MINNESOTA STATE
Career and Technical Education

FY23-24 Second Year Update: Oak Land

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

Submitted by Shannon Kirkeide

Submitted on 07/17/2023 4:59 PM Central Standard Time

Opportunity Details

Opportunity Information

Title
FY23-24 Second Year Update: Strengthening Career and Technical Education for the 21st Century Act (Perkins V)

Description
THE APPLICATION OPENS MARCH 15, 2023.

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 Ohrn, State Director for CTE, Minnesota State

Agency Contact Phone
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Fund Activity Categories
Education

Opportunity Manager
Karl Ohrn

Assistance Listings Number
84.048A

Public Link
https://www.gotomygrants.com/Public/Opportunities/Details/9a8b0cc4-2d7e-4997-9947-72b543ada6be

Award Information

Award Period
07/01/2023 - 06/30/2024

Submission Information

Submission Window
Closes 07/28/2023 11:59 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
FY23-24 Second Year Update: Oak Land

Award Requested
$1,137,911.93

Total Award Budget
$1,137,911.93

Primary Contact Information

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Phone Number

Project Description

Consortium Membership List

Consortium Membership List

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

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

Narrative 1: Comprehensive Local Needs Assessment (CLNA)

CLNA Results Summary

Upload your Comprehensive Local Needs Assessment (CLNA) Framework document and provide the following information about your CLNA:

- **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 your CLNA response 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;

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 three school districts offering a POS in Education and Training. (Anoka-Hennepin, Cambridge-Isanti and ISD 728).

The Oak Land Education Partnership works closely with Anoka Country Job Training Center and Central MN Jobs and Training Services to provide a continuum of services as outlined in Element 5. 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.

▪ Utilize annual data provided by the www.CTEcreditMN.com website to reach out to potential students by their area of interest based on the ACC students have earned.

▪ 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, and 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, and 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.

A Perkins CTE Specialist was hired in FY23 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 Academic Divisions.

● Coordinate development and implementation of Programs of Study and Technical Skills.

● Strengthen the program and district advisory committee(s) 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 are severely limited to work with and reach out to students. 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. New technology tools have been selected in FY23 to better assist the student throughout the education cycle at Anoka-Ramsey (prospect to graduation/employment), with full implementation beginning in Fall 2023. However, there is a continual need for improvement and utilizing the full potential of these technologies. Funding for this initiative is through ARCC and the Perkins grant. 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. To better assist our career and technical students, technological investments are crucial to provide the following:

- 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 the beginning to the 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

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 CLNA Framework here:
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 file.

Additionally, provide the following information in the space below:

- **For each State-recognized POS and any POS that you are funding, briefly summarize how their inclusion in this application is supported by the results of your 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 inform special populations about POS opportunities and to 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 POS brokered with institutions outside the consortium. See **Perkins Operational Handbook, page 18**.*

Download a blank S-R POS spreadsheet.

Enter your Programs of Study response below.

- For each State-recognized POS and any POS that you are funding, briefly summarize how their inclusion in this application is supported by the results of your CLNA and the specific actions you will take to support them.

The consortium will continue to 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 was used to select our pathways for the two-year grant cycle FY23 & FY24.

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	$112,027.20
MSP	291141	Registered Nurses	2018	37928	2028	11.9%	25966	$85,602.33
MSP	132011	Accountants and Auditors	2018	18840	2028	6.2%	19278	$70,916.29
MSP	131111	Management Analysts	2018	15559	2028	12.7%	17558	$83,990.39
MSP	131161	Market Research Analysts and Marketing Specialists	2018	12974	2028	20.0%	17172	$74,093.97
MSP	472031	Carpenters	2018	12810	2028	6.5%	14513	$62,994.97
MSP	472061	Construction Laborers	2018	10002	2028	11.0%	12839	$59,834.16

MSP	113031	Financial Managers	2018	12583	2028	16.3%	12545	$133,235.30
MSP	131071	Human Resources Specialists	2018	9956	2028	6.1%	10905	$66,510.14
MSP	292061	Licensed Practical and Licensed Vocational Nurses	2018	9543	2028	14.4%	9168	$51,540.23

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. Targeted programs are Transportation, Distribution, and Logistics – Polaris/Yamaha Implementation; Power Sports; Medical Assistant; Manufacturing; STEM Fuse Computer Software, Vinyl Wrapping Technology Equipment; Automotive (Electric Vehicles).

