Country Service Cooperative will be providing professional for teacher WBL portfolio for licensure. Nine instructors from all five districts will be participating. This will be a strong support for equity and access.

The consortium will continue to systematically analyze 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. In addition, CLNA data collection will be improved for the FY22 – 24 CLNA, as well and the connection between the grant narratives and the CLNA.

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

Narrative 11: Reserve Funds (RF)

RF

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.

If you're making budget requests under this narrative, explain them here in the space provided and describe which use of funds in section 135 of Perkins V supports each request. If the budget is unchanged from year one, enter "No change."

Amendment

Reserve funds will be utilized to fund the following initiatives.

\$6680.70 Administrative costs have a slight increase due to grant allocation.

Section 135 – 1B-C, E, F \$27,332.21
Explore CTE! campaign (ATC) will utilize funds from narrative 1 and 11.

Section 135 – 1D, E; 2H \$55,000
The Anoka Hennepin district will be supporting a College & Career Specialist to support BIPOC students.

Section 135 – 2C, E; 5E \$8,466.58
WBL training from Lakes Country Service Cooperative for up to 9 people from all 5 districts (narrative 6 and 11).

Section 135 – 2H **\$36,134.37**
Cultural responsiveness training - a teaching and learning cohort will focus on pedagogies that reduce the student success gap of under-represented students and first-generation college students in college courses. The support would include best-practice teaching strategies, with a focus on active learning and engaged classrooms, and infusing culturally responsive pedagogy.

The Oak Land Education Partnership meets monthly. As part of the monthly meetings, discussion includes how to prioritize reserve funding to meet the needs of the consortium. The Explore CTE campaign resulted from the realization that students and parents are not aware of the degrees and hands-on opportunities through CTE which was emphasized in the CLNA. Current CareerForce data is the driving factor for this initiative. In addition, the Explore CTE! campaign will benefit all of our consortium high schools.

The (A-H) College and Career Specialist hired to support BIPOC students resulted from consortium P files. The P file data demonstrated a gap for BIPOC students becoming concentrators in high wage, high skill and in-demand CTE careers. Smaller districts in the consortium are considering similar strategies by

observing the Anoka Hennepin district and reaching out to smaller districts in the state as to how they are supporting BIPOC students.

Lakes Country Service Cooperative will be providing professional for teacher WBL portfolio for licensure. Nine instructors from all five districts will be participating. This will be a strong support for equity and access as well as improve the number of students engaging in WBL.

The \$21,134.37 set aside for the IT Support Specialist Certification for high school students has been postponed for FY22 due to Covid-19, which caused a lack of marketing for this new program. These funds will be added to the \$15,000 targeted for Cultural Responsiveness Training and review of syllabi checklists through an equity lens for a total of \$36,134.37.

Cultural responsiveness training is a Teaching and Learning Cohort focusing on pedagogies that reduce the student success gap of under-represented students and first-generation college students in college courses. The support would include best-practice teaching strategies, with a focus on active learning and engaged classrooms, and infusing culturally responsive pedagogy.

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

Workforce Center Collaboration

Enter Workforce Center contributions for year two of the application.

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	\$13,150.00
(POSTSECONDARY) Estimated expenditure/in-kind contributions used in collaboration with Workforce Centers	\$10,000
Postsecondary Subtotal	\$23,150.00
(SECONDARY) Total Perkins funds used in collaboration with WorkForce Centers	\$7,000
(SECONDARY) Estimated expenditures/in-kind contributions used in collaboration with WorkForce Centers	\$15,000
Secondary Subtotal	\$22,000
TOTAL	\$45,150

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

Perkins-Funded Positions

Enter changes to Perkins Funded Positions for year-two of the application. Upload position descriptions for added personnel. Explain changes in personnel funding under the appropriate narrative item.

Perkins Funded Positions

Name	Position	Secondary/Postsecondary	File Folder # (Secondary)	Percentage of Time	Amount

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

Position Description

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Position Description

Position Description

Additional Documentation

Additional documentation may be uploaded here.