- Expand early college credit options through the College High School Partnership by aligning more courses between postsecondary and secondary partners

- 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 education to include non-traditional students

- Invest in resources to support under-represented students

- 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 as necessary through the FY24 program approval process

- Support equipment needs for new curriculum initiatives (e.g. ATC Electronic Vehicles curriculum)

- WBL support to increase industry connections

- Investigate barriers (FY23) and implement (FY24) strategies for student success

- Strengthen and support student organizations where applicable

- Support for adding student certifications to courses

- 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 finding from the CLNA.

- ISD 728 developed an Education Pathway for the 2022-23 school year by creating a new course

"Introduction to Education". Prerequisite: Successful completion of Child Psychology and Development or teacher permission would be required. This pathway will be implemented in the fall of 2023.

This course is an introduction to K-12 teaching as a profession, careers, social work, and counseling in a school system. 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. 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.

- The consortium will strategically plan and host an event, "Be a Teacher, Change the World, " focusing on the Education/Training talent pipeline.

- ARCC New Program Taskforce is working on 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 investigated programming for CDL licenses. AH district will be offering courses in this area. Refer to Element 3.

- The following programs/courses will be supported through curriculum development, equipment, supply purchases, and professional development (See N4). They are: Commercial Driver's License (CDL), Child Development Associate (CDA) credential, Automotive/Communications Technology (Vinyl Wrapping), Automotive Electric Vehicle, Outdoor power sports (Yamaha, Polaris partnerships), Rail Driver, Aviation, Cabinetry/Construction, Greenhouse Management, and ProStart.

- In the Business, Management, and Administration - General Management RPOS, the secondary schools have human resource management standards embedded in the business education courses and general management, which will be enhanced.

- Princeton High School (PHS) has established six Career Academies with multiple pathways and 72-trimester slots, developed around the CTE Career Wheel. Ninth graders will explore interests in academies and continue auditing pathways of interest. Students can apply for internships as a junior or a senior upon meeting identified requirements. Seniors will be recognized for meeting requirements in an Academy or an Advanced Achievement during the graduation ceremony.

- PHS Youth Skills Training Coordinator will continually analyze program improvement data that will be used to adjust course offerings to ensure pathway completion is viable for all offered pathways.

- Princeton is expanding its post-secondary and online patterns in order to expand programming that provides a CIS option in each pathway.

  - All elective courses at PHS will be part of a pathway on the CTE Career Wheel and part of the Princeton Career Academies.

- What specific actions will be taken to inform special populations about POS opportunities and to increase their participation in Career and Technical Education programs?

  - 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 the student's 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 website to reach out to students earning ACC through a strategic plan developed in FY23.

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-July 2022.xlsx

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

Workforce Agency 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 your Workforce Agency response below.

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

  - Provide middle school students an opportunity to visit a college campus with a focus on the student's selected area of program interest versus a walk-thru approach.

  - Purposeful parent and student engagement with under-represented groups.

  - Continue marketing through college Explore CTE!, Career Spotlight Events, and established CareerForce partnerships.

- 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 directly influence 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. CTSOs may be an avenue for information dissemination.

  - MCIS and MCIS Jr. will be supported in some of our school districts.

  - The colleges utilize a Central Job Posting System as well as *Handshake*.

- 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 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.

- 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 by investigating 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 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; Central MN Jobs and Training Services; and Anoka County Jobs and Training. 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 Integrated Academic and Technical Skills response below.

- 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 and 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 a common curriculum. TSA is 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.

  - Program advisory committees address these topics in their meetings held at least twice an academic year.

  - Equipment purchases at the secondary level to meet industry standards which is a topic at all ACC meetings as well as advisory meetings.

  - Anoka-Hennepin has put Math Coaches, Literacy Coaches, Achievement Coaches, and Academic Intervention Teachers in all buildings to support teachers and students.

  - All Anoka-Hennepin administrators will be attending AVID leadership training to support AVID concepts in all areas.

- 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.

  - The partnership also supports PD at national, state, and local conferences (see N8).

- 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.

  ▪ ATC offers student success seminars that increase access for all students.

  ▪ Throughout the grant, you will notice collaborative dollars for consortium-wide initiatives.

  ▪ Continue 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, SP2, and Nursing Assistant).

  ▪ The following programs/courses will be supported through curriculum development, equipment, supply purchases, and professional development (See N4). They are: Commercial Driver's License (CDL), Child Development Associate (CDA) credential, Automotive Electric Vehicle, Rail Driver, Communications Technology - Vinyl Wrapping with cross-curriculum with Transporation, Aviation, Cabinetry/Construction, Greenhouse Management, and ProStart.

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.**

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

Enter your Special Populations 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.

- A nursing tutor was hired at ATC to address diversity issues in the program. This proved to be successful and will be supported in FY24 (Element 5).

- Anoka Hennepin hired a Student Achievement Coordinator in FY23. The position will now be paid through district funds. However, the work will continue.

- The Oak Land Partnership is working with MinnState Equity by Design, Equity 2030, and college

leadership to determine the next steps for guided pathways. The consortium will continue to utilize the Upstream Thinking Toolbox developed in FY 21-22.

- ▪ Professional development opportunities that foster cultural competencies, and work with ELL, non-trad, special needs, and career specialists.

- ▪ Increase consortium access and engagement with BIPOC professionals.

- ▪ Anoka-Hennepin is supporting district-wide MTSS implementation including supporting Character Strong, SERVE model, high-level Tier 1, 2, and 3 strategies, etc.

● 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, Beyond the Yellow Ribbon Parent Committee (removal of military family attendee barriers), Indian Education College and Career Tours, Indian Youth with Stethoscopes, Career, and College field trips, tours for special populations.

- ▪ 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.

- ▪ Provide equity support for student retention efforts which would include faculty training opportunities.

- ▪ Continue 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.

- ▪ Continue to work with Anoka County Job Training Center to provide a continuum of services in the following areas:

  - o Architecture & Construction – job postings; assist clients with postsecondary education or on-the-job training

  - o 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.

  - o Health Sciences - P2P pathways grant to assist with NAR (CAN) training; post jobs and assist with postsecondary or on-the-job training

  - o Marketing/Sales - post jobs and assist with post-secondary or on-the-job training

  - o Manufacturing – Anoka County Job Training Center and ATC are partnering by utilizing the Dual Pipeline grant

  - o Information Technology – Anoka County Job Training Center partners with both colleges to provide client training

  - o Education and Training – place clients in educational settings for work experiences and career exploration (e.g. Future Leaders Program at Coon Rapids HS)

  - o Agriculture, Food, and Natural Resources - post jobs and assist with postsecondary or on-the-job training

  - o Business, Management, Administration - promote digital literacy through Northstar; post jobs and assist with postsecondary or on-the-job training

  - o Work-Based Learning – Support WBL and host youth, paid work experiences, and/or internships for eligible youth to include ACTE-SPED.

  - o Anoka County Job Training Center has a staff member on the AACAP (American Academy of Child and Adolescent Psychiatry) Board

- o Anoka County Job Training Center will continue to have 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.

    - o Health Science - males are underrepresented

    - o Manufacturing – females are underrepresented

    - o Information Technology – females are underrepresented

    - o 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 populations 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.

- **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 (5S3).**

- **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 Work-based Learning response below.

- 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

- Job Shadows

- Observation

- Describe the work-based learning programs available to students which support the consortium's secondary program quality accountability measure (5S3).