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

Secondary Supplemental Budget:

FY22 Oak Land Secondary-Supplemental-Budget-Amplifund-Worksheet

Consortium Consolidated Equipment Inventory

Additional Material

FY22 Oak Land Equity Document

Additional Material

Oak Land Programs of Study

Additional Material:

Additional Material:

Additional Material:

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 Summary

Expense Budget

	Grant Funded	Total Budgeted
A) Narrative 1: Comprehensive Local Needs Assessment (CLNA)		
b. Secondary Non-Personnel	\$7,261.91	\$7,261.91
e. Postsecondary Personnel (Salary and Benefits)	\$60,000.00	\$60,000.00
f. Postsecondary Non-Personnel	\$71,611.78	\$71,611.78
Subtotal	\$138,873.69	\$138,873.69
B) Narrative 2: Programs of Study		
b. Secondary Non-Personnel	\$60,155.00	\$60,155.00
f. Postsecondary Non-Personnel	\$49,865.63	\$49,865.63
g. Postsecondary Equipment	\$65,699.66	\$65,699.66
Subtotal	\$175,720.29	\$175,720.29
C) Narrative 3: Workforce Innovation Opportunity Act (WIOA) and other workforce agencies		
b. Secondary Non-Personnel	\$9,055.00	\$9,055.00
f. Postsecondary Non-Personnel	\$8,150.00	\$8,150.00
Subtotal	\$17,205.00	\$17,205.00
D) Narrative 4: Integrated Academic and Technical Skills		
a. Secondary Personnel (Salary and Benefits)	\$23,000.00	\$23,000.00
b. Secondary Non-Personnel	\$81,740.00	\$81,740.00
c. Secondary Equipment	\$50,209.00	\$50,209.00
f. Postsecondary Non-Personnel	\$500.00	\$500.00
Subtotal	\$155,449.00	\$155,449.00
E) Narrative 5: Special Populations		
b. Secondary Non-Personnel	\$39,210.00	\$39,210.00
c. Secondary Equipment	\$1,875.00	\$1,875.00
e. Postsecondary Personnel (Salary and Benefits)	\$14,000.00	\$14,000.00
f. Postsecondary Non-Personne	\$91,832.21	\$91,832.21
Subtotal	\$146,917.21	\$146,917.21
F) Narrative 6: Work-based Learning		
b. Secondary Non-Personnel	\$52,533.42	\$52,533.42
Subtotal	\$52,533.42	\$52,533.42

	Grant Funded	Total Budgeted
G) Narrative 7: Early College		
a. Secondary Personnel (Salary and Benefits)	\$13,900.00	\$13,900.00
Subtotal	\$13,900.00	\$13,900.00
H) Narrative 8: Support to Professionals		
b. Secondary Non-Personnel	\$57,700.00	\$57,700.00
f. Postsecondary Non-Personnel	\$1,000.00	\$1,000.00
Subtotal	\$58,700.00	\$58,700.00
I) Narrative 9: Performance Gaps		
f. Postsecondary Non-Personnel	\$8,000.00	\$8,000.00
Postsecondary Personnel (Salary and Benefits)	\$12,000.00	\$12,000.00
Subtotal	\$20,000.00	\$20,000.00
J) Narrative 10: Consortium Governance		
d. Secondary Admin (5% max) UFARS 895	\$19,780.32	\$19,780.32
e. Postsecondary Personnel (Salary and Benefits)	\$45,280.00	\$45,280.00
f. Postsecondary Non-Personnel	\$17,000.00	\$17,000.00
h. Postsecondary Admin (5% max)	\$23,681.02	\$23,681.02
Subtotal	\$105,741.34	\$105,741.34
K) Narrative 11: Reserve Funds		
b. Secondary Non-Personnel	\$63,466.58	\$63,466.58
d. Secondary Admin (5% max) UFARS 895	\$3,340.35	\$3,340.35
f. Postsecondary Non-Personnel	\$3,340.35	\$3,340.35
f. Postsecondary Non-Personnel	\$63,466.58	\$63,466.58
Subtotal	\$133,613.86	\$133,613.86
Total Proposed Cost	\$1,018,653.81	\$1,018,653.81

Revenue Budget

	Grant Funded	Total Budgeted
Grant Funding		
Award Requested	\$1,018,653.81	\$1,018,653.81
Subtotal	\$1,018,653.81	\$1,018,653.81
Total Proposed Revenue	\$1,018,653.81	\$1,018,653.81

Proposed Budget Detail

See attached spreadsheet.