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. Oak Land Secondary will continue to support additional endorsements for CTE instructors and/or instructors to earn CTE licensure (See Narrative 11). Districts are increasing opportunities for WBL including apprenticeships. Student transportation will be supported for access to experiential learning. Materials, software, and supplies will be provided for 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 Postsecondary Credit Opportunities

Early Postsecondary Credit Narrative

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

- **Postsecondary credit, such as dual or concurrent enrollment programs in CTE (e.g., the 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 that provide certifications-by-exams (CASE, Microsoft, Adobe, CompTIA, ServSafe) or credit-by-exams (e.g., AP, IB).**

Enter your Early Postsecondary Credit response below.

- Postsecondary credit, such as dual or concurrent enrollment programs in CTE (e.g., the 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. We will continue to work with local colleges on contracted CTE PSEO classes.

  - To help ensure equal access for all students, Oak Land encourages postsecondary to leverage MN State procedures allowing acceptance for students who are recommended or show a readiness for CTE pathways in lieu of the typical requirements (ref. Mn System Procedure 3.5.1)

  - Work with secondaries to design and pilot pathways for students that allow them to complete a specific combination of articulated, CE, and PSEO credits that align directly to post-secondary degrees, beginning with the Business Transfer Pathway.

- 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. The CHSP also works with the Southern Region (7 consortia) ACC group to encourage continuous improvement and increase consistency in our ACC policies. In addition, the consortium is a partner in the 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 continually search for best practice models for collaboration between secondary and postsecondary.

- 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 that provide certifications-by-exams (CASE, Microsoft, Adobe, CompTIA, ServSafe) or credit-by-exams (e.g., AP, IB).

Oak Land continues to support and promote certifications-by-exam programming by:

  - Review of curriculum/design and improvements for dual enrollment opportunities for POS in CE or ACC offerings.

▪   All ACC agreements have a suggested common assessment or industry certification.

▪   Offering credit for prior learning in situations where students can prove prior learning, including successful completion of certifications.

▪   Provide students the ability to obtain college credit directly from 4-year institutions by excelling on the PLTW exams and paying college credit fees.

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 Support to Professionals response below.

- Describe the specific actions your consortium will take to recruit and prepare education professionals, including individuals from underrepresented groups and nontraditional careers.

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.

- What partnerships or processes exist (or will be developed) in relation to recruiting new teachers when the need arises?

  - A collaboration model between HS teachers and college faculty was discussed in FY23. 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. The consortium will be piloting a Relationship Building (Creating Connections) through the CHSP ACC meetings in FY24.

  - Connect with existing programs that have had success recruiting, retaining, & training educators from underrepresented or marginalized communities into the teaching profession, and in, CTE. The consortium will be strategically planning and hosting an event, "Be a Teacher, Change the World" that will focus on the Education/Training talent pipeline.

  - The Oak Land Partnership will support our Cambridge-Isanti leadership team member through the MACTA fellowship program in order to gain additional insight into National and State Policy (NPS Bootcamp) and attend NPS in Washington DC (March 2024)

- 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/Training POS between secondary and postsecondary. We will continue to 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.

  - Provide opportunities for faculty to attend national, state, and local summits and conferences.

  - 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.

  - Each district has partnerships in industry through their district and program advisory committees which

will provide opportunities for our consortium to provide paid externships for our secondary instructors.

- How do these actions support the needs identified in your CLNA?
  - These actions are supported through Element 4 of the CLNA.
  - The consortium will provide professional development that supports the findings from the CLNA, and coincide with the State Approved POS, and Consortium Approved POS (e.g. Pro Start; FCS, DECA, BPA conferences; MACTA Professional Skills Series, etc.)

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 Performance Gaps response below.

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?

Postsecondary Gaps:

▪ All postsecondary indicators exceeded the State Determined Performance Level/Targets

▪ Underutilized secondary concentrators will be a focus to increase placement into postsecondary and decrease postsecondary ethnicity gaps.

Secondary Gaps:

▪ All secondary indicators exceed the State Determined Performance Level/Targets.

▪ Work-Based Learning (FY21 - 5.64% was our target and our actual was 15.01%). Actual performance in FY22 increased to 16.46%. We will continue the new initiatives we have put in place. 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 through the 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.

▪ Continue to investigate initiatives to increase career awareness, exposure, and education for secondary students. CTSOs may be an avenue for information dissemination.

▪ Continue in-person career exploration activities hosted by the colleges for middle & high school students with priority to those marginalized populations determined through our data.

▪ Implement more in-person/hybrid student activities, particularly for POS information and under-represented populations.

▪ Continue marketing plan through the Explore CTE!, Career Spotlight Events and reaching out to students who have earned ACC.

▪ 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. This work is being led by the MinnState System Office to realign and design Math

Pathways.

▪ 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).

● 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, Jobs, and Training, 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.

There are no budgeted funds in Narrative 9 exclusively. However, N9 is addressed in Narratives throughout the grant, especially N2, 3, and 4.

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

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☒ 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 Consortium Governance response 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.

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

Leadership Team consists of 13 Representatives
Postsecondary
1. Anoka Technical College (ATC) (1 Representative)
2. Anoka Ramsey Community College (ARCC) (Fiscal Agent) (1 Representative)
3. CTE Perkins Specialist

Representatives – Secondary
4. 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
5. Cambridge-Isanti Schools (1 Representative)
    Cambridge-Isanti High School
    Riverside Academy
6. ISD 728 (1 Representative)
    Elk River High School
    Ivan Sand Community School
    Rogers High School
    Spectrum High School
    Zimmerman High School
7. Princeton Public Schools (1 Representative)
    Princeton High School
    Princeton Online Academy
    Princeton Area Learning Center
8. St. Francis Public Schools (1 Representative)
    Crossroads School & Vocational Center
    St. Francis High School

Representatives (additional)
9. Consortium Grant Coordinator (1 Representative)
10. Articulation Coordinator (1 Representative)
11. POS Coordinator (1 Representative)
12. Anoka County Job Training Center & Blaine CareerForce (1 Representative)

13. 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 Specialist - 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 College Perkins Specialist 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 has based our actions on Element 2 of the Oak Land CLNA findings.

Industry equipment updates and training will be provided for the 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.

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:

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☒ 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

Perkins V, Section 112(c) states that Reserve funding is awarded in order to:

- **foster innovation through the identification and promotion of promising and proven CTE programs, practices, and strategies..., or**

- **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**

Budget your consortium's Reserve funding to support no more than two 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:

1. **Identify category(ies) your consortium will fund and describe the innovations Reserve funding will support.**
2. **Provide budget details on how Reserve funding will support the innovation or programs of study being developed.**
3. **What are the expected results of this innovation?**
4. **How will this strategy continue to be supported after Perkins funds have been expended?**

Enter your Reserve Fund response below.

1. Identify category(ies) your consortium will fund and describe the innovations Reserve funding will support.

Performance Gaps

- ▪ 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 and close achievement gaps.

- ▪ Anoka Technical College will provide support for its Bridges program. Anoka Technical College hired a Health Science Tutor in FY23 (e.g. Nursing). This is year two of this initiative.

- ▪ Anoka Ramsey Community College will utilize technology to reach out to CTE students in order to support them from college entrance to a career.

- ▪ The Anoka Hennepin District will be adding vinyl wrapping career curriculum in the Communications Technology Pathway with a cross-curricular focus in the Facility and Mobile Equipment Maintenance Pathway. Vinyl wrapping can be used for advertising and logos on vehicles, boats, and equipment such as helmets. This is an entry level career in which a person needs strong visual skills, good customer service, and attention to detail.

2. Provide budget details on how Reserve funding will support the innovation or programs of study being developed.

Secondary:

- ▪ $20,000 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 the core skills and PD necessary to offer successful CTE programs.
- ▪ ▪ $45,262.20 will be utilized for equipment and curriculum writing in Communications Technology Pathway with a cross-curricular focus in the Facility and Mobile Equipment Maintenance Pathway.