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)

e. Postsecondary Personnel (Salary and Benefits)

ATC Will cover a portion of staff salaries for planning and overseeing the Explore CTE! campaign and other Perkins related initiatives such as summer youth camps and middle/high school visits.

f. Postsecondary Non-Personnel

Anoka Tech plans to implement a comprehensive CTE awareness and involvement campaign called "Explore CTE!". There will be four major emphasis populations: 1) Middle School Awareness of CTE 2) High School Recruitment 3) College student retention and transition to workforce and 4) Parent Perceptions of CTE. A focus on special populations will be a theme throughout all initiatives.

b. Secondary Non-Personnel

Advisory Committee work and preparations

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)

g. Postsecondary Equipment

Colleges will spend equipment funds on programs of study that have the most need in the local workforce.

f. Postsecondary Non-Personnel

Secondary Partnerships and College Tours Education Transfer Pathway Partnerships with Universities/PELSB competencies ARCC TSA program assessments in the Health Sciences Pathway (e.g. PTA, Nursing, etc) Career Videos and strong inventory for Career Guidance - ARCC Implement the IT Support Specialist certification (ARCC) for high school students. (also in Narrative 11) Articulated College Credit programming

b. Secondary Non-Personnel

Coordination of ACC and the partnership with the www.CTEcreditMN.com website. Career Tours across all 5 districts. DECA competition materials DECA University.

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)

f. Postsecondary Non-Personnel

Central Job Posting System CareerForce Partnerships

b. Secondary Non-Personnel

Transportation for the EPIC event. MCIS

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)

f. Postsecondary Non-Personnel

Career Outreach Fair at ARCC

a. Secondary Personnel (Salary and Benefits)

TSA Coordinator

b. Secondary Non-Personnel

Curriculum Writing Supplies for CTE programs SP2 Assessments CAPS Business ED TSA assessment

c. Secondary Equipment

Equipment Construction Automotive programming Woodworking Dental Occupations

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)

f. Postsecondary Non-Personnel

High School student/parent initiatives Nursing Equity Project CTSO support Online resources to support ELL ELL student recruitment Equity support for retention efforts Marketing CTE programs to under-represented groups

e. Postsecondary Personnel (Salary and Benefits)

Career Center Advisor

b. Secondary Non-Personnel

Equity Training for SFHS, CIHS, PHS through YMCA Career Tours: ELL, Indian Ed, Homeless Youth, SPED, ALC Second Scoop Seniors Initiative College Visits WBL for DCD students Cricut subscription for expansion of True

North at Ivan Sand HS Marketing CTE programs Urban Boat Builders

c. Secondary Equipment

Gallery 30" Front induction Range with Air Fry

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)

b. Secondary Non-Personnel

WBL - consortium initiative for 9 people through Lakes Country. Also in Narrative 11 Preschool WBL support/Transportation and internships E-mentorship trips Video production of internships for marketing Task Force at CIHS to study updating/revising WBL School store supplies

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)

a. Secondary Personnel (Salary and Benefits)

Articulation substitutes Curriculum writing

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)

b. Secondary Non-Personnel

CTE Works, MACTA, DECA, BPA, FFA - etc. Conferences Advisor Travel Curriculum writing Training Collaboration Certifications for FACS

f. Postsecondary Non-Personnel

Professional Development

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 Benefits)

Researcher to assist with CLNA

f. Postsecondary Non-Personnel

Youth/Parent Camps

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)

d. Secondary Admin (5% max) UFARS 895

Admin (less than 5%)

e. Postsecondary Personnel (Salary and Benefits)

Administrative Assistant

f. Postsecondary Non-Personnel

Perkins Facilitator (consultant)

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)

f. Postsecondary Non-Personnel

Admin (5%)

d. Secondary Admin (5% max) UFARS 895

Admin (5%)

f. Postsecondary Non-Personnel

Explore CTE! campaign IT support specialist certificate for HS Cultural Responsive Training

b. Secondary Non-Personnel

College and Career Specialist BIPOC WBL as a consortium for 9 people (also in N6)