  Postsecondary:

- ▪ $20,000 to support the Bridges program at ATC.

- ▪ $23,529.89 along with funds from Narrative 5 for a Health Science Tutor position (year 2 of 3).

- ▪ $21,732.32 along with funds from Narrative 9 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.

3. What are the expected results of this innovation?

   Secondary:

   - ▪ Additional endorsements provide an avenue to retain CTE educators and expand WBL.

   - ▪ The goal is to reduce performance gaps while providing opportunities for students with skills for entry-level career options in vinyl wrapping.

   Postsecondary:

   - ▪ (Bridges) Reduce student Performance Gaps as well as provide professional development for educators and staff.

   - ▪ Increase retention rates in college Health Science Programs.

   - ▪ Decrease performance gaps at ARCC as well as increase program completion rates.

4. How will this strategy continue to be supported after Perkin's funds have been expended?

   Secondary:

   - ▪ Additional endorsements provide an avenue to retain CTE educators and expand WBL. This initiative will be absorbed by the districts and the need for these endorsements should decrease as teachers are retained. (Year 2 of 3)
   - ▪ ▪ At the conclusion of the 3rd year of support for vinyl wrapping, the district will absorb the cost. (Year 1 of 3)

   Postsecondary:

   At the conclusion of three years, the colleges will absorb the cost of the initiatives put in place unless the needs have changed through new initiatives within the programming.

   - ▪ Bridges - Year 2 of 3

   - ▪ Health Science Tutor – Year 2 of 3

   - ▪ Outreach through technology – Year 2 of 3

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 Subtotal (line 3) and Secondary Subtotal (line 6) and enter that figure in Total (line 7). If there is no total or dollar amount in a line, enter Zero (0) in the corresponding spot.

Note: An in-kind contribution is a non-monetary contribution. An example might be a person's time serving on a board or attending meetings. The estimated cost of this person's time would be listed as "in-kind."

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	$30,000
Postsecondary Subtotal	$40,000
(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
Secondary Subtotal	$40,000
TOTAL	$80,000

Perkins-Funded Positions

In the table below, list all Perkins partially- and fully-funded positions. Indicate whether each position is secondary or postsecondary, the percentage of time each position is funded by Perkins, and the amount funded by Perkins. Upload the position description for each individual/position you identify in the table. If you have more position descriptions than allowed in the space below, attach them to the end of the application.

Perkins Funded Positions

Name	Position	Secondary/Postsecondary	File Folder # (Secondary)	Percentage of Time	Amount
Stephen Schrichfield	Perkins CTE Specialist	Postsecondary		100%	$45,000
N/A	Health Science Tutor	Postsecondary		100%	$63,529.89

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

Position Description
   AP2 Perkins Coordinator signed PD PCN 01143120 4-20-22.pdf

Position Description
   Nursing Tutor PD ATC 2022.pdf

Position Description

Position Description

Position Description

Position Description

Position Description

Position Description

Position Description

Position Description

Position Description

Position Description

Additional Documentation

These required documents must be uploaded with your application:

1. **Statement of Assurances Document (Statement of Assurance should be combined and uploaded as one single PDF). (Download the Statement of Assurances Form)**
2. **Combined Secondary and Postsecondary Budget Excel File (Download the Budget form with instructions)**
3. **Consortium Consolidated Equipment Inventory**
4. **Improvement Plan Template. Only required for those consortia on an improvement plan. (Download the Improvement Plan Template)**

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

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

FY24 Oak Land Statement of Assurances.pdf

REQUIRED: Combined Secondary and Postsecondary Budget Excel File

FY24 Oak Land Combined-Secondary-Postsecondary-Budget.xlsx

REQUIRED: Consortium Consolidated Equipment Inventory

Oak Land Equipment List.xlsx

Improvement Plan

Additional Material

FINAL_ Oak_Land_Toolbox_May28_2021.pptx

Additional Material:

Additional Material:

Additional Material:

Additional Material:

Additional Material

Additional Material:

Additional Material: