



Status Report

02071-FY18 Oak Land Education Partnership

Perkins IV Consortium

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Organization Information

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Organization Type: MN Perkins Consortium

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Goal 1: Designing & Implementing Programs of Study: Goals, Objectives and Strategies

Goal 1 Narrative:

QUESTION: What activities were conducted during the grant year that supported Programs of Study (POS)?

Numbered sections below correspond to the sections in the Goal 1 narrative of the approved plan. Approximately half of the original grant total was allocated to Goal 1 and the majority of consortium activities fall under this goal.

1. New Programs of Study (3) were developed in Lodging; Recreation, Amusements & Attractions; and Design/Pre-Construction. The Program of Study Coordinator developed drafts of the new pathways to ensure that the academic foundations, college credit, and specific labor market foundational skills were present. The coordinator presented the draft pathways to teachers for feedback. The consortium continued to review and improve Therapeutic Services and Accounting as Rigorous POS. The consortium has a total of 47 Programs of Study in place – 2 RPOS, 5 state approved, and 40 consortium approved. The RPOS are Accounting and Therapeutic Services. State approved POS are Engineering & Technology, Facility & Mobile Equipment Maintenance, Production, Network Systems, and Human Resources Management. The consortium has generally followed the ten components of Rigorous POS as all pathways have been developed. Development and ongoing improvement of POS are facilitated by the consortium POS Coordinator along with POS contacts in local districts/colleges. There is a POS contact in each district to facilitate updating, implementation and improvement of POS. The POS Coordinator meets with local contacts as needed to discuss edits in POS that may be necessary as programs and schedules change over time.

2. Opportunities for early college credit are a priority for the consortium. The Articulation Coordinator works with several partner consortia to review/update all agreements annually, develop new agreements as appropriate, and assist teachers and faculty individually. 14 articulation meetings were held with a group of five consortia, with nine colleges participating. A multi-consortium website is utilized to provide information and facilitate the articulated college credit process. 114 articulated college credit agreements (duplicated count) in 16 career clusters with 203 different college programs were reviewed and revised. Realtime Talent information was shared with teachers and faculty at all meetings, and identification of technical skill assessments for each program or course in each career pathway is progressing (to be continued in FY '19). Perkins funds were utilized for the coordinator, teacher subs and travel. A detailed report on Articulated College Credit is attached.

3. The Program of Study Coordinator developed preliminary drafts of the new pathways to ensure that the academic foundations, college credit, and specific labor market foundational skills were present. The coordinator presented the draft pathways to teachers, faculty and counselors for feedback.

4. Improvement of academic and technical skills - Secondary new courses and programs were developed in Drone Technology, CE Sports Medicine, Automotive, Hospitality, and Information Technology. Program improvements and expansions were made in Marketing, Culinary Arts and Industrial Tech. Equipment, supplies and textbooks were purchased to better align programs with industry standards, TSA and college programs – including a milling machine and culinary equipment at CIHS, online textbooks for CIHS marketing, Private Pilot and Adobe Illustrator for STEP Fashion Design. See attached equipment record for details. Equipment purchases recommended by advisory committees were given first priority, and teachers complete an RFP for consortium level funding consideration. In addition the St. Francis District purchased many equipment items on their own to upgrade programs at both St. Francis High School and Saints Academy. Postsecondary support services were provided to improve student skills and success. A Math Retention Specialist position was created at Anoka Technical College and a Precision Manufacturing Practices Coordinator was funded, both worked closely with faculty to provide support for students and monitor success. A Perkins funded Business Programs Analyst at ARCC provided drop in services, phone tutoring and coaching within classes, along with meeting regularly with faculty to review data and identify opportunities to improve student success in gateway courses. Equipment upgrades were made at ARCC and ATC in Robotic Welding and Biomedical programs to better align with industry expectations.

5. Professional development was provided for teachers in individual districts focused on program improvement. The consortium identified CTE leadership as a priority for professional development during FY '18 and funded attendance at conferences such as CTE Works, MACTA and the State Perkins Coordinators Meeting. Professional development was also focused on development of new and improved CTE programming, including curriculum writing time to develop and implement Career & Employability Skills grade reporting, ServSafe training and certification and ProStart training. Joint secondary/postsecondary Nursing Assistant conference attendance also took place. Professional development related to improvement on negotiated targets centered on nontraditional participation and completion and academic attainment for math and reading. All schools and all teachers in the Anoka Hennepin District are required to have math and or reading goals to meet Q Comp and Administrator performance pay goals. ATC utilized Perkins funding for the final start-up year of their Center for Faculty. A spring 2018 survey was completed to gather information on usage. Faculty were asked to share specific examples of how they used the Center for Faculty, which Center resources they accessed, what kinds of training and resource purchases they recommend, their plans for

development of new curriculum and materials over the summer, and general recommendations for the Center. Results will be used for future improvements and offerings.

6. The Consortium provides centralized coordination for and assistance with Technical Skill Assessment implementation for secondary districts. College partners handle TSA at the individual program level, most often via end of program licensing exams. The ARCC Business Department held discussions in January 2018 regarding importance of using TSAs as a success measure in our programming. The department has since added three new TSAs in Administrative Support, General Management, and Marketing Management for the 2018-2019 school year.

7. Information and POS access points were provided for both secondary and adult learners. Examples included Workforce Center career services offered three hours a week on the campus of Anoka Technical College. The Anoka County Workforce Center also hosted a table at a community resource fair with over 100 people in attendance. The Workforce Center provided speakers and expertise for high school classes. Secondary districts provided career assessment and information via MCIS, campus visits, college fairs, career fairs, test prep and results sessions, career tours across all career fields and career shadowing. A video was created in one district to promote new career and college resources and planning. Two career days were held at ARCC Cambridge campus, in collaboration with Central MN Jobs and Training Services, for all juniors from two partner districts (approx. 600 students) to provide career and program information. Students signed up for three sessions of their choice to hear from workers in the field. DEED presented data and trends in employment, college costs and income potential.

8. New POS were presented to advisory committees and changes were made based on the feedback received. The feedback and all aspects of the industry information were then used to update the pathways. Consortium secondary districts worked to revitalize and strengthen advisory committees.

QUESTION: Describe the impact of the POS in terms of participation, concentrators, student outcomes, etc.

- CTE enrollment remains strong in the consortium. FY '17 data shows secondary CTE enrollment of 11,157, up from 10,749 in FY '16 and 10,312 in FY '15. Postsecondary enrollment was 4,742 (compared to 4,755 and 4,724 in the previous two years).
- Technical Skill Assessment is positively impacting programs. Teachers welcome and utilize data for improvement of curriculum and instruction.
- 1,282 secondary students were assessed with 871 passing (68%) according to data collected by the consortium TSA coordinator. This is down slightly from 1,403 secondary students assessed in FY '17, as the consortium continues to annually review placement of assessments. A summary of the consortium data is attached. Assessments were given in all five secondary districts (11 high schools).
- The consortium dedicates a significant amount of funding toward implementation and improvement of technical skill assessment, including a .5 FTE position to coordinate efforts for the consortium and funding to cover costs of assessments for secondary districts.
- Anoka Ramsey Community College and Anoka Technical College continue to pursue improvement on Technical Skill Assessments where state system data is available, and will also continue with assessments not currently reflected in the 1P1 data.
- Articulated college credit – 4,317 students enrolled in courses (a 78% increase from the prior year) with 2,269 earning college credit.

QUESTION: What activity (or POS) was the most successful, something that you would repeat or share with others and why?

- The consortium-wide program of study, technical skill assessment and articulation coordination have been extremely valuable for all partners and are strengths of the consortium.
- In terms of specific POS, Therapeutic Services and Accounting continue to be clear choices as Rigorous POS due to strong secondary and postsecondary offerings, high demand-high wage-high skill jobs, and student interest.
- Workforce Center partnerships have provided expanded connections and opportunities for students, teachers, faculty and staff.

Goal 1 Objectives

Goal 2: Effectively Utilize Employer, Community, and Education Partnerships

Goal 2 Narrative:

QUESTION: To what degree do CTE advisory committees serve both Secondary and Postsecondary programs? (Do all programs use them? Does the same advisory team advise both secondary and postsecondary programs?)

- Joint secondary (STEP) – postsecondary advisory meetings were held in EMT, Welding, Automotive, Machining, Accounting and Sports Medicine. In other program areas, there is cross participation of secondary and postsecondary partners.
- CTE programs at ATC and ARCC held two advisory committee meetings during the year.
- Focused advisory boards are being conducted in T & I areas (FY18 focus was on Construction) to completely overhaul curriculum in one district.
- Secondary districts utilize different models for advisory committees, based on what best fits the local communities. Some hold individual program committee meetings, others hold large group meetings and some gather business and industry feedback using a variety of methods, both formal and informal.

QUESTION: What role does the advisory team play for CTE programs? What support have they provided to programs?

- Program of study drafts are shared with advisory committees for review and revision to ensure skills match to high wage, high demand occupations and all aspects of the industry.
- The advisory committees provide direction for curriculum, new course development, equipment recommendations and purchases, tours, internships, funding and advocacy. Example – review of updates needed and recommendation to purchase a plasma cutter for the CIHS welding program.
- The Elk River District created a CTE Champions Committee representing all program areas. 42 business and community leaders studied different CTE program models and then developed a mission and outcomes for the district to serve as a roadmap for significant improvement and expansion of CTE.
- Anoka Technical College program changes due to Advisory Committee input included changes to Machine Trades curriculum and creation of an AAS degree, OTA curriculum changes, development of a new Mechanical Drafting certificate program beneficial for current employees, and development of a new Intro to the Architectural Profession course.
- Advisory boards are used in Anoka-Hennepin to change curriculum, identify equipment purchases and donations, etc.
- Anoka-Hennepin STEP has implemented school wide grade reporting on Career & Employability Skills because of advisory board input and feedback.
- Due to committee recommendations, new curriculum is being adopted in the Construction pathway, implemented in Manufacturing, and a house will be built at STEP (previously built at Blaine HS). Additionally, because of recommendations, class sizes in the district in T & I areas are being reduced

QUESTION: Do the business and industry partners help connect students to work-based learning opportunities? If so, what type of work based learning is available to students in which programs? How many students are impacted and in which career pathways?

- Business and industry partners are critically important to consortium programs.
- Approximately 820 students (duplicated count) across secondary CTE program areas participated in visits to business and industry. These visits help guide students and instructors alike.
- Over 1,600 students (duplicated count) participated in college tours and fairs.
- All Anoka-Hennepin District college and career tours include a nontraditional career component to inform students about these opportunities.
- Anoka Technical College offered 13 workshops in resume building and resume/material prep in partnership with the Anoka County Workforce Center, with 82 students served.
- A Regional Manufacturing Advisory Committee (Anoka Area Chamber Manufacturing Cohort) continues to meet and support Anoka-Hennepin in building our manufacturing programs, internships, donations, and support for our teachers.
- The Anoka County Workforce Center connected students and high school staff to manufacturers during Manufacturing Month and also organized a large Job Fair at ATC including a panel of business representatives which provided students the opportunity to hear directly from employers about the market and getting and keeping a job. Some students were hired on the spot.
- The Anoka County Workforce Center coordinated events and encouraged promotion to students, such as an Apprenticeship Fair, Healthcare On-Site Hiring Event, Union & Trades Employer Panel and Pipefitters Union Job Fair.
- Secondary and postsecondary representatives participate on Workforce Development Councils/Boards and Youth Committees.
- The Elk River District partnered with the local Chamber, employers, Workforce Centers and DEED to host a session on Strategies for Attracting & Retaining Skilled Employees to provide employers with examples of successful programs and resources available to develop, attract and retain their skilled workforce, including CTE Internships for high school students.

Goal 2 Objectives

Goal 3: Improve Service to Special Populations

Goal 3 Narrative:

QUESTION (for FY15 only, optional for FY16): What service was conducted during the grant year that was most successful?

QUESTION (New for FY16): What strategies were adopted to overcome barriers for special populations?

Administrators, teachers, faculty and staff work to ensure equal access to all courses and successful participation. All consortium partners have goals and policies in place to ensure strategies and service to address needs of special populations, as referenced in the FY '18 approved Consortium Plan.

Specific activities during the FY '18 year included -

- Industry tours provided specifically to raise awareness of and highlight opportunities in non-traditional careers, led by College and Career Specialists who then follow up with individual students.
- Anoka Hennepin T & I department used Q Comp and Development goals to maintain or increase the percentage of non-trad and non-white populations in courses. Across the district, teachers are being encouraged to develop SAG (Student Achievement Goals) for Q Comp that align to college credits, industry certifications, TSA, and Special Populations
- A Nitro X Career Camp was held for middle school students to expose them to automotive careers.
- A course change from Cosmetology to Cosmetology & Barbering resulted in an immediate increase in male enrollment. Professional development was provided for addition of skills.
- Presentations were provided at RHS, ERHS and ZHS staff meetings. This included showing *Success in the New Economy* with the goal of encouraging teachers to move beyond the "Four Year College for All" culture so predominant in our community.
- One district started using MCIS with all 9-12th grade students including special populations. Each grade level completes checklists so that they have a comprehensive career and college readiness plan by the time they graduate.
- A presentation was provided at a parent night at one high school, with reps from the trades as well as colleges to show parents the array of opportunities for all.
- Career Fairs were held at three middle schools. These all included guests representing non-trad programs.
- Field trips and career fairs provided students with information and experiences encouraging enrollment and retention in CTE programs.
- Planning was completed for a new introductory course at CIHS to encourage female participation in Information Technology programs and fields. 22 students enrolled for 2018-19 and the name will be changed from "Intro to Programming" to "IT Exploration" to further encourage girls to enroll. The course is articulated with ARCC.
- ARCC hired a Perkins funded CLA tutor for first semester nursing students (including a focus on success of ELL learners and non-traditional participation) starting in spring semester, resulting in a 5% decrease in attrition from spring of the prior year. Utilization of the services during spring 2018 increased about mid-semester. Fall 2018 utilization started earlier with students making appointments the first week of class. Students have responded positively to the services.
- ATC funded an Enrollment Services Specialist focused on improving transition into the Practical Nursing program and navigating complex admissions requirements. Overall headcount for fall 2018 increased by 4.4%.
- ARCC offered a Health Care Careers Camp with a goal of improving non-traditional participation and completion in medical fields. 26 participants from grades 7-12 attended on June 13, 2018. Students rotated among sessions focusing on Nursing (SIM Lab experience), Pharm Tech, Physical Therapy, EMT, Alcohol and Drug Counselor, Hospital Volunteer Services, and also toured the neighboring GracePointe Crossing assisted living facility to explore opportunities for health care occupations in that setting. ARCC partnered with Cambridge-Isanti Community Education to handle registration and encourage adults to attend (though no adults participated); there were 22 females and 4 males in attendance. Advertising was a bit of a challenge. Our plan is to partner with other community education entities this year to market the opportunity.
- The Anoka County Workforce Center implemented an array of strategies including outreach efforts to teen parents and youth of color, ongoing review of local school district demographics to ensure additional and targeted outreach is provided, targeted outreach efforts to assist youth receiving public assistance, regular visits to local correctional facilities to assist people transitioning out of incarceration, frequent contact with the Anoka County Foster Team, and monthly meetings with other county partners/service providers.

QUESTION: Describe how your consortium uses data to target consortium activities to the needs of special populations and what impact the efforts have had on success of special populations.

- The Leadership Team utilizes performance data on state negotiated targets as well as any available information on academic and technical performance at secondary districts and colleges. Participation in CTE programs is reviewed to determine overall strength and availability of programming.
- Secondary Perkins P File data is utilized to help identify access and achievement gaps.
- DEED data on employment gaps in various industries is accessed to help understand context and needs.
- Available consortium and local information (anecdotal as well as data reports) was discussed by the Leadership Team as decisions were made regarding overall plans for improvement.
- Professional Learning Communities analyzed data and developed goals for improvement.

Goal 3 Objectives

Goal 4: Provide a Continuum of Service Provision for Enabling Student Transitions

Goal 4 Narrative:

QUESTION: Describe the kinds of articulation, college-in-the-schools, transfer credit courses offered and how many students participated.

- The consortium continues to make articulation efforts a priority because of the opportunity and smooth transition it provides for students. 114 agreements in 16 career clusters with 203 different college programs were in place at the close of FY '18. The Oak Land Consortium partners with other consortia, colleges and high schools to offer the most opportunities possible to students. All agreements were reviewed during FY '18. See www.ctecreditmn.com, a website made possible via a partnership of multiple consortia, for more information on partners and offerings.
- 2,269 Oak Land Education Partnership secondary students earned articulated college credit during FY '18, compared to 2,721 and 2,037 the previous two years.
- Consortium colleges (ARCC and ATC) reported FY '18 acceptance of articulated college credit from 76 students from Oak Land Partnership high schools. These numbers have been declining over the past few years and the Leadership Team is looking at ways to increase usage including presentations on how to access the credit, videos, etc.
- For concurrent enrollment/college in the schools, each school district is responsible to contract with various colleges within the Oak Land Education Partnership and outside of the consortium. Agreements are handled individually by each district/high school. Fiscal responsibility is between the secondary and postsecondary partners, except in the event of a consortium pilot concurrent enrollment project. Consortium campuses serve high school students from both within and outside the consortium.
- During FY '18, ARCC reported 286 concurrent enrollment students from Oak Land Partnership high schools, and ATC reported 228. These numbers are generally consistent with the year prior. Concurrent enrollment remains a popular option for students and opportunity for POS partnering between secondary and postsecondary.
- ATC funded a Director of Partnerships position currently serving PSEO and concurrent enrollment students and developing new offerings including concurrent enrollment automotive course at St. Francis High School.

QUESTION: To what degree and in what ways are these advanced credit courses transcribed on the students high school record and on college transcripts?

- Articulated college credit is not listed on transcripts but it documented through a web based certificate system (www.ctecreditmn.com). This system, a partnership of several consortia, allows secondary teachers to approve articulated college credit and students to access credit certificates on demand. One district includes a notation of ACC on the student transcript to identify the potential for college credit.
- Concurrent enrollment/college in the schools courses are reflected on secondary and postsecondary records. Students are provided with instructions on how to order a college transcript.
- College partners work with incoming students to make the most of credit for prior learning. All new students at Anoka Technical College are required to attend an on-campus orientation. Topics include how to use articulated college credit from high school classes to work toward ATC degree completion.
- Across one district, teachers are being encouraged to develop SAG (Student Achievement Goals) for Q Comp that align to college credits and industry certifications.

Goal 4 Objectives

Goal 5: Sustain the Consortium of Secondary and Postsecondary Institutions

Goal 5 Narrative:

QUESTION: What activities were conducted that help sustain the consortium?

- Seven Leadership Team meetings were held during the year, with additional meetings and conference calls of subgroups as needed.
- A primary focus early in FY '18 was preparation for the state monitoring visit.
- The Leadership Team continued partnership with the Anoka County Workforce Center. Central MN Jobs & Training Services provided expertise on a project by project basis.
- Meeting materials and minutes are posted on ARCC's Desire 2 Learn (D2L) site. Leadership Team members have passwords to access the information. The consortium's Policy and Procedures Manual is also posted on the D2L site (copy attached).
- A Perkins Strategic Planning Retreat was held for consortium partners on February 15, 2018 (see attached agenda, presentation and discussion questions). Participants included principals, curriculum staff, teachers, faculty and deans; along with members of the Leadership Team. All consortium partner districts and colleges were represented. The goals of the retreat were to: review data, develop ideas to close gaps, evaluate and prioritize ideas, and begin to build a budget outline. Networking and sharing of approaches and best practices were also important outcomes.
- Leadership Team members were encouraged to attend professional development such as MACTA and CTE Works.

QUESTION: Provide an overview of the leadership team (i.e. are they representing all districts, colleges, business and industry, and other community partners).

- The consortium structure includes a leadership team and executive team. The leadership team meets at least 5 times per year (from July 1 through June 30). WebEx meetings and conference calls are scheduled as needed. The executive team meets in addition to the leadership team meetings as needed.
- All colleges and districts are represented on the Consortium Leadership Team. Colleges: Anoka Technical College (ATC), Anoka Ramsey Community College (ARCC) (Fiscal Agent). School Districts: Anoka Hennepin District #11; Cambridge-Isanti, Princeton, St. Francis, Elk River Area Schools; Anoka County Workforce Center; Consortium Grant Facilitator; Articulation Coordinator; POS Coordinator; and TSA Coordinator.
- The Executive Team consists of 4 representatives. Postsecondary - 2 representatives (to include fiscal agent); Secondary - 1 representative (to include fiscal agent); Consortium Grant Facilitator- 1 representative.

QUESTION (New for FY16): Discuss how your consortium conducted needs assessment for the implementation of the unified plan (i.e., your FY15 application)?

- The consortium conducts needs assessment primarily via Leadership Team meetings and members serving as liaisons to their local sites.
- A planning retreat is held annually in February for all partners. The retreat includes review of data and consortium activities as well as discussion on local needs.
- The Anoka County Workforce Center representative on the Leadership Team brings valuable links to WIOA and related activities. Consortium secondary and postsecondary representatives also serve on Workforce Center committees.

QUESTION: To what degree does the consortium seek additional grants or braid various funding streams together to support the consortium activities?

Consortium partners leverage Perkins funds with other funding sources and initiatives focused on student success. Examples include secondary CTE levy, the ATC Corporate Center, secondary-postsecondary sharing of funds, Workforce Center funds, Transition Disabled funds, Title I funds, and Health & Safety.

Goal 5 Objectives

Rigorous Program of Study

State-Approved Rigorous Program of Study

RPOS submitted with 10 components

Therapeutics Services	OakLand_AndoverHS_TherapeuticServices_MNProgramsofStudy.pdf
Accounting	AccountingRPOS.pdf

Progress Update for Programs of Study and TSA

Please be sure to include progress on technical skill assessments in your explanation.

Same information also provided in Goal 1 report.

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Programs of Study

Career Fields	Career Clusters	Career Pathways	State-Approved Postsecondary Assessments	State-Approved Secondary Assessments	Other TSA Assessment	In which CTE Program?	At which High School? College?	In which course (use course code) or at what time in the program?
Business, Management, & Administration	Finance	Accounting		National Occupational Competency Testing Institute Accounting - Basic		Business/Marketing	STEP, Andover, Blaine, Champlin Park,	Accounting II
Business, Management, & Administration	Finance	Accounting	National Occupational Competency Testing Institute Financial and Managerial Accounting			Accounting	ARCC	End of program
Business, Management, & Administration	Finance	Accounting	National Association of Certified Public Bookkeepers Bookkeeper			Accounting; Accounting Clerk	ATC	End of Program
Health Science Technology	Health Science	Therapeutics Services		National Occupational Competency Testing Institute Nursing Assisting		Health Science	STEP, St. Francis	Medical Careers, Nursing Assistant

Health Science Technology	Health Science	Therapeuti cs Services	National Occupation al Competenc y Testing Institute Home Health Aide	Health Science	STEP	STEP Plus
Health Science Technology	Health Science	Therapeuti cs Services	National Consortium for Health Science Education National Health Science Assessmen t	Health Science	St. Francis	Disease Conditions
Health Science Technology	Health Science	Therapeuti cs Services	Precision Exams Medical Terminolog y	Health Science	STEP, Blaine	Medical Anatomy/M edical Terminolog y
Health Science Technology	Health Science	Therapeuti cs Services	National Council of State Boards of Nursing National Council Licensure Examinatio n for Registered Nurses, National Certificatio n Exam	Practical Nursing	ATC	End of Program

Health Science Technology	Health Science	Therapeuti cs Services	National Council of State Boards of Nursing National Council Licensure Examinatio n for Registered Nurses, State Certificatio n Exam	Registered Nursing	ARCC	End of Program
Health Science Technology	Health Science	Therapeuti cs Services	National Board for Certificatio n in Occupation al Therapy Occupation al Therapy Assistants Credentiali ng Exam	Occupation al Therapy Assistant	ATC	End of Program
Health Science Technology	Health Science	Therapeuti cs Services	National Registry of Emergency Medical Technician s Emergency Medical Services Regulatory Board, Minnesota - EMT Basic Exam	Emergency Medical Services	ATC	End of Program
Health Science Technology	Health Science	Therapeuti cs Services	National Occupation al Competenc y Testing Institute Nursing Assisting	Nursing Assistant/H ome Health Aide	ATC	End of Program

Business, Management, & Administration	Finance	Accounting	National Occupational Competency Testing Institute - Accounting - Advanced	Accounting	ATC	End of Program
Business, Management, & Administration	Business, Management, and Administration	General Management	National Occupational Competency Testing Institute General Management	Business	Andover, Anoka, Blaine, Champlin Park, Coon Rapids	Business Management or IB12 Management
Business, Management, & Administration	Business, Management, and Administration	General Management	National Occupational Competency Testing Institute General Management	Business	ARCC	General Management
Arts, Communication, & Information Systems	Information Technology	Network Systems	National Occupational Competency Testing Institute Computer Repair Technology	Business	STEP	A+ PC Troubleshooting & Repair
Arts, Communication, & Information Systems	Information Technology	Network Systems	Cisco Cisco Certified Entry Networking Technician (CCENT)	Network Analyst	ATC	End of Program

Arts, Communication, & Information Systems	Information Technology	Network Systems	Cisco Cisco Certified Entry Networking Technician (CCENT)	Computer Networking	ARCC	End of Program
Arts, Communication, & Information Systems	Information Technology	Network Systems	Certiport Microsoft Networking Fundamentals	Network Analyst	ATC	End of Program
Arts, Communication, & Information Systems	Information Technology	Network Systems	Certiport Microsoft Windows Server Administrator Fundamentals	Network Analyst	ATC	End of Program
Engineering, Manufacturing, & Technology	Manufacturing	Production	National Occupational Competency Testing Institute Welding	Welding	STEP, Princeton	Welding for Projects, Welding II Processes
Engineering, Manufacturing, & Technology	Manufacturing	Production	Skills USA Work Force Ready System Welding	Welding	Cambridge- Isanti	Welding
Engineering, Manufacturing, & Technology	Manufacturing	Production	American Welding Society Certified Welder	Welding	ATC	End of Program

Engineering, Manufacturing, & Technology	Science, Technology, Engineering, and Mathematics	Engineering and Technology	Project Lead The Way Principles of Engineering End of Course Assessment	Project Lead the Way	STEP	Principles of Engineering
Engineering, Manufacturing, & Technology	Science, Technology, Engineering, and Mathematics	Engineering and Technology	National Instruments NI Certified LabVIEW Associate Developer (CLAD)	Electronic Engineering Technician	ATC	End of Program
Engineering, Manufacturing, & Technology	Transportation, Distribution, and Logistics	Facility and Mobile Equipment Maintenance	National Occupational Competency Testing Institute Automotive Technician - Core	Automotive	STEP	Advanced Automotive II
Engineering, Manufacturing, & Technology	Transportation, Distribution, and Logistics	Facility and Mobile Equipment Maintenance	National Occupational Competency Testing Institute Small Engine Technology	Small Gas Engines	Princeton	Small Engines II
Engineering, Manufacturing, & Technology	Transportation, Distribution, and Logistics	Facility and Mobile Equipment Maintenance	Automotive Service Technology Auto Maintenance and Light Repair		ATC	End of Program

Improvement Report

Status Report on Improvement Report and Plan

QUESTION: Describe the activities and strategies that were actually implemented to bring your consortium actual performance on Federal indicators closer to the negotiated target.

1P1 – Technical Skill Attainment

Technical Skill Assessment results continue to be monitored, and plans are in place for increased communication/outreach to departments; administering more practice assessments and evaluating/utilizing assessment performance data for program improvement. Across one district, teachers are being encouraged to develop SAG (Student Achievement Goals) for Q Comp that align to college credits and industry certifications.

1S1 – Academic Attainment in Math

The consortium performed at 99% of target in FY' 16 and continued to monitor data and maintain a focus on math in CTE. FY '17 data showed a decline in performance, bringing the consortium below 90% of target. As a result the FY '19 plan includes involvement of math teachers in CTE advisory committees to better align terminology and applications. All schools and all teachers in the Anoka Hennepin District are required to have math and or reading goals to meet Q Comp and Administrator performance pay goals.

3P1 – Student Retention or Transfer

Targeted interventions are provided by a Math Retention Specialist and Precision Manufacturing Practices Coordinator at Anoka Technical College; and Business Programs Analyst and Nursing Program Tutor at ARCC. All worked closely with faculty to provide support for students and monitor success.

5P1 – Nontraditional Participation

An Enrollment Services Specialist position at ATC worked to address needs of special populations including underrepresented and nontraditional students, to facilitate and smooth the transition into postsecondary. Performance on 5P1 (22.42%) was roughly steady with the previous two years (21.95% and 22.86%). Data will continue to be monitored and support and mentoring provided to students. A Health Care Careers Camp was held at ARCC and career fairs were held at three middle schools – see Goal 3 for information.

5P2 – Nontraditional Completion

An Enrollment Services Specialist position at ATC worked to address needs of special populations including underrepresented and nontraditional students, to facilitate and smooth the transition into postsecondary. ARCC has hired a Nursing program tutor to improve student success and completion – see Goal 3 for information.

6S1 – Nontraditional Participation

Partnership activities with Workforce Centers provided students with current information on opportunities and benefits of nontraditional careers. Planning was completed for a new introductory course at CIHS to encourage female participation in Information Technology programs and fields. 22 students enrolled for 2018-19 and the name will be changed from "Intro to Programming" to "IT Exploration" to further encourage girls to enroll. The Anoka Hennepin T & I department used Q Comp and Development goals to maintain or increase the percentage of non-trad and non-white populations in courses. Across the district, teachers are being encouraged to develop SAG (Student Achievement Goals) for Q Comp that align to college credits, industry certifications, TSA, and Special Population. A Nitro X Career Camp was held for middle school students to expose them to automotive careers. A course change from Cosmetology to Cosmetology & Barbering resulted in an immediate increase in male enrollment. Professional development was provided for addition of skills.

6S2 – Nontraditional Completion

Districts continue to provide information on Programs of Study and work to identify barriers preventing students from continuing in pathways, including course availability.

QUESTION: Describe the process and stakeholders involved in determining your improvement plans and reports. Describe the role data played in developing your plans and reports.

The consortium utilized state-provided data and locally disaggregated data along with internal consortium analysis and discussion. The improvement plan involves the Consortium Leadership Team, district administrators, counselors, career centers and program teachers/faculty. A variety of ideas and experiences were shared at the Consortium Planning Retreat. Decisions were made based on what is feasible for implementation and benefit consortium wide, and what is likely to make the most significant impact on overall consortium performance rates.

QUESTION: What changes do you anticipate in your consortium performance data based on this year's efforts?

The FY '18 plan required improvement plans for the following targets, and so these are the main areas of focus.

1P1 – Improvement in performance is expected as the colleges have continued to review data and added support services such as the Business Program Analyst and Nursing Tutor. The ARCC business programs have added assessments as noted in Goal 1.

5P1 - Partners continue to work together toward improvement, including efforts to provide information on nontraditional careers and hands on experiences to middle school students; provide professional development for teachers; and offer new programs and courses such as the Health Care Career Camp held in FY '18. Positive changes in performance numbers are likely to take time, and could be realized when current 8th-9th graders reach their junior and senior years of high school

6S1 – Expecting a slight increase in non-traditional participation due to new course offerings at two districts and middle school career fair offered at one district as mentioned in Goal 3.

Improvement Plan Action Steps

Other Information

Question: Describe stakeholders involved, process and sources of data used to determine strategies/action steps listed in your Improvement Plan Action Steps.

The consortium utilized state-provided data and locally disaggregated data along with internal consortium analysis and discussion.

The improvement plan involves the Consortium Leadership Team, district administrators, counselors, career centers and program teachers/faculty. A variety of ideas and experiences were shared both informally and as part of the Consortium Planning Retreat.

Decisions were made based on what is feasible for implementation and benefit consortium wide, and what is likely to make the most significant impact on overall consortium performance rates.

Related Improvement Plan documents

[Upload any additional supporting documents here.](#)

[Upload any additional supporting documents here.](#)

[Upload any additional supporting documents here.](#)

[Upload any additional supporting documents here.](#)

[Upload any additional supporting documents here.](#)

Other Summary Comments

QUESTION: Summary Comments

If you were unable to accomplish activities in your plan, indicate why and what you might do differently. Tell us what we can do to support your efforts.

Other Activities of Note

- The consortium actively supports and promotes CTE student organizations. All consortium districts have student organizations, including Skills USA, FCCLA, HOSA, DECA, FFA and BPA. Students competed in various service learning projects, held meetings, attended leadership activities and events. Districts reported that students qualified for nationals in HOSA, DECA, BPA, and FCCLA. A new FFA chapter was started in St. Francis in 2017-18.
- Use of the College Central job posting website continued, with students and alumni of both ATC and ARCC participating, along with area employers. 430 employers registered, 2,624 jobs were posted, and 1,432 students and alumni were registered users.
- Both consortium colleges built relationships with employers and provided connections for students by offering job/career fairs.
- ARCC had 106 students attend the fall 2017 job fair and 88 attend in spring 2018.
- Anoka Technical College hosted a job fair on campus coordinated by the Anoka County Workforce Center with over 200 employer representatives and exhibitors present and approximately 1,000 attendees. In addition, there was special coordination with partner high schools to bring 200 students to the event for specialized sessions.
- Anoka Ramsey Community College provided personalized career services for students including career exploration, resume/cover letter writing, interviewing, and field experiences. 189 students accessed these services in FY '18.

Attachments

File Name	Description	File Size
apprenticeship summit job fair job seekers (003).pdf	Apprenticeship Summit Flyer	686 KB
FY18 Articulation Information for APR_Oak Land.pdf	Oak Land Articulated College Credit Report FY 18	88 KB
HCCC Flyer Final 01.10.2018 (2).pdf	ARCC Health Care Career Camp Flyer	821 KB
Oak Land Consortium Presentation for Retreat.pdf	Planning Retreat Presentation	21.3 MB
Oak Land Perkins Equipment List FY 18.pdf	Oak Land Perkins Equipment FY 18	56 KB
Oak Land Secondary TSA Data 17-18.pdf	Oak Land Secondary TSA Report FY 18	82 KB
OLEP Policy Procedure Manual.pdf	Oak Land Perkins Policy & Procedure Manual	550 KB
Perkins Strategic Retreat Agenda - 2-15-2018.pdf	Planning Retreat Agenda	82 KB
SFHS Manufacturing Flyer.pdf	SFHS Manufacturing Open House	218 KB
WFC Resume Workshop 8.5x11.pdf	ATC WFC Resume Workshop Flyer	476 KB

Budget Goal 1

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Admin Cost	Post-Secondary Reserve	Post-Secondary Reallocation	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Admin Cost	Secondary Reserve	Secondary Reallocation	Secondary Total	Row Total
Goal 1 Total	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

Budget Goal 2

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Admin Cost	Post-Secondary Reserve	Post-Secondary Reallocation	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Admin Cost	Secondary Reserve	Secondary Reallocation	Secondary Total	Row Total
Goal 2 Total	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

Budget Goal 3

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Admin Cost	Post-Secondary Reserve	Post-Secondary Reallocation	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Admin Cost	Secondary Reserve	Secondary Reallocation	Secondary Total	Row Total
Goal 3 Total	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

Budget Goal 4

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Admin Cost	Post-Secondary Reserve	Post-Secondary Reallocation	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Admin Cost	Secondary Reserve	Secondary Reallocation	Secondary Total	Row Total
Goal 4 Total	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

Budget Goal 5

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Admin Cost	Post-Secondary Reserve	Post-Secondary Reallocation	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Admin Cost	Secondary Reserve	Secondary Reallocation	Secondary Total	Row Total
Goal 5 Total	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

Goal Totals

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Admin Cost	Post-Secondary Reserve	Post-Secondary Reallocation	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Admin Cost	Secondary Reserve	Secondary Reallocation	Secondary Total	Row Total
Goal Total	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

Verification

I have looked over these budget numbers.

Therapeutic Services at Andover High School

Enter the Program of Study information specific to this school and pathway.

- High School Courses
- Enhanced Learning
- Post-Secondary Connections
- Status & Validation
- View All (read only)

Status and Validation

Approval Level: State Consortium State RPOS

Approval Status: In Progress Inactive
 Submitted to Consortium Approved by Consortium
 Submitted to State Approved by State

Date of this status:

Publishing Status: Internal

Rating for the Rigorous Programs of Study Components	Level 1	Level 2	Level 3
Legislation and Policies: Federal, state, and local legislation or administrative policies promote POS development and implementation.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Partnerships: Ongoing relationships among education, business, and other community stakeholders are central to POS design, implementation, and maintenance.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Professional Development: Sustained, intensive, and focused opportunities for administrators, teachers, and faculty foster POS design, implementation, and maintenance.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Accountability and Evaluation Systems: Systems and strategies to gather quantitative and qualitative data on both POS components and student outcomes are crucial for ongoing efforts to development and implement POS.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
College and Career Readiness Standards: Content standards that define what students are expected to know and be able to do to enter and advance in college and/or their careers comprise the foundation of a POS.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Course Sequences: Non-duplicative sequences of secondary and postsecondary courses within a POS ensure that students transition to postsecondary education without duplicating classes or requiring remedial coursework.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Credit Transfer Agreements: Credit transfer agreements provide opportunities for secondary students to be awarded transcribed postsecondary credit, supported with formal agreements among secondary and postsecondary education systems.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Guidance Counseling and Academics: Guidance counseling and academic advisement help students to make informed decisions about which POS to pursue.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teaching and Learning Strategies: Innovative and creative instructional approaches enable teachers to integrate academic and technical instruction and students to apply academic and technical learning in their POS coursework.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Technical Skills Assessments: National, state, and/or local assessments provide ongoing information on the extent to which students are attaining the necessary knowledge and skills for entry into and advancement in postsecondary education and careers in their chosen POS.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

HS Courses				
Subject	9th Grade	10th Grade	11th Grade	12th Grade

Language Arts	Select One English 9 English 9 (H)	Select One English 10 English 10 (H)	Select One English 11 English 11: AP English Language and Composition (AP)	Select One English 12 English 12: CIS Literature (CE) English 12: CIS University Writing (CE)
Math	Intermediate Algebra	Geometry	Advanced Algebra Statistics and Probability	Math 112-College Algebra I (CE)
Science	Select One Physical Science 9 Physical Science 9 (H)	Select One Chemistry I Chemistry I (H)	Select One Biology I Biology I: College Biology (H) (CE)	Medical Anatomy I (ACC) Medical Anatomy II (ACC)
Social Studies	Select One Geography and one Civics Geography AP Geography Civics Honor Civics	Select One United States History AP United States History (AP)	Select One World History AP World History	Select One Economics and One U.S. Government Economics AP Economics (AP) CIS Economics (DE) (CE) United States Government and Politics AP United States Government and Politics
Other Requirements	Arts Choice Physical Education I Health	Physical Education II		
Career and Technical Electives for College Credit		Investigating Medical Careers (ACC) Medical Terminology and Careers	Investigating Medical Careers (ACC) Medical Terminology and Careers (ACC) Sports Medicine: Injuries (ACC) Sports Medicine: Performance (ACC) Emergency Medical Careers I (ACC) Emergency Medical Careers II (ACC) Nursing Assistant (ACC)	Investigating Medical Careers (ACC) Medical Terminology and Careers (ACC) Sports Medicine: Injuries (ACC) Sports Medicine: Performance (ACC) Emergency Medical Careers I (ACC) Emergency Medical Careers II (ACC) Nursing Assistant (ACC)

			Computer Applications (ACC)	Computer Applications (ACC)
Career and Technical Electives	Personal Money Management or Independent Living	Personal Money Management or Independent Living	Nutristyles Personal Money Management or Independent Living	Nutristyles Personal Money Management or Independent Living Health Internship
Other Suggested Electives	World Language	World Language	World Language Psychology I Psychology II Psychology I and II [AP Psychology] (AP)	World Language (CE) Psychology I Psychology II Psychology I and II [AP Psychology] (AP)

Legend:

ACC: Articulated College Credit is an agreement between one or more high schools and one or more colleges and universities to accept a high school course as a course equivalence or partial course equivalence to a college course.

AP: Advanced Placement: A standardized curriculum offering college-level courses in subject areas such as English, history, humanities, languages, math, psychology and science. AP courses are taught by a high school teacher on a high school site, trained by College Board.

CE: Concurrent Enrollment allows an eligible high school student to take college or university courses that are taught by a credentialed high school faculty member on the high school campus.

High School Enhanced Learning

Work-Based Learning	Health Internship
Service Learning	Youth Service
College Preparation	ACT, PLAN, PSAT, ACCUPLACER Career Placement Center
Student Organizations	HOSA & SkillsUSA

Post-Secondary Connections

2-Year College	Program	4-Year University	Program
Anoka Technical College	Health Technology		
Anoka Technical College	Health Technology		
Anoka Technical College	Medical Assistant		
Anoka Technical College	Nursing Assistant/Home Health Aide		
Anoka Technical College	Occupational Therapy Assistant		
Anoka Technical College	Practical Nursing		
Anoka Technical College	Surgical Technology		
Anoka-Ramsey Community College - Cambridge	Fitness Specialist		

Anoka-Ramsey Community College - Cambridge	Integrative Health and Healing	Metropolitan State University - St. Paul	Individualized Studies
Anoka-Ramsey Community College - Cambridge	Integrative Health and Healing	Metropolitan State University - St. Paul	Individualized Studies
Anoka-Ramsey Community College - Cambridge	Nursing	Bemidji State University	Nursing
Anoka-Ramsey Community College - Cambridge	Nursing	Metropolitan State University - St. Paul	Nursing
Anoka-Ramsey Community College - Coon Rapids	Fitness Specialist		
Anoka-Ramsey Community College - Coon Rapids	Integrative Health and Healing		
Anoka-Ramsey Community College - Coon Rapids	Integrative Health and Healing		
Anoka-Ramsey Community College - Coon Rapids	Nursing		
Anoka-Ramsey Community College - Coon Rapids	Pharmacy Technician		

College & University Enhanced Learning

Work-Based Learning	Clinical Experience
Service Learning	
Career Preparation & National Accreditation	
Student Organizations	Student Nurses Association Nurses Christian Fellowship

Industry-Related Certifications

Certification Name Certifying Organization

CPR/First Aid

EMT

NAR

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Oak Land Education Partnership
RPOS - Accounting

Status and Validation

Approval Level:	<input type="radio"/> State <input type="radio"/> Consortium <input checked="" type="radio"/> State RPOS
Approval Status:	<input type="radio"/> In Progress <input type="radio"/> Inactive <input type="radio"/> Submitted to Consortium <input checked="" type="radio"/> Approved by Consortium <input type="radio"/> Submitted to State <input type="radio"/> Approved by State
Date of this status:	04-07-2015
Publishing Status:	Internal

Rating for the Rigorous Programs of Study Components

	Level 1	Level 2	Level 3
Legislation and Policies: Federal, state, and local legislation or administrative policies promote POS development and implementation.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Partnerships: Ongoing relationships among education, business, and other community stakeholders are central to POS design, implementation, and maintenance.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Professional Development: Sustained, intensive, and focused opportunities for administrators, teachers, and faculty foster POS design, implementation, and maintenance.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Accountability and Evaluation Systems: Systems and strategies to gather quantitative and qualitative data on both POS components and student outcomes are crucial for ongoing efforts to development and implement POS.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
College and Career Readiness Standards: Content standards that define what students are expected to know and be able to do to enter and advance in college and/or their careers comprise the foundation of a POS.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Course Sequences: Non-duplicative sequences of secondary and postsecondary courses within a POS ensure that students transition to postsecondary education without duplicating classes or requiring remedial coursework.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Credit Transfer Agreements: Credit transfer agreements provide opportunities for secondary students to be awarded transcribed postsecondary credit, supported with formal agreements among secondary and postsecondary education systems.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Guidance Counseling and Academics: Guidance counseling and academic advisement help students to make informed decisions about which POS to pursue.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Teaching and Learning Strategies: Innovative and creative instructional approaches enable teachers to integrate academic and technical instruction and students to apply academic and technical learning in their POS coursework.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Technical Skills Assessments: National, state, and/or local assessments provide ongoing information on the extent to which students are attaining the necessary knowledge and skills for entry into and advancement in postsecondary education and careers in their chosen POS.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

HS Courses

Subject	9th Grade	10th Grade	11th Grade	12th Grade
Language Arts	Select One English 9 English 9 (H)	Select One English 10 English 10 (H)	Select One English 11 English 11: AP English Language and	Select One English 12 English 12: CIS Literature (CE)

			Composition (AP)	English 12: CIS University Writing (CE)
Math	Intermediate Algebra	Geometry	Advanced Algebra Statistics and Probability	Math 112-College Algebra I (CE)
Science	Select One Physical Science 9 Physical Science 9 (H)	Select One Chemistry I Chemistry I (H)	Select One Biology I	
Social Studies	Select One Geography and one Civics Geography AP Geography (AP) Civics Honors Civics	Select One United States History AP United States History (AP)	Select One World History AP World History (AP)	Select One Economics and One U.S. Government Economics AP Economics (AP) CIS Economics (CE) United States Government and Politics AP United States Government and Politics (AP)
Other Requirements	Arts Choice Physical Education I Health	Physical Education II		
Career and Technical Electives for College Credit	Keyboarding I (ACC) Accounting I (ACC) Computer Applications (ACC)	Keyboarding I (ACC) Accounting I (ACC) Accounting II (ACC) Computer Applications (ACC) Business Management (ACC) Entrepreneurship (ACC)	Keyboarding I (ACC) Accounting I (ACC) Accounting II (ACC) Accounting and Financial Careers I (ACC) Accounting and Financial Careers II (ACC) Computer Applications (ACC) Business Management (ACC) Entrepreneurship (ACC)	Keyboarding I (ACC) Accounting I (ACC) Accounting II (ACC) Accounting and Financial Careers I (ACC) Accounting and Financial Careers II (ACC) Computer Applications (ACC) Business Management (ACC) Entrepreneurship (ACC)
Career and Technical Electives	Personal Money Management Interpersonal Relationships I	Personal Money Management Interpersonal Relationships I	Personal Money Management Interpersonal Relationships I	Personal Money Management Interpersonal Relationships I

		Business and Consumer Law International Business (H)	Business and Consumer Law International Business (H)	Business and Consumer Law International Business (H) Business Internship Program
Other Suggested Electives	World Language	World Language	World Language	World Language (CE)

Legend:

ACC: Articulated College Credit is an agreement between one or more high schools and one or more colleges and universities to accept a high school course as a course equivalence or partial course equivalence to a college course.

AP: Advanced Placement: A standardized curriculum offering college-level courses in subject areas such as English, history, humanities, languages, math, psychology and science. AP courses are taught by a high school teacher on a high school site, trained by College Board.

CE: Concurrent Enrollment allows an eligible high school student to take college or university courses that are taught by a credentialed high school faculty member on the high school campus.

High School Enhanced Learning

Work-Based Learning	Business Internship
Service Learning	
College Preparation	Career Placement Centers: ACT, PLAN, PSAT, ACCUPLACER
Student Organizations	Business Professionals of America & DECA

Post-Secondary Connections

2-Year College	Program	4-Year University	Program
Anoka Technical College	Accounting		
Anoka Technical College	Accounting Tax Preparer		
Anoka-Ramsey Community College - Cambridge	Accounting		
Anoka-Ramsey Community College - Cambridge	Accounting Practitioner		
Anoka-Ramsey Community College - Coon Rapids	Accounting		
Anoka-Ramsey Community College - Coon Rapids	Accounting Practitioner		

College & University Enhanced Learning

Work-Based Learning	
Service Learning	
Career Preparation & National Accreditation	
Student Organizations	Student Senate

[Return to list of Programs of Study](#)



Apprenticeships

APPRENTICESHIP SUMMIT

EMPLOYER PANEL & HIRING EVENT

Wednesday, November 15th, 2017

9:00 - 10:00 a.m. – Employer Panel

10:00 - 12 noon – On-Site Hiring Event

Anoka County WorkForce Center - 1201 89th Avenue NE Ste 235, Blaine

EMPLOYER PANEL

Curt Jasper & Tiffany Schlueter – E.J. Ajax Greg Hofstede – Alliance Machine
Tim O’Neill – Research Analyst Specialist

EXHIBITORS

- Great River Energy
- Minneapolis Regional Labor Federation
- Connexus Energy
- International Union of Painters & Allied Trades
- Fairview
- Bermo
- Department of Labor
- Rainbow Tree Company
- Tutor Time Learning Centers
- Innovated Metal Fabrication, Inc.
- AXA Advisors, LLC
- Prudential Advisors
- Rockler Companies
- Department of Labor
- Aggressive Hydraulics
- EJ Ajax
- Alliance Machine
- New Windows for America / Expert Exteriors
- HB Fuller
- iQor
- Aqseptence Group, Inc.
- Senior Community Services
- Anoka County Community Action Program
- Metropolitan Transportation Network, Inc.
- Champion Windows
- American Student Transportation
- Xcel Energy
- Kraus-Anderson Construction



Anoka County
JOB TRAINING CENTER

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FY18 Articulation Information for APR Oak Land Perkins Consortium Partnership

Articulated College Credit Meetings

- New in FY18, Minneapolis Public Schools joined the College High School Partnership. It is great to have these teachers join our partnership!
- 14 articulation meetings were held for high school teachers and college faculty from 5 consortia: Hennepin West, Minneapolis, Oak Land, South Metro, & Southwest Metro.
- Nine (9) colleges participated in the scheduled meetings in the various career clusters were similar to past years: Anoka Technical College, Anoka-Ramsey Community College, Alexandria Technical & Community College, Century College, Dunwoody College of Technology, Hennepin Technical College, Normandale College, Ridgewater College, & St. Cloud Technical & Community College. Faculty from North Hennepin Community College (a member of Hennepin West Perkins consortia) did not participate in the meetings or partnership.
- Overall attendance continues to be good at each Articulated College Credit meeting averaging about 20-30 educators attending the meetings.
- Introductory, one-credit college courses from Hennepin Technical College were presented for the first time to high school programs in FY18. These courses were well-received by high school teachers as it gives more students an opportunity to earn the college credit.
- Identifying technical skill assessments for each program or course in each career pathway is progressing. Teachers & faculty are interested in identifying an appropriate assessment or certification for each agreement. Further work will continue on this initiative in FY19.
- Realtime Talent information was shared with teachers & faculty at all meetings.
- Individual website training was also held throughout the year for new teachers. Questions/concerns from teachers or faculty were address on a regular basis.

Total Articulated College Credit (ACC) Agreements in FY18 – 114 Articulated College Agreements in 16 Career Clusters with 203 different college programs in Minnesota were reviewed/ revised/ available to high school programs.

- Agriculture, Food, & Natural Resources - 2
- Architecture & Construction - 14
- Arts, Audio-Video Technology, & Communications - 10
- Business, Management, & Administration - 10
- Education & Training - 1
- Finance - 2
- Government & Public Administration – 0
- Health Science - 10
- Hospitality & Tourism - 7
- Human Services - 3
- Law, Public Safety, Corrections, & Security - 5
- Information Technology - 10
- Manufacturing - 8
- Marketing - 9
- Science, Technology, Engineering, & Mathematics – 14
- Transportation, Distribution, & Logistics – 9

Other ACC Information:

College Credit Awards

Oak Land Education Partnership includes all the consortia schools and colleges as well as brokered colleges with Oak Land high schools and brokered high schools with consortia colleges.

- **7,698** enrolled in ACC courses on the website
- **4,990** students were successful in earning ACC
- **1,994** students were unsuccessful in earning ACC
- **714** students are in pending status which means one of the following:
 - a. The instructor did not approve the student or make their status unsuccessful.
 - b. Student is in 9th grade & not able to earn the credit per the agreement.
 - c. Student must take two high school courses in order to receive ACC. In this case the student may have only take one of the two-course sequence.

School District	Total Students Enrolled	Earning College Credit	Not Earning College Credit	Pending
Anoka-Hennepin - District #11	6872	4463	1881	528
Cambridge-Isanti - District #911	126	96	27	3
Elk River Area Schools - District #728	218	92	44	82
Princeton District #477	165	121	42	2
St. Francis District #15	291	147	29	115
TOTAL in FY18	7698	4990	1994	714
Total in FY17	4317	2721	976	620
Difference	+3381	+2269	+1018	-94
Per Cent Increase (+)	+78%			

- There was a **significant increase** in student enrollment in the Anoka-Hennepin District – from 4,317 in FY17 to 6,872 in FY18 – an increase of 2,501 students enrolled on the CTECreditMN.com website.
- Increases in student enrollment also occurred in the other schools: Cambridge-Isanti District #911 (from 106 in FY17 to 126 in FY18); Princeton District (from 102 in FY17 to 165 in FY18); and St. Francis District #15 (from 291 in FY17 to 317 in FY18).
- Elk River District 728 had minimal decrease from 219 in FY17 to 218 in FY18)
- Overall in the consortium, more students earned more college credits and fewer students remained in the pending status across all high schools.

CTECreditMn Website Meetings & Activities:

- A meeting of CTECreditMn Website consortia partners was held in November, 2017 following the Perkins Consortia Leaders Workshop. Post secondary and secondary representatives from each consortia partners were present. Updates were given by leadership.

2018

ANOKA-RAMSEY
COMMUNITY COLLEGE
CAMBRIDGE CAMPUS

\$25
Receive Lunch
&
Scrub Top

HEALTH CARE CAREERS CAMP

A full day of health care career exploration!

FIND YOUR PASSION

in the

#1 fastest growing field in the area

PROGRAMS TO EXPLORE

Medical Assistant
Physical Therapy Assistant
Emergency Medical Technician
Licensed Alcohol and Drug Counseling
Healthcare Information Technology
Healthcare Administration
Pharmacy Technician
Nursing Assistant
Nursing

Experience what it's like to be a nurse, EMT, nursing assistant, pharmacy tech, physical therapy assistant and more!

Discover the different settings where you could work and the types of patients you could help.

Learn the education and training you'll need from professionals in each of the programs.

Find your passion in a high demand and rewarding field!

Healthcare
Panel
Q & A

Explore
programs on
site and off
site!

Register
by
May 30th

June 12 | Tuesday | Grades 7-8

June 13 | Wednesday | Grades 9-12, ABE

Times: 8:00 a.m. - 4:00 p.m.

<https://cischools.ce.eleyo.com/>

Professional & Workforce Training



EDUCATION • SKILLS • RESULTS





WELCOME

WiFi Login: Guest Login

Username: Guest.Wifi@arcc.edu

Password: 6ovu

Oak Land Consortium

Anoka-Hennepin Schools
Elk River Area Schools
Cambridge-Isanti School District
Princeton School District
St. Francis School District
Anoka-Ramsey Community College
Anoka Technical College

Oak Land Overview

- Our work is driven by the Carl D. Perkins Career & Technical Education Act of 2006, to improve career technical education and create opportunities to enter high skill, high wage, or high demand employment in Minnesota for all learners.

Leadership Structure

- Leadership Team: Two College Representatives, Secondary Representatives from Partner Districts, POS Coordinator, Articulation Coordinator, Anoka County Workforce Center, & Grant Facilitator
- Executive Team: Two College Partners, Secondary Fiscal Agent, Grant Facilitator

Perkins Areas of Focus (Goals)

- **Programs of Study**
 - **Creating pathways**
 - **Technical Skill Assessment**
 - **Program Improvement & Development**
- **Employer, Community and Education Partnerships**
 - **Advisory Boards**
 - **Work Based Learning**
- **Service to Special Populations**
 - **Improving Program Participation & Success of all categories in special pops**
- **Student Transitions**
 - **Secondary to Postsecondary**
 - **Employment Transitions**
 - **Articulated Credits, Concurrent Enrollment, PSEO, Workforce Center Partnerships, etc.**
- **Sustaining the Consortium Model**
 - **Leadership Team, Executive Committee, etc.**

Program of Study

- **466 Programs of Study found**
 - a. 42 Pathways**
 - b. 11 High Schools**
- **Six Career Fields**
- **Sixteen Clusters**
- **79 Pathways**

New Programs of Study

2018

- **Lodging**
- **Recreation, Amusements,
and Attractions**
- **Design/Pre-construction**

Program of Study

**How should we use the
Pathways to assist our
students in finding their
careers?**

<http://www.mnprogramsofstudy.org/mnpos/>

Articulated College Credit

- Oak Land is a member of College High School Partnership - Minneapolis & surrounding suburbs.
- Goals: 1) Create and strengthen programs of study by career pathways; 2) Emphasize program improvement & development including technical skill attainment.

Annual Articulation Meetings with 20 Different CTE Pathways

- Present updates on national and state initiatives in CTE.
- Review and approve course goals & outcomes.
- NEW! Review and identify industry-recognized certifications and technical skill assessments.

Total Articulated College Credit Agreements in FY17

- 109 Articulated College Credit (ACC) Agreements were developed across 16 career clusters.
- 2,721 students successfully earned ACC in Oak Land Consortium.
- We continue to encourage students to **USE THEIR AGREEMENTS!**

How do we determine where funds are spent?

- Required Goals & Accountability Measures
- Improvement Plans
- Addressing Achievement Gaps
- Demographic & Labor Market Information
- Plans must be unified
- Funding Requests must address programmatic improvement & address anticipated outcomes

Secondary Accountability Indicators

Indicator	Target	Actual	
1S1: Academic Attainment in Reading	64.45%	54.92%	Below 90% of Target - Improvement Plan Required
1S2: Academic Attainment in Math	49.50%	39.25%	Below 90% of Target - Improvement Plan Required
2S2: Technical Skill Attainment	78.00%	68.38%	Below 90% of Target - Improvement Plan Required
3S1: School Completion	99.00%	99.06%	
4S1: Student Graduation Rates	90.00%	88.10%	Target Not Met - Report in Local Application
5 S1: Placement	54.20%		Local Data not available
6S1: Nontraditional Participation	37.00%	34.39%	Target Not Met - Report in Local Application
6S2: Nontraditional Completion	35.00%	30.99%	

Postsecondary Accountability Indicators

Indicator	Target	Actual	
1P1: Technical Skill Attainment	91.30%	80.66%	Below 90% of Target – Improvement Plan Required
2P1: Credential, Degree, or Certificate	31.90%	36.44%	
3P1: Student Retention or Transfer	44.79%	41.80%	Target not Met – Report in Local Application
4P1: Student Placement	90.90%	88.35%	Target not Met – Report in Local Application
5P1: Nontraditional Participation	24.00%	22.42%	Target not Met – Report in Local Application
5P2: Nontraditional Completion	13.52%	13.04%	Target not Met – Report in Local Application

FY '19 Consortium Grant Application

- Process & Timeline - submission in May
- Consortium costs come off the top (TSA, Articulated College Credit, grant facilitator)
- Feedback & Discussion Today
- The consortium will utilize feedback received today to develop the framework for the consortium plan
- Keep in touch with your leadership team representative to continue to support the plan



Questions & Discussion

Oak Land Education Partnership
Post-Secondary Perkins Equipment Record 2017-18 (FY18)

Date	What was purchased	Location	Cost/Dollar allocation
3.20.18	Robotic Welding System	ATC	50,003.24
6.20.18	Weaver	ARCC	6,000.00

Oak Land Education Partnership
Post-Secondary Perkins Equipment Record 2016-17 (FY17)

Date	What was purchased	Location	Cost/Dollar allocation
6.15.17	Chromebook Model 80SF x12	ATC	1,980.60
5.17.17	HP Probook Laptop	ATC	1,878.72
5.17.17	Simman ALS Laerdal	ATC	25,759.80
6.30.17	Robotic Welder	ATC	84,725.95

Oak Land Education Partnership
Post-Secondary Perkins Equipment Record 2015-16 (FY16)

Date	What was purchased	Location	Cost/Dollar allocation
8.16.16	Notebook Laptop Lenovo	ARCC	1,419.00
12.28.16	Manikin Simman	ARCC	38,220.00
5.31.16	Computer Lenovo x2 @ 1,909.00	ATC	3,818.00
5.31.16	Chromebook Lenovo x20 @185.00	ATC	3,700.00
5.17.17	Robotic Welding Cell	ATC	99,093.00
1.6.17	IMAC Apple	ATC	3,089.00
1.6.17	IMAC Apple	ATC	3,089.00

Oak Land Education Partnership
Post-Secondary Perkins Equipment Record 2014-15 (FY15)

Date	What was purchased	Location	Cost/Dollar allocation
5.17.17	Scissor Hoist Hunter	ATC	26,005.43

Oak Land Education Partnership
Secondary Perkins Equipment Record 2017-18

NOTE: Secondary Perkins Directors shall be required to maintain a list of all equipment purchases, the purchase price, and where the equipment is located (school district and building). This will match the audited budget by UFARS coding (OBJ. 530 and 555) for the fiscal year. This will be due with the Annual Performance Report (APR) in October.

Date	What was purchased	Where located (school and district)	Cost/Dollar allocation
11.01.17	HP ZBook Mobile	STEP	1128.00
11.01.17	Kingston DDR4	STEP	290.00
11.01.17	Imaging	STEP	6.00
11.01.17	Accessory Kit	STEP	522.00
11.01.17	Z Space Lab Training	STEP	5220.00
11.01.17	Z Space Lab Installation	STEP	2610.00
11.01.17	Z Space Software	STEP	143.00
11.01.17	zView Camera Kit	STEP	190.00
11.01.17	Z Space Add On Seat	STEP	16,975.00
11.01.17	Z Space Software	STEP	5225.00
11/10/17	KitchenAid Commercial Mixers (7)	Rogers High School ISD #728	\$3938.20
5/7/18	HP LaserJet Pro	Rogers High School ISD #728	\$379
2/26/18	Apple iPad 5th Gen.	Rogers High School ISD #728	\$294
12/4/17	Millermatic 211 Mig Welder	Elk River High School ISD #728	\$148.42
12/4/17	Journeyman Torch Cutting Kit	Elk River High School ISD #728	\$35.43
12/4/17	Millermatic Aluminum Welder	Elk River High School ISD #728	\$780.93
12/4/17	Lincoln Square Wave Tig Welder	Elk River High School ISD #728	\$190.01
12/4/17	Arc Station Clamps and Vises	Elk River High School ISD #728	\$751.00
1/2/18	Sharp Vertical Turret Milling Machine	Elk River High School ISD #728	\$5170.21
6/30/18	Band Saws	Zimmerman High School ISD #728	\$3149.00
6/30/18	Kreg Jig Machine	Zimmerman High School ISD #728	\$3800
6/30/18	Printer/Plotter	Ivan Sand Community High School ISD #728	\$5,234.70
11/10/17	KitchenAid Commercial Mixers (7)	Rogers High School ISD #728	\$3938.20
5/7/18	HP LaserJet Pro	Rogers High School ISD #728	\$379
2/26/18	Apple iPad 5th Gen.	Rogers High School ISD #728	\$294

12/4/17	Millermatic 211 Mig Welder	Elk River High School ISD #728	\$148.42
12/4/17	Journeyman Torch Cutting Kit	Elk River High School ISD #728	\$35.43
12/4/17	Millermatic Aluminum Welder	Elk River High School ISD #728	\$780.93
12/4/17	Lincoln Square Wave Tig Welder	Elk River High School ISD #728	\$190.01
8/27/17	3 Food Processors (Big Tray) - \$409 each	Cambridge Isanti HS	\$1,227.00
8/27/17	6 Blenders (Big Tray) - \$540 each	Cambridge Isanti HS	\$3,240.00
10/11/17	Enco Vertical Mill	Cambridge Isanti HS	\$5,168.99
5/14/18	15 iPads	St. Francis – Saints Academy	\$5,370.00
10/3/17	Welding Helmets	Princeton HS	\$1,464.00
11/22/17	Iron Worker Machine & Die Set, Pipe Notch	Princeton HS	\$2,920.00

Oak Land Education Partnership
Secondary Perkins Equipment Record 2016-17

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Date	What was purchased	Where located (school and district)	Cost/Dollar allocation
12/16	Micrometer Set	Princeton HS	1,044.00
2/21/17	iPad Minis & Cases	Princeton HS	2,272.00
11/7/16	GE Bus Plug	Cambridge-Isanti HS	616.72
11/16/17	Laser Engraver w/ Attachments	Cambridge-Isanti HS	9,682.00
12/5/17	Brother HL Color Printer	Cambridge-Isanti HS	205.00
2/15/17	Pipe Notcher	Cambridge-Isanti HS	1,833.00
4/3/17	Grand Gourmet Kitchen Corner Set	Cambridge-Isanti HS	710.00
3/22/17	Miller Spectrum Starter Kit	Andover HS	1,750.00
3/23/17	Robotic Arms	STEP	3,530.36
3/13/17	4 Ch Video Switcher	STEP	1,495.00
9/8/16	Industrial Sewing Machines	STEP	5,400.30
7/20/16	Salon Chairs	STEP	1,042.90
7/20/16	Salon Stations	STEP	3,340.00
7/20/16	Chromebooks	STEP	5,180.00
7/20/16	Chromebook Cart	STEP	1,199.00
4/5/17	Speakers for School Store	Rogers HS	106.99
5/8/17	Speakers for School Store	Elk River HS	100.13
6/15/17	Mannequins	Elk River HS	1,018.27
6/30/17	Axiom Precision Bit Sets (2)	Rogers & Zimmerman HS	707.00
1/3/17	Nikon Photography Microphone (2)	St. Francis HS	50.72
1/3/17	72 inch Tripod	St. Francis HS	26.95
1/3/17	Canon Camera	St. Francis HS	449.00
1/3/17	Canon Camera (2)	St. Francis HS	798.00
1/3/17	Altura Super Macto Lens (2)	St. Francis HS	59.98

Oak Land Education Partnership
Secondary Perkins Equipment Record 2015-16

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Date	What was purchased	Where located (school and district)	Cost/Dollar allocation
2.17.16	CB-CROS-SW-DN-EDU	CPHS	560.00
2.18.16	Diversitrack for SMARTBOARD	CPHS	319.20
2.18.16	SMARTBOARD	CPHS	1499.00
2.25.16	Ladibug Document Camera HS	STEP	374.25
2.18.16	Shipping	CPHS	65.00
3.01.16	Chromebook	CPHS	4900.00
3.22.16	Spectrum Cloud	STEP	1201.00
8.27.15	Drilling/Milling Machine	PHS	1900.00
4.8.16	NSF Certified Dishes and Color Coded Handle	PHS	248.16
4.8.16	Commercial Immersion Blenders	PHS	306.46
4.11.16	Cutting Boards and Racks	PHS	461.70
4.11.16, 4.19.16	Professional Knives	PHS	923.16
12.15.15	CNC Mill with Software & Stand	CIHS	6,817.00
11.11.15	Ironworker Hydraulic Shear	CIHS	6,650.00

Oak Land Education Partnership
Secondary Perkins Equipment Record 2015-16

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Date	What was purchased	Where located (school and district)	Cost/Dollar Allocation	Actual Expenditure
8/26/15	Square Reader	Elk River High School ISD#728	\$628.96	\$628.96
2/24/16	Powermatic PM2700 Series Shaper	Zimmerman High School ISD #728	\$3879.99	\$3879.99
2/24/16	3 Porter-Cable Routers Freud 12" Circular Blade	Zimmerman High School ISD #728	\$539.97 \$79.17	\$619.14
4/4/16	Maxisys Mini Diagnostic Tool	Elk River High School ISD #728	\$1000.00	\$1127.53
4/15/16	Arc Welding Stations	Rogers High School ISD #728	\$8910.50	\$8910.50

Oak Land Education Partnership
Secondary Perkins Equipment Record 2014-15

NOTE: Secondary Perkins Directors shall be required to maintain a list of all equipment purchases, the purchase price, and where the equipment is located (school district and building). This will match the audited budget by UFARS coding (OBJ. 530 and 555) for the fiscal year. This will be due with the Annual Performance Report (APR) in October.

Date	What was purchased	Where located (school and district)	Cost/Dollar allocation
9-1-14	Visa Amazon (Android Tablets)	AH STEP	977.94
10-1-14	MacBook Pros 13 inch	AH STEP	14,155.91
10-1-14	3 Yr APA for 13 inch MacBook Pros	AH STEP	896.93
2-1-15	HP DesignJet T790 24"	AH STEP	2,500.00
5-1-15	HP Elite Display LED	AH STEP	2,120.00
6-30-15	Afinia Printer Pack	AH STEP	2,500.00
1-9-15	Dishware	Cambridge-Isanti HS	117.56
1-9-15	Culinary Knife Sets	Cambridge-Isanti HS	1,070.18
1-9-15	Speed Rack	Cambridge-Isanti HS	502.99
1-9-15	Commercial Gas Range	Cambridge-Isanti HS	709.98
9-23-14	PLTW Participation Fee	Cambridge-Isanti HS	3,000.00
10-13-14	Office Suite Upgrade	Cambridge-Isanti HS	1,995.00
3-26-15	Anatomy in Clay	Zimmerman HS	3,128.21
6-11-15	Gas Countertop Grill	Elk River HS	2,699.84
11-24-14	Aloha Systems Software Upgrade	Elk River HS	375.00
1-6-15	Cash Registers	Elk River HS	3,687.00
6-8-15	Laser Audio/Signal Trans (3)	St. Francis HS	1,185.00
6-8-15	Aquatrak (2)	St. Francis HS	2,190.00
6-8-15	Structures Testing Inst	St. Francis HS	1,395.00
6-8-15	X-Stream Complete Package	St. Francis HS	495.00
11-18-14	Lithium Ion Battery	Princeton HS	424.60

Oak Land Education Partnership
Secondary Perkins Equipment Record 2013-14

NOTE: Secondary Perkins Directors shall be required to maintain a list of all equipment purchases, the purchase price, and where the equipment is located (school district and building). This will match the audited budget by UFARS coding (OBJ. 530 and 555) for the fiscal year. This will be due with the Annual Performance Report (APR) in October.

Date	What was purchased	Where located (school and district)	Cost/Dollar allocation
2/24/14	3D Printer	CIHS	3,216.00
2/24/14	Valu Line Two-Station Art Center	CIHS	176.50
2/24/14	Sand and Water Table	CIHS	274.95
2/24/14	Shelf Drying Racks	CIHS	108.95
	C10978N Koster Tester	PHS	325.13
	C24684N Shaker Box	PHS	290.48
	WA27875 Artisan Stand Mixers (6)	PHS	2,394.90
11/13/13	Robot Coupe	ERHS	989.00
1/10/14	MacBook Pro with Retinal Display	ERAS	1,199.00
11/8/13	Steel Frame Folding Tanks	AH STEP	875.00
11/8/13	6 HP Honda Pump	AH STEP	1,250.00
2/26/14	Auto Hoist	AH STEP	10,000.00
1/1/14	MacBook Pro	AH STEP	10,724.00
1/1/14	Logic Pro 9	AH STEP	3,299.67
1/1/14	MacBook Pro Warranty	AH STEP	679.50
6/30/14	Android Tables	AH STEP	2,254.75

Oak Land Education Partnership
Secondary Perkins Equipment Record 2012-13

NOTE: Secondary Perkins Directors shall be required to maintain a list of all equipment purchases, the purchase price, and where the equipment is located (school district and building). This will match the audited budget by UFARS coding (OBJ. 530 and 555) for the fiscal year. This will be due with the Annual Performance Report (APR) in October.

Date	What was purchased	Where located (school and district)	Cost/Dollar allocation
3/19/13	Vernier Package	Anoka-Hennepin STEP	2093.00
5/21/13	Sysco Robot Coupe & Freight	Anoka-Hennepin STEP	1485.00
11/6/12	Sawstop Brake & Saw	Anoka-Hennepin ISD11	1737.00
3/19/13	Vernier Package	Anoka-Hennepin STEP	2941.69
7/1/12	IPad Smart Cover	Anoka-Hennepin STEP	234.00
7/23/12	Wacom Touch	Anoka-Hennepin STEP	469.00
1/7/13	Canon Camera & Supplies	Anoka-Hennepin STEP	3493.54
9/14/12	4 Apple iPads with Cases	Elk River HS Culinary	2,175.00
11/20/12	POS System/Registers + service agreement for district	Elk River HS School Store	5,356.26
11/20/12	POS System/Register	Rogers HS School Store	2,405.37
11/20/12	POS System/Register	Zimmerman HS School Store	2,405.37
3/1/13	VEX CIM Kit	Princeton HS PLTW	4,710.00
3/1/13	Robot	Princeton HS PLTW	800.83
6/6/13	HP Elitebook Laptop for CAD	Cambridge-Isanti HS CAD	2,278.28
7/24/12	Canon Flash Memory Camera, memory card & protection plan	St. Francis HS Graphic Arts	3,014.63

Oak Land Education Partnership
Secondary Perkins Equipment Record 2011-12

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Date	What was purchased	Where located (school and district)	Cost/Dollar allocation
5/17/12	Microsoft Office Pro Plus	Anoka-Hennepin STEP	52.01
5/17/12	Intuo USD Tablet	Anoka-Hennepin STEP	761.01
6/4/12	Apple Voucher	Anoka-Hennepin STEP	1761.01
6/4/12	Bundle iPad 3	Anoka-Hennepin STEP	10,044.00
6/4/12	WACOM Pen Tablet	Anoka-Hennepin STEP	369.95
6/4/12	Wireless Kit	Anoka-Hennepin STEP	39.00
6/4/12	SMART Board	Anoka-Hennepin STEP	1,199.00
6/4/12	SMART Slate	Anoka-Hennepin STEP	319.00
6/4/12	SMART Speakers	Anoka-Hennepin STEP	170.00
6/4/12	Remote	Anoka-Hennepin STEP	91.00
6/4/12	Document Camera	Anoka-Hennepin STEP	399.00
6/18/12	Apple Digital AV Adapter	Anoka-Hennepin STEP	262.08
6/18/12	Apple Doc Connector	Anoka-Hennepin STEP	102.08
6/18/12	Apple Doc Connector	Anoka-Hennepin STEP	204.15
6/18/12	Apple	Anoka-Hennepin STEP	379.00
6/30/12	Bundle iPad 3	Anoka-Hennepin STEP	2,290.00
	Auto Lab Equipment	Elk River Area Schools	438.98
	IPad for Marketing	Zimmerman HS	504.00
1/17/12	Welder	Princeton HS	2,067.31
1/17/12	Thermal Cyclor	Princeton HS	2,483.50

Oak Land Education Partnership
Secondary Perkins Equipment Record 2011-12

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Date	What was purchased	Where located (school and district)	Cost/Dollar allocation
5/10/12	Gas Range	CIHS FACS 107	551.95
5/15/12	Portable Stove	CIHS FACS	1,531.73
5/18/12	Commercial Mixer	CIHS FACS	1,492.00
5/3/12	Screw & Nut for Lathe	CIHS Machining	457.95
5/3/12	Tool Holder for Lathe	CIHS Machining	126.32
5/3/12	Lathe & Cabinet Stand	CIHS Machining	3,805.95
5/30/12	Lathe Guard	CIHS Machining	477.06
6/11/12	Thin Blade	SFHS Construction	20.88
6/11/12	35MM Blade	SFHS Construction	19.76
6/11/12	90MM Blade	SFHS Construction	21.14
6/11/12	Disc Pad	SFHS Construction	50.54
6/11/12	Gravity Fee	SFHS Construction	120.00
6/11/12	18MM Blade	SFHS Construction	24.16
6/11/12	Gravity Fee	SFHS Construction	360.00
6/11/12	Sanding Block	SFHS Construction	178.32
6/11/12	Hookit Interface	SFHS Construction	30.54
6/11/12	36MM Blade	SFHS Construction	20.79
6/11/12	57MM Blade	SFHS Construction	14.48
6/11/12	90MM Hook Blade	SFHS Construction	24.31
6/11/12	60MM Hook Blade	SFHS Construction	22.33
6/11/12	Cup Adapter	SFHS Automotive	22.88
6/11/12	8MM Blade	SFHS Automotive	20.24
6/11/12	Sander Shelf	SFHS Automotive	497.16
6/11/12	Air w-shld	SFHS Automotive	133.50
6/11/12	Slide Hammer	SFHS Automotive	118.11

Oak Land Education Partnership
Secondary Perkins Equipment Record 2010-11

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Date	What was purchased	Where located (school and district)	Cost/Dollar allocation
3/7/11	HP Elitebook 8640P	Anoka Hennepin STEP	1,099.19
6/7/11	HP 5103 Mini Notebooks (25) (for technical skill assessment throughout consortium, and CTE program access)	Anoka Hennepin STEP	13,880.00
6/7/11	HP Care Pack	Anoka Hennepin STEP	1,980.00
6/14/11	Foremost Business CAP	Elk River HS – Marketing	3,043.00
3/2011	Color Laser Printer	Elk River HS – Marketing	689.99
9/2010	Carpentry Equipment	Zimmerman HS – Carpentry	618.03
6/2011	IPADS (2)	Rogers HS Business/Marketing	2,400.00
1/27/11	Snap On Tools	Elk River HS –Automotive	987.00
1/4/11	Plasma Torch	Princeton HS – Welding/Ag	1,379.85
10/27/11	Airbrush	Princeton HS - FACS	321.50
10/27/11	Spoolmatic Spool Welding Gun	Princeton HS – Welding/AG	1,760.94
5/11/11	Baby Think it Over (5)	Princeton HS – FACS	2,894.75

Oak Land Education Partnership
Secondary Perkins Equipment Record 2010-11

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Date	What was purchased	Where located (school and district)	Cost/Dollar allocation
2011	SawStop Saws/Parts (3)	St. Francis HS – Carpentry	11,317.00
2011	Portable Document Camera	St. Francis HS – FACS	750.00
6/17/11	Singer Sewing Machines (5)	Cambridge-Isanti HS FACS	800.00
5/19/11	AutoDesk Design Academy	IT	7,400.00
5/4/11	OTC Used 5-Axis Robot	Welding	8,795.00

Oak Land Education Partnership
Secondary Perkins Equipment Record 2009-10

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Date	What was purchased	Where located (school and district)	Cost/Dollar allocation
9/11/09	XMT 304DC – CV/CC w/autolink	Anoka Hennepin STEP	5,280
9/11/09	24A Feeder w Bernard	Anoka Hennepin STEP	1,926.66
10/5/09	Rescue Randy	Anoka Hennepin STEP	1,291.42
11/17/09	Tascam 2488 NEO 24 Track	Anoka Hennepin STEP	657.00
12/22/09	Lathe Package	Anoka Hennepin STEP	8,905.00
9/11/09	MacBook	Anoka Hennepin STEP	690.00
9/11/09	MacBooks, White	Anoka Hennepin STEP	9,490.00
9/22/09	HP Compaq 6730 Notebook PC	Anoka Hennepin STEP	2,010.00

Oak Land Education Partnership
Secondary Perkins Equipment Record 2009-10

Date	What was purchased	Where located (school and district)	Cost/Dollar allocation
6/30/2010	All Data	Elk River High School Automotive	\$975.00
3/4/2010	Foremost Business System Support	Elk River High School Culinary & Marketing (DECA)	\$875.00
4/29/2010	On-Line Store	Zimmerman High School DECA – Marketing	\$500.00
6/17/2010	Automotive DVD's	Elk River High School Automotive	\$517.31
6/24/2010	Cengage Learning Textbooks	Rogers High School Accounting	\$1168.40
6/24/2010	Glencoe McGraw Hill Textbooks	Rogers and Zimmerman High Schools AP Accounting	\$6031.80
6/24/2010	Glencoe McGraw Hill Textbooks	Rogers High School Marketing	\$868.88
6/17/2010	Pearson Education Textbooks	Elk River High School Culinary	\$2477.27
6/24/2010	McGraw-Hill Companies Textbooks	Zimmerman High School	\$1439.54
2/4/2010	Oxygen Service Company 110 Volt Wire Feed- Welder	Elk River High School Automotive	\$908.00
3/18/2010	Johnson & Wales Addition to Pro Start	Elk River High School Culinary	\$555.00
4/8/2010	Reinhart Food Service Griddle/Grilling	Elk River High School Culinary	\$2237.22
12/10/2009	Brodhead Garrett Kreg Framing Table, model KFT4X8	Zimmerman High School Carpentry	\$2850.00
6/10/2010	Tierney Company Smartboard	Rogers High School Business	\$1673.77
11/10/2009	42" TV and Mount	Elk River High School	\$854.98

Oak Land Education Partnership
Secondary Perkins Equipment Record 2009-10

Date	What was purchased	Where located (school and district)	Cost/Dollar allocation
	Sawgrass Sublijett Printing System w Starter Kit	St Francis HS	1,553.72
	Pico Lab Scope pp495 Channel Lab Scope Kit	St. Francis HS	2,305.65
	Manual Roll Bender, Pipe Rolls 1”	St. Francis HS	2,200.00
	Aversion 355 AF Portable Document Camera	St. Francis HS	657.99
	6 Cuisinart Chef’s Classic 10 PC Cookware	St. Francis HS	714.00
	1 Kitchenaid KSM158GBCA Mixer and Stand	St. Francis HS	334.48
	40 Chefworks F10 3 Pocket Bib Aprons	St. Francis HS	401.20
	Janome 350 E Embroidery Machine	St. Francis HS	1,100.00
	UNY-POS Touch LCD 17” Monitor	St. Francis HS	
	EMC – PC Pend-D Cofre/2.5 2G		
	Thermal Receipt Printer w cables	St. Francis HS	
	Positive Mgr Software	St. Francis HS	
	School-Tech Hardware Set-up	St. Francis HS	
	1 Fast’n EZ Set-up, Training and Usage	St. Francis HS	
		St. Francis HS	

Oak Land Education Partnership
Secondary Perkins Equipment Record 2009-10

Date	What was purchased	Where located (school and district)	Cost/Dollar allocation
11/9/09	BMP Babylock Embroidery Machine	Cambridge-Isanti HS	7,499.00
6/7/10	Sports & Entertainment Marketing Texts	Cambridge-Isanti HS	1,565.85
	14 x 10 General Head Lathe w/ Cabinet Stand	Cambridge-Isanti HS	2,799.95
6/4/10	Chef Coats	Cambridge-Isanti HS	516.38
	Color Coded Cutting Boards w/ Rack	Cambridge-Isanti HS	873.45
	Wisco Cooke/Convention Oven	Cambridge-Isanti HS	404.10
6/10/10	ProStart 1 Student Activity Book	Cambridge-Isanti HS	406.25

Oak Land Education Partnership
Secondary Perkins Equipment Record 2009-10

Date	What was purchased	Where located (school and district)	Cost/Dollar allocation
6/10	Welder	Princeton HS Ag Shop	1,294.60
6/10	Mini Laser Software	Princeton HS Rm 174	3,010.00
2/10/10	Grainger Air Compressor	Princeton HS Ag Shop	1,917.00
2/10/10	Delgaard Drills	Princeton HS Ag Shop	305.00
2/10/10	Carolina	Princeton HS Portable	332.50
3/16/10	Scan Tool	Princeton HS Ag Shop	1,300.00
3/18/10	Compressor	Princeton HS Rm 159	1,000.00

Oak Land Education Partnership
Secondary Perkins Equipment Record 2008-09

Date	What was purchased	Where located (school and district)	Cost/Dollar allocation
1/15/2009	Terminals/Hallway Café	Elk River HS, Dist.#728	\$2,292.80
12/4/2008	Color Printer	Rogers HS, Dist #728	\$259.99
1/8/2009	Router Table Pkg Safety Pwr Tool Switch, Lock Stem Casters, Rocker Rail Coping Jig, Accessory Kit, Porter Cable Speedmatic, Router Model 7518, Drawer Lock router bit, Router Bit Set up JIG, Rockler Bead and Cover Bit	Zimmerman HS, #728	\$1,111.46
1/15/2009	Support Services for DECA Store and Hallway Café Aloha System	Zimmerman HS, #728 Elk River HS, #728	\$875.00
1/09	Laptop Bags (10)	Elk River HS, #728	\$400.00
12/11/08	Start up DECA Store Equipment	Zimmerman HS, #728	\$286.00
5/09	Cash Register and POS Scanner	Zimmerman HS, #728	\$750.00
5/09	Display Cases (2) for Marketing	Zimmerman HS, #728	\$860.00
6/09	Genisys Lab Scope w/ trade in	Elk River HS Auto, #728	\$1,799.00
6/09	All Data	Elk River HS Auto, #728	\$975.00
6/09	Dynasty Tig Welder	Princeton HS Ag Shop	\$1,988.46
6/09	Cannon Color Pro 24" Plotter/Printer	Princeton HS Media Communications	\$2,000.00
6/09	Sony Flash Memory Handycam	Princeton HS Business Lab	\$837.92

Oak Land Education Partnership
Secondary Perkins Equipment Record 2008-09

Date	What was purchased	Where located (school and district)	Cost/Dollar allocation
8/19/08	#530--1-Pendulum Ergometer Bike	Sports & Fitness Training	\$1,699.00
		Careers;	
10/6/08	#530--Weather Oracle Multi-Level Sensor Assembly	Anoka-Hennepin STEP; Anoka-Hennepin District <i>Prob & Stats/ Application in Law Enforcement,</i>	\$1,337.70
10/6/08	#530--MK-III RTI-LR Sensor Assembly	Anoka-Hennepin STEP; Anoka-Hennepin District <i>Prob & Stats/ Application in Law Enforcement,</i>	\$995.00
10/6/08	#530--1-Tascam FW-1032 10 Channel Firewire	Anoka-Hennepin STEP; Anoka-Hennepin District <i>Prob & Stats/ Application in Law Enforcement,</i>	\$599.00
10/29/08	#530--Shredder, C-220, Strip Cut	Anoka-Hennepin STEP; Anoka-Hennepin District <i>Career Development Center for Students with Disabilites,</i>	\$447.94
4/21/09	#555--HP Design Jet 130 Printer	Anoka-Hennepin STEP; Anoka-Hennepin District <i>Art Technology</i>	\$1,258.39
5/19/09	#555--5-13" MacBook Lap Tops @ \$1,018.00 each	Anoka-Hennepin STEP; Anoka-Hennepin District <i>Music/Media Technology,</i>	\$5,090.00
		Anoka-Hennepin STEP; Anoka-Hennepin District	

Oak Land Education Partnership
Secondary Perkins Equipment Record 2008-09

Date	What was purchased	Where located (school and district)	Cost/Dollar allocation
6/09	Microwaves (2) @ \$129	Cambridge-Isanti HS Foods Lab	\$258.00
6/09	Whirlpool Electric Range	Cambridge-Isanti HS Foods Lab	\$699.98
6/09	Jenn-Air 30" Gas Range	Cambridge-Isanti HS Foods Lab	\$1,517.62
6/09	Acculab Electronic Balance (6) @ \$83.08	Cambridge-Isanti HS Foods Lab	\$498.36
6/09	Digital Oven Thermometer (6) @ \$19.95	Cambridge-Isanti HS Foods Lab	\$119.70
6/09	Esante Babylock Embroidery Machine	Cambridge-Isanti HS Fashion Lab	\$1,500.00
6/09	BL Palette Digitizing System	Cambridge-Isanti HS Fashion Lab	\$1,100.00
5/09	Portable Hard Drives	St. Francis HS Business Lab	
5/09	Speed Sander	St. Francis HS Construction Tech Lab	\$7,725.00
6/09	Promaster FT -1700 Auto Flash (16) @ \$39.99	St. Francis HS Graphics	\$639.84
6/09	POS Keyboard	St. Francis HS Business Lab	\$199.00
6/09	GE 30" Range	St. Francis HS Foods Lab	\$1,025.00
6/09	Blood Pressure Set (30) @ \$29.95	St. Francis HS Health Careers	\$898.50
6/09	Tympanic Temp NAR (2) @ \$35.95	St. Francis HS Health Careers	\$71.90
6/09	Tympanic Temp NAR Ear Covers (4) @ \$19.95	St. Francis HS Health Careers	\$79.80

**TECHNICAL SKILL ATTAINMENT
2017-18 Oak Land Consortium Data**

STEP	Tests	Pass	%	CBA	Not Tested
Therapeutic Serv					
Nursing Asst	159	148	93%	126	
First Responder	65		0%	--	
Totals	224	148	66%	126	
Law Enforcement					CC
Law II/Pol	17	17	100%	15	
Transportation	#	P	%		CC
Autos	13	7	54%	4	
Engineering	#	P	%		
EngDes/Prin	33	33	100%	26	
AeroSpaceEng	8	3	38%	0	2
Totals	41	36	88%	26	
Hospitality	#	P	%		CC
HRB/Prep Cook	11	10	91%	6	
Enterprising	#	P	%		CC
Cosmetology	42	30	71%	9	
Manufacturing	#	P	%		CC
Welding	4	2	50%	0	
Business	#	P	%		CC
Accounting	4	1	25%	0	
Arts & Music	#	P	%		CC
Art/Ads&Design	8	7	88%	1	
Arch & Constructio	Tests	Pass	%		
Constr--Finish	7	3	43%	--	
	Tests	Pass	%		CC
STEP TOTALS	371	261	70%	187	

(-- no credit by assessment opportunity)

	Tests	Pass	%	Credit
Oak Land Totals	1282	871	68%	388

	Tests	Pass	%	CBA	Not Tested
ANDOVER					
Management	32	14	44%	3	3
Accounting	7	5	71%	0	
ANOKA					
Management	27	25	93%	20	2
Marketing Sem	26	24	92%	19	2
Med Terms	32	25	78%	--	2
BLAINE					
Management	19	12	63%	--	4
Accounting	14	1	7%	0	
Child Occs	26	26	100%	24	
Web Design	22	1	5%	--	1
Fish/Wildlife	31	3	10%	--	5
Construction	20	20	100%	--	3
Med Terms	33	25	76%	--	2
CHAMPLIN PARK					
Management	45	40	89%	32	
Accounting	8	3	38%	0	
Marketing Sem	14	5	36%	4	8
Child Occs	26	25	96%	22	3
COON RAPIDS					
Child Occs	23	21	91%	18	
Management	58	47	81%	25	2
Marketing Sem	27	24	89%	20	
Med Terms	56	31	55%	--	1
ELK RIVER					
School Store (Reta	13	11	85%	--	
Adv Marketing	19	15	79%	--	2
Child Developmen	49	41	84%	--	
ROGERS					
School Store (Reta	4	4	100%	0	3
Adv Marketing	50	43	86%	--	
Child Developmen	23	19	83%	--	1
PRINCETON					
Welding	28	14	50%	--	
Sm Gas Engines	50	35	70%	--	
Adv Floral	12	6	50%	--	
Childhood Careers	4	3	75%	--	
Construction	25	7	28%	--	
Adv Foods	29	5	17%	--	4
CAMBRIDGE-ISANTI					
Welding	19	9	47%	--	
ST FRANCIS					
Nursing	20	15	75%	14	
Disease Cond	20	6	30%	--	
Column Totals	911	610	67%	201	48

POLICY & PROCEDURE MANUAL

Oak Land Education Partnership



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Oak Land Education Partnership

The Oak Land Education Partnership (OLEP) consists of two colleges, five independent school districts and one workforce center (15 High Schools, 5 Alternative Learning Centers, and 1 WorkForce Center).

Refer to Addendum A for list of partner contacts FY17.

Colleges:

Anoka Technical College (ATC)

Anoka Ramsey Community College (ARCC) (Fiscal Agent)

High Schools:

1. Andover High School
2. Anoka High School
3. Blaine High School
4. Cambridge-Isanti High School
5. Champlin Park High School
6. Coon Rapids High School
7. Elk River High School
8. Princeton Public Schools
9. Princeton Online Academy
10. Princeton Area Learning Center
11. Rogers High School
12. St. Francis High School
13. STEP (Secondary Technical Education Program)
14. STEP Ahead On-Line
15. Zimmerman High School

Alternative Programs/High Schools:

1. Crossroads Alternative
2. Ivan Sand Community School
3. Princeton Area Learning Center
4. Saints Academy
5. Riverside Academy

WorkForce Center

1. Anoka County Job Training Center (**Refer to Addendum G**)

Oak Land Education Partnership Representation

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

Leadership Team consists of 13 representatives.

Representatives – Post Secondary

1. Anoka Technical College (ATC) (1 Representative)
2. Anoka Ramsey Community College (ARCC) (Fiscal Agent) (1 Representative)
3. ATC & ARCC Student Affairs (1 Representative)

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. Elk River Area Schools (1 Representative)
 - Elk River High School
 - Ivan Sand Community School
 - Rogers 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
 9. Consortium Grant Coordinator (1 Representative)
 10. Articulation Coordinator (1 Representative)
 11. POS Coordinator (1 Representative)
 12. TSA Coordinator (1 Representative)
- WorkForce Center**
13. Anoka County WorkForce Center (1 Representative from Anoka County Job Training Center) (**Refer to Addendum G**)

Executive Team consists of 4 representatives.

Post Secondary - 2 Representatives (to include fiscal agent)

Secondary - 1 Representative (fiscal agent)

Consortium Grant Coordinator - 1 Representative

Meeting Schedule

The **leadership team** meets minimally 5 times a year (from July 1 through June 30).

September

October (*Secondary Only*) MACTA meeting

November (*at Fall Conference and MN State Perkins Meeting*)

December

January

February

March

May (optional)

The **executive team** meets in addition to the consortium meetings as needed via face-to-face, online or by email.

Post Secondary and Secondary Leadership Representatives meet individually outside of monthly scheduled meetings.

The meeting schedule is determined prior to July 1 of the fiscal year. The meeting schedule is coordinated by the Assistant for Career Programs (**Refer to Addendum E**). Times and dates are negotiated with the consortium leadership team. Dates and times are posted on the D2L (housed at ARCC) site.

Meeting Procedures

The executive team creates the agenda with input from the leadership team. The Assistant for Career Programs (**Refer to Addendum E**) distributes the agenda via email and takes notes at each meeting. Oak Land Education Partnership documents and notes are posted on Desire 2 Learn (D2L). Meetings are located at various sites within the consortium. The meeting site provides a room, computer, LCD projector, Internet access and if necessary will order food for the group. The member hosting the meeting is also the meeting facilitator.

Meeting Norms

1. The consortium will work to efficiently and effectively use Perkins funds to meet the career and technical education needs of secondary and postsecondary students at institutions within the consortium.
2. Meetings will start and end on time.
3. Facilitator and Timekeeper will do their best to keep the group on task.
4. Consortium members will take equal responsibility to complete the work of the consortium according to the quality standards and deadlines set by the consortium.
5. The consortium will use processes to make decisions that serve the individual needs of the consortium members and the collective needs of the consortium.
6. No individual consortium member shall conduct consortium business in a way that undermines the overall goals and purposes of the consortium and its individual members.
7. Representatives of individual consortium institutions agree to participate in and make consortium decisions within a timeframe that allows for the efficient and effective performance of consortium business.
8. Initiatives need not benefit every consortium member equally but should benefit the consortium as a whole.
9. Notes and records will be kept on all consortium meetings and initiatives and made easily available to all consortium members.
10. Consortium financial, programmatic and service information will be shared openly and accurately with all consortium members on a regular basis.
11. No consortium financial, program or other official reports shall be submitted to the state or other organizations outside the consortium without the full endorsement of all consortium members.
12. When the consortium is unable to reach consensus, members will brainstorm creative options and solutions or table the issue. Decisions are data driven. Data used is from state, national, work force centers, etc.
13. The consortium ground rules are open for revision by the consortium based on an individual member's request.
14. Individual consortium members agree to share organizational expertise and resources when appropriate to support consortium initiatives.
15. Members should be fully present in the meetings. Facilitator can request "no computers, phones, etc." as necessary.

Voting Procedures

During a leadership meeting, those representatives that are present are eligible to vote on any motion that is made, following discussion. However, non-present representatives are able to cast a vote through another voting member present at the meeting. Members have the right to abstain.

Secondary motions (pertaining to secondary issues only) are voted on by secondary partners. Post secondary motions (pertaining to post secondary issues only) are voted on by post secondary partners.

All decisions made by the leadership team are available for discussion through face to face, web based, email or phone connections. Meeting notes are taken and distributed to all voting members.

Colleges are required to discuss any major Perkins expenditure with the leadership team representatives from both college campuses. This applies to any and all major consortium decisions that impact fiscal expenditures and/or goals and outcomes, as defined in the annual Perkins application submitted to the state of MN.

Secondary fiscal expenditures follow guidelines from Minnesota Department of Education (MDE).

Perkins Grant Writing and Reporting Procedures

Grant/Local Application

- Leadership Team members attend Fall State Perkins Meeting. Team members review application instructions and other state-provided information.
- Leadership Team reviews negotiated targets/performance data. Priority areas are identified for improvement.
- Ideas are gathered from districts and colleges. Feedback is presented from partners at retreat/planning meetings or via designated contact people.
- Executive Team discusses overall consortium priorities based on negotiated targets and CTE program improvement/availability for students across the consortium.
- Executive Team receives initial allocation information from state and determines consortium wide budget needs and total amount available for requests from local districts and colleges.
- Leadership Team reviews draft consortium priorities, plans consortium wide activities and develops general budget recommendations. Professional development needs for the consortium are discussed, as well as the improvement plan for any unmet targets. Local district and college needs are discussed as they relate to consortium goals. Specific proposals for the following year are requested from districts and colleges, to address consortium priorities and also meet local needs. Consortium wide priorities and activities information are submitted to the grant facilitator to serve as the base for the plan/local application.
- Secondary partners meet to review and prioritize secondary district requests. Agreed upon information/activities submitted to the grant facilitator.
- Postsecondary partners meet to review and prioritize postsecondary site requests. Agreed upon activities/information submitted to the grant facilitator.
- Grant facilitator develops draft local application, including improvement plan, using information from all partners and consortium researcher.
- Draft application is sent to the Leadership Team for review/revision as time allows.
- Local application is entered into online system and submitted to state.
- Leadership Team reviews final application and prepares for presentation to state.

Reallocated Funds or Supplemental Funds – Plans and Budgets

- State notifies consortium fiscal agents of reallocated or supplemental funds.
- Executive team notifies Leadership team of reallocated or supplemental funds.
- Executive Team convenes via face-to-face meeting or conference call to determine general approach based on areas of need and opportunity.
- Leadership Team meets (or via web, conference calls) to discuss general approach, and invite proposals from local districts/colleges if needed.
- Information is submitted to grant facilitator for inclusion in plan and budgets.
- Plan for funds submitted to the state for consideration.
- Leadership Team is notified of state response and timeline for approved activities.

Annual Performance Report

- Grant facilitator sends out the approved local plan mid-year, with specific requests for information on outcomes/measures mid-year.
- Leadership Team members provide status information as available and facilitator compiles and shares with the team. Information is used as the base for the APR as well as a mid-year check on how things are progressing.
- After year-end, grant facilitator requests final data, activity reports and actual budget information.
- Draft APR is sent to the Leadership Team for review/revision as time allows.
- APR is submitted to state.

Advisory Committees & Procedures

The Career Program Advisory Committee Handbook – A guide for improving the overall quality of career pathways through the use of advisory committees (2016) can be found online at

http://www.mnscu.edu/system/cte/consortium_resources/documents/Career-Advisory-Handbook-2016-for-website.pdf

General Purpose and Structure of Advisory Committees

One of the most common characteristics associated with high-quality technical/occupational education programs (within a career pathways system) is their close ties with business, industry, and labor. Career pathways must align with and fulfill employers' needs for competent, high-performing employees who enter the workforce with technology expertise and fundamental job-success skills. Because career pathways must be integral parts of the communities they serve, it is necessary to have close cooperation between education and local employers. Employers have a strong self-interest in helping secondary and postsecondary education improve and in helping students succeed. One of the most effective ways of providing a link between the community and the educational system is through advisory committees. Advisory committees are essential to the successful initiation of career pathways, and they play an important role in guiding, strengthening, and improving existing technical/occupational programs. Business, industry, and labor representatives have a wealth of expertise, personnel, and technologies to offer educational systems.

Roles of Advisory Committees

The advisory committee is basically a tool for educators to “talk to their customers.” Advisory committees provide specifications for current programs and identify emerging occupations and skills needed. An advisory committee’s role is to ensure the quality of program graduates, not by “rubber stamping” what already exists but by offering suggestions for improvements that will help the program grow and expand.

Advisory committees can provide:

- Specifications
- Validation of content
- Assessment of program quality
- Unique education/training experiences
- Credibility
- Assistance in adapting skill standards for local needs

Term of Office

Each advisory committee should establish its own criteria and guidelines for member recruitment, selection, appointment, and replacement. Following are guidelines.

- The suggested maximum term for members is three years. It is recommended that members not be appointed to successive terms and that at least a one-year absence be considered before reappointment. A rotational, three-year term of service allows for both continuity and change. One third of the total membership would change each year. New members should be appointed as terms expire.
- The suggested term of office for the chair is one or two years. The term of office should commence on July 1 and terminate on June 30. The chair should be allowed to serve more than one term.

Committee membership should be reviewed and updated yearly to ensure broad-based representation of the industry and to ensure that the work of the committee continues.

Frequency of Meetings

The frequency of the committee's meetings will be dictated by the work plan. Most committees meet at least twice a year, in the fall and spring. However, if a committee has an especially intense work plan or the industry sector changes rapidly, it may need to meet monthly. In any case, meetings should NEVER be called simply for the sake of holding a meeting. There should always be a reason for a meeting. Meetings should be scheduled to facilitate timely development, implementation, and evaluation of the committee's work plan.

A general program with educational updates should be provided. Committee minutes are recorded. Secondary instructors should be reimbursed if the meetings are out of school hours or a substitute teacher provided if the meeting is during school hours. The District Perkins Coordinator should maintain a log of meeting dates, agendas and minutes for each program area.

Programs Of Study (POS) Process

The consortium POS coordinator (**Refer to Addendum E**) works with the Leadership Team to determine new programs of study annually. The coordinator creates a template for each high school in the consortium. The coordinator meets with each high school and college in the POS, as well as appropriate advisory committees for review. Upon completion of the POS, the appropriate forms are submitted to the MN Department of Education and Minnesota State Colleges and Universities (MDE/Minnesota State). Once the POS is approved, the coordinator activates the POS on the state POS website.

POS that have been approved by the state are annually reviewed by the coordinator, high school, college, and advisory committees. There is a POS contact in each district. The annual review of each POS is then the responsibility of the POS contact in each district.

Technical Skill Attainment (TSA) Process

TSA is implemented according to the State TSA calendar.

Post-Secondary and Secondary each report on where TSA is placed in CTE programs. Each district and college reports TSA results to the state.

TSA Secondary Coordinator (**Refer to Addendum E**) works with all consortium secondary schools to determine:

- Which programs require a TSA
- Which assessment will be implemented for each program
- Where the assessment will be implemented within a program

For the testing process, the Secondary TSA Coordinator will:

- Compile testing lists with student data
- Place orders for all assessments
- Work with the teachers to set up testing dates, locations and proctors
- Compile testing results and report to teachers
- Work with consortia leaders to use data to improve teaching and learning

The consortium pays for the TSA's from the consortium budget.

The Post Secondary Perkins Coordinators at both ARCC and ATC work with various programs within the college to select and administer TSA. Timing of assessments follows certification guidelines and therefore varies by program. Both ATC and ARCC have assessment plans in place, and include technical skill assessments as part of their campus processes. Focus is placed on TSA to address performance on negotiated targets. Campus processes include purchase of additional assessments and practice assessments, evaluation/utilization of data for program improvement, increased communications to departments, and professional development.

Articulated College Credit (ACC) Process

Oak Land promotes the development and maintenance of high quality partnerships among high schools and colleges in the consortium and outside our consortium borders. These partnerships focus on promoting student success at both the secondary and post secondary levels. One of the main purposes is to facilitate the transfer of career and technical education credits from high schools to college for college- level work performed in high school. The consortium also supports the career exploration and career planning process for students.

There are three distinguishing characteristics of the Articulation Model.

These are:

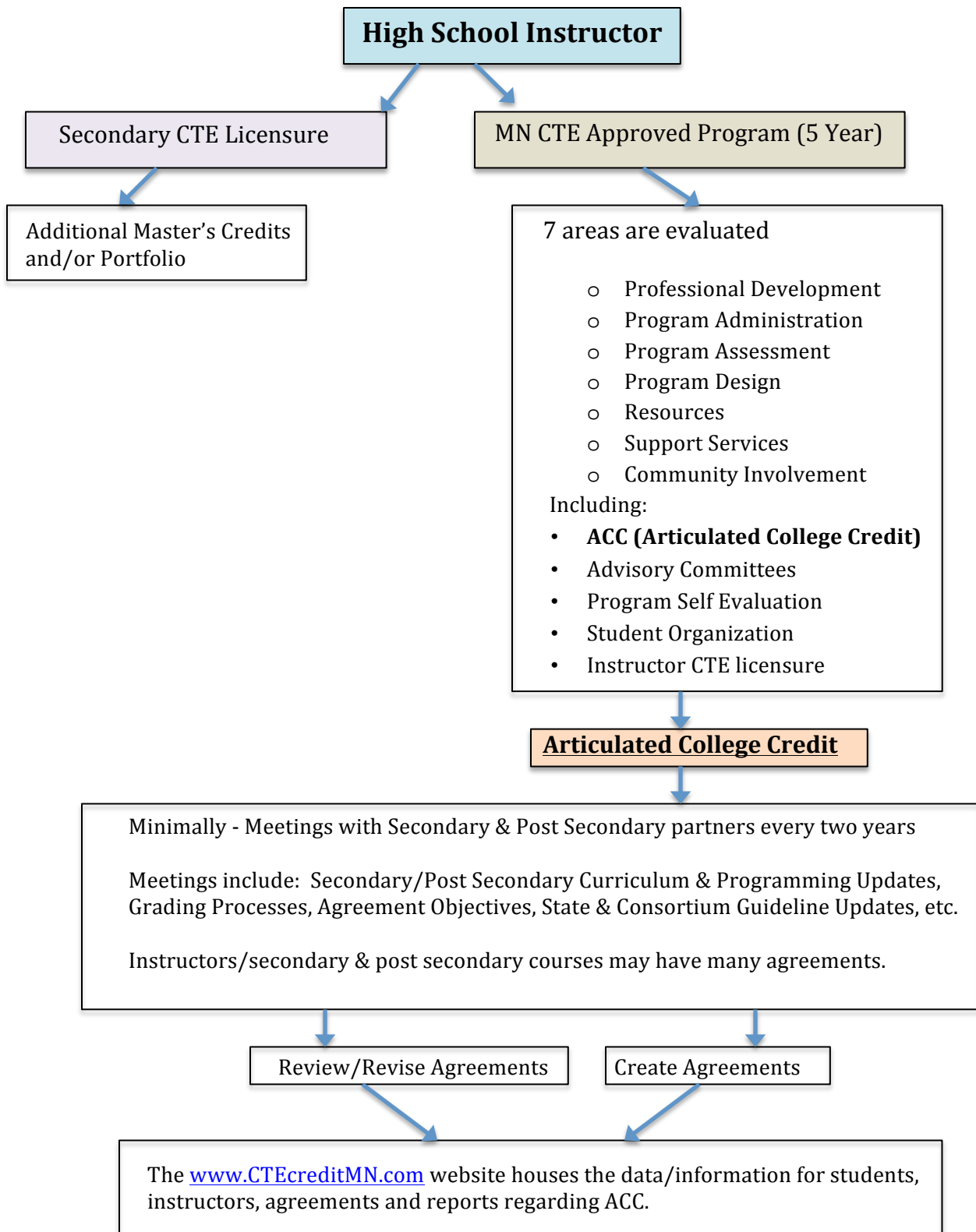
1. Secondary and post secondary instructor articulation of shared course content and goals
2. Performance assessment of student mastery of the content goals
3. Annual review of curricular congruence and student performance. These features work together toward building a non-duplicative, seamless system of career and technical education based on observed student achievement.

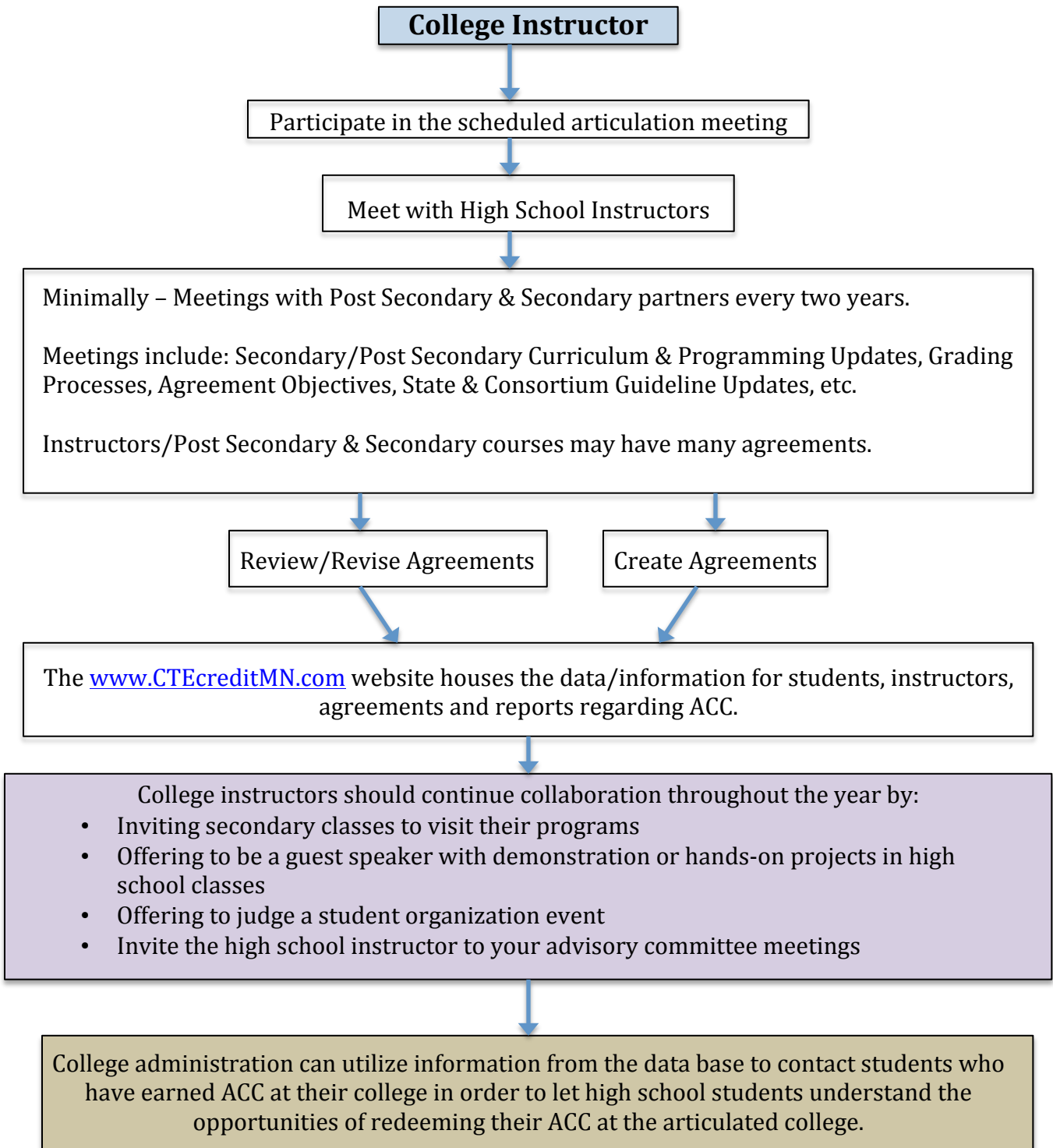
Articulation benefits CTE (Career and Technical Education) students by providing an opportunity for the top 5% to 10% of each course to receive college credit in high school and to coordinate this credit with other supporting programs such as internships, apprenticeships, and national student organization competitions. In addition to receiving college credit, students also earn credits towards high school graduation.

Articulation benefits secondary and post secondary instructors by providing an opportunity to increase curricular congruence, compare notes on the latest technology, make business and industry contacts, and investigate the possibility of resource sharing. It also allows faculty-to-faculty exchanges (via face to face or WebEx) that provide important information for program quality, such as student outcome assessment.

Once these meetings have taken place, updates are provided to both college and high school faculty and administration via the www.CTEcreditMn.com website. The Oak Land Education Partnership brokers with many Perkins Consortia throughout the state of MN for the cost effectiveness of maintaining the above mentioned website as well as articulation agreements.

Refer to Addendum E for Articulation Coordinator position description. The ACC organizational chart is found on the following page.





Concurrent Enrollment

Each school district is responsible to contract with various colleges within the Oak Land Education Partnership and outside of the consortium. Agreements are handled individually by District/High School. Fiscal responsibility is between the secondary and post secondary partners, except in the event of a pilot concurrent enrollment project. Pilot projects may be paid for out of consortium funds. A pilot must be fiscally sustainable following the pilot project. Pilot projects must be determined prior to the grant and grant dollars being submitted to MDE/Minnesota State.

Refer to Addendum B – PSEO (Post Secondary Education Options)
Guidelines at ATC & ARCC.

Professional Development

The Oak Land professional development projects support the consortium team and instructors at both the post secondary and the secondary. As the grant is written, the Oak Land Education Partnership team determines which professional development programs and memberships (e.g. ACTE, NPS, MACTA) will be approved based on outcomes of supporting these professional development programs and membership.

All consortium team members are expected to attend all state trainings or send Oak Land representatives.

The Oak Land Education Partnership is dedicated to utilizing the state (MDE/MN State) webinars for professional development.

Following any professional development, the member(s) who attended the event shares best practices with the group at our Oak Land Education Partnership Leadership Team meetings.

D2L (Desire 2 Learn) Utilization & Instructions

D2L is an online learning management system. The goal of the D2L site for the partnership is to allow for collaboration, information sharing and centralization of documents between the leadership team. This site is used in conjunction with online and face-to-face meetings.

Information on the site (by invitation only):

1. Meeting minutes
2. Consortium Calendar
3. Additional information as requested by Leadership and Executive teams

Members of the executive and leadership teams are given a username and password for D2L, housed at Anoka Ramsey Community College (ARCC). The D2L site for the Oak Land Education Partnership is updated by the Assistant for Career Programs **(Refer to Addendum E)**.

Request for Proposals (RFP)

A brief RFP has been developed and utilized mainly within secondary districts. The form is somewhat general in nature allowing it to be used for the local plan as well as reallocated or supplemental funds. **(Refer to Addendum C)**

Accounting Procedures – Secondary

The secondary fiscal agent provides each secondary member with the letter of Carl D. Perkins plan and budget approval from the MN Department of Education (MDE). The secondary fiscal agent and consortium facilitator provide all necessary local budget details and assistance to each participating secondary member. Equipment, textbook or software purchases over \$1000 as well as several purchases for the same program requested at the same time, with a total over \$1,000 must have prior approval from the State of MN. The secondary partner must follow the equipment approval process. <http://education.state.mn.us/MDE/dse/cte/pol/perk/>

Equipment Approval Process

1. The local district downloads the “Perkins Equipment/Curriculum Approval Form” found on the MDE website. <http://education.state.mn.us/MDE/dse/cte/pol/perk/> **Refer to Addendum D** for an example. The MDE website lists which purchases are allowable use of Carl D. Perkins funds.
2. The local district Perkins Grant contact fills out the Approval Form and sends an email requesting approval to the secondary fiscal agent (Anoka Hennepin District #11, CTE Director). **Attach** the approval form and vendor quote to the email. Do **NOT** share documents from your local server, only send attachments with your email.
3. Anoka Hennepin District #11 CTE Director then forwards the request along with the attachment(s) to MDE for review and approval. Once MDE has made a decision, the AH District #11 director sends the response back to the local district. The purchase cannot take place until the approval is received back from MDE.
4. Upon approval from MDE, the request can be processed at the local district level.
5. If the purchase is equipment, the equipment must be labeled with date of purchase as well as “Purchased with Carl D. Perkins Funds”.

General Budget Timeline

July	Letters of grant approval are sent to each participating district
August	Budgets are set up for current school year Budgets are closed for the previous school year
September	APR data and information is collected from consortium districts
October	Perkins Annual Performance Report (APR) is due
December	Final Accounts are closed and a report is sent to MDE/MN State
May	All local invoices due to the secondary fiscal agent

Partners should refer to the MN State/MDE Perkins Operational Handbook for details on Perkins budget and expenditures. The Financial Requirements section currently begins on page 52 but could change in future editions of the handbook.

http://www.mnscu.edu/system/cte/consortium_resources/documents/Perkins-IV-Operational-Handbook-2016.pdf

Accounting Procedures – Post Secondary

The Perkins budget process is linked to college strategic and operational planning. As plans are developed over the course of the year or for the long term, Perkins is seen as a resource to support implementation of new initiatives. In addition, the college strives to link its planning goals to the goals of the Perkins Grant. The Leadership Team Member from each campus is responsible for development of the proposed local budget after communicating regarding needs (equipment, professional development, industry needs, & new initiatives) with faculty, staff and administrators; and review of performance data on Perkins negotiated targets. Local requests to further the Perkins plan goals are made after consortium wide postsecondary activities are determined and included in the budget. The two colleges meet on an as needed basis. The post secondary non-fiscal agent invoices the post secondary fiscal agent on a regular basis throughout the year.

Once the college wide plan is developed, initiatives are brought to the consortium for inclusion in the grant application and Perkins plan.

1. Establish operational and/or strategic plans
2. Prepare an annual budget request while taking into consideration support from other sources outside of the General Fund such as the Perkins Grant, Access and Opportunity Grant, Student Life funding, and other revenue sources.
3. Budget proposal is reviewed and approved by college leadership
4. Postsecondary budget details are provided to consortium for inclusion in the Perkins grant application.

Post Secondary Partners report new initiatives, projects and expenditures to the Oak Land Education Partnership.

Equipment purchases of \$5,000 or more require advance approval from the Minnesota State College and Universities (MN State) system office.

Partners should refer to the MN State/MDE Perkins Operational Handbook for details on Perkins budget and expenditures. The Financial Requirements section currently begins on page 52 but could change in future editions of the handbook.

http://www.mnscu.edu/system/cte/consortium_resources/documents/Perkins-IV-Operational-Handbook-2016.pdf

Addendum A

FY17 Contact List of Oak Land Education Partnership

NAME	Position	Contact
Scott Arcand	POS Coordinator	Scott.arcand@AHschools.us
Sarah Durch	Princeton Public Schools Dean of Students	Sarah.durch@isd477.org
Tabitha Elstad	Consortium Assistant	Tabitha.elstad@anokaramsey.edu
Rebecca Fuller	Cambridge Public Schools – Riverside Academy Director	rfuller@cambridge.k12.mn.us
Kathy Haugan	Special Projects	Khaugan80@gmail.com
Sean Johns	Anoka Technical College - Student Affairs	sjohns@anokatech.edu
Ginny Karbowski	Articulation Coordinator	vhkarbowski@hotmail.com
Shannon Kirkeide	Anoka Ramsey Community College – Educational Services	Shannon.kirkeide@anokaramsey.edu
Jessica Lipa	AH District #11 CTE Coordinator/STEP Principal	Jessica.lipa@AHschools.us
Amy Lord	Anoka County Workforce Center	Amy.lord@co.anoka.mn.us
Scott Manni	St. Francis Public Schools – District 15 Crossroads School & Vocational Center	Scott.manni@isd15.org
Chris Miller	Consortium Grant Coordinator	chris@togopartners.com
Patricia Sanford	District 728 Elk River Area Schools - Curriculum Specialist	Patricia.sanford@isd728.org
Sherry Wickstrom	Anoka Technical College – Academic Affairs	swickstrom@anokatech.edu

Addendum B

Post-Secondary Enrollment Options (PSEO) Program

Anoka Technical College provides opportunities for students to participate in the Post-Secondary Enrollment Options Program. Students shall be admitted according to criteria that promote progress through college-level coursework and that augment their continued academic growth.

Admission Requirements for PSEO/Concurrent Enrollment Students

PSEO participation shall be available to juniors and seniors enrolled through a Minnesota high school, home school, or alternative learning center who present evidence of the ability to perform college-level work. Such evidence includes the following:

1. Sophomores: Score of “Meets or Exceeds” on the 8th grade MCA Reading test
2. Juniors: class rank in the upper one-third of their class or a score at or above the 70th percentile on a nationally standardized, norm-referenced test OR a 3.0 GPA
3. Seniors: class rank in the upper one-half of their class or a score at or above the 50th percentile on a nationally standardized, norm-referenced test OR a 2.5 GPA

Students who do not meet admission requirements are asked to submit a two-page, typed, double-spaced essay using a 12pt. font with questions that will be provided by the college.

Note: Required scores vary depending on program. Check course prerequisites. Enrollment of PSEO students in courses at Anoka Technical College shall be allowed on the basis of available space. Regular college students may have priority for certain programs and courses. PSEO students may enroll part-time at 11 credits or less, or full-time at 12 credits or more.

PSEO students are required to perform to the College's academic and student conduct standards.

Anoka Technical College shall not enroll students in developmental courses through PSEO.

Anoka-Ramsey Community College follows the PSEO admission guidelines set forth by the Minnesota State Colleges & Universities. High school, charter school and home-schooled students are admitted based the following criteria:

High School Sophomores: Must pass 8th grade MN Comprehensive Assessment (MCA) Reading at the composite proficiency level of “meets or exceeds”, or equivalent assessment, and meets the prerequisites of the CTE course they wish to enroll in.

High School Juniors: Must be in the upper one-third of class or test score at or above the 70th percentile on any nationally standardized, norm-referenced test such as the ITED, PLAN, ACT, PSAT or SAT.

High School Seniors: Must be in the upper one-half of class or test score at or above 50th percentile on any nationally standardized, norm-referenced test such as the ITED, PLAN, ACT, PSAT or SAT

Addendum C

Oak Land Education Partnership Secondary Technical Skill Attainment Programs of Study Non-Traditional Student Population Funding

The Oak Land Education Partnership has approximately \$0000.00 available for secondary technical skill attainment (TSA) or program of study (POS) or non-traditional recruitment and retention projects due to additional funds recently provided by the state. The Leadership Team will distribute these funds based on applications received from secondary teachers. Please provide the information requested below. **Priority** will be given to programs with classes included in approved Programs of Study, and where state approved technical skill assessments have been administered or will be during the current year as well as non-traditional recruitment and retention. Applications are due on mm/dd/year and teachers will receive notice on the status of their applications as soon as MDE approves them.

Name of person making request: _____

Phone number and email address: _____

Business office contact: _____

School district: _____ Total amount requested: _____

Type of request: _____ Equipment _____ Textbooks _____ Curriculum Writing Time

Teacher name & file folder #: _____

Approved CTE program name: _____

Career Field: _____

Number of students impacted: _____

The Carl D. Perkins Career and Technical Education Act of 2006 sets an expectation that career and technical education concentrators are assessed for their attainment of technical skills using valid and reliable assessments aligned with industry standards, where available and appropriate.

1. Please describe how this request relates to the consortium goal of implementing Technical Skill Assessments in Programs of Study. (Attach additional page if needed.)
2. How will this request improve student performance and what data do you have showing a need for improvement?
3. Does this program include an agreement for articulated college credit or concurrent enrollment? Yes No
If yes, which course(s)? _____

Please provide purchasing specifications and per unit pricing for use in requesting state approval (please be specific and attach any additional information if available):

Notes: If the Consortium approves funding, invoices for reimbursement must be received by June 1 of each year. No equipment or textbook purchases may take place until after state approval is received and forwarded to you.

Please submit this form by mm/dd/year to: Name/Email Address

Addendum D

Perkins Equipment/Curriculum Approval Form

Attach documentation of equipment ordering information as appropriate. **Please go to <http://education.state.mn.us/MDE/dse/cte/pol/perk/> for the most updated form.**

Date: _____

Perkins Consortium: _____

Secondary Perkins Contact: _____

School District Number: _____ School Building Name: _____

Room (equipment location): _____ CTE Program # _____

Licensed CTE Teacher: _____ FF#: _____

Equipment Description/Special Expenditure Request: _____

Total Equipment or Expenditure Cost: _____

Total Consortium Expenditure: _____

Briefly describe how this expenditure supports career & technical education within your CTE courses. _____

Please check "yes" or "no" for the following questions regarding the requested consortium expenditure.

Yes _____ No _____ This purchase supports a rigorous program of study.

Yes _____ No _____ The course receiving equipment offers postsecondary credit.

Yes _____ No _____ This expenditure was funded previous years. (If yes, explain funding source.)

Yes _____ No _____ This expenditure is supported by matching funds. (List percent of outside funds.) Note: Please attach documentation of equipment ordering information as appropriate.

Addendum E

Title: Technical Skill Attainment Coordinator

Overall Responsibility: Facilitate implementation of Technical Skill Attainment for secondary partners in the Oak Land Perkins Consortium.

Performance Responsibilities

- Follow policies and procedures as requested by Oak Land Perkins Consortium partners and as required by the Perkins statement of assurances.
- Collaborate with Perkins program coordinators and administrators to fully implement Technical Skill Attainment in approved Programs of Study following the MN Technical Skill Assessment Project Implementation Plan.
- Together with consortium partners, follow consortium process to determine appropriate assessments.
- Organize and, when appropriate meet with secondary CTE teachers.
- Assist in planning, conducting, and evaluating technical skill attainment.
- Provide support to consortia leaders to understand data for recommended changes.
- Maintain communication with Oak Land Perkins Consortium Leadership Team on a regular basis via reports, e-mails, etc.
- Collaborate with consortia leaders on promoting and educating teachers, faculty and staff on implementing TSA into local programs as requested by partners.
- Upon request of the Leadership Team, attend meetings or conferences.
- Assist in the purchase of TSA materials and its distribution to administrators, teachers, faculty, and other interested parties within the consortium
- Perform other such tasks and assume such other responsibilities as may be assigned.

Title: Program of Study Facilitator

Overall Responsibility: Facilitate implementation of Program of Study (POS) goals for secondary and higher education partners in the Oak Land Perkins Consortium.

Performance Responsibilities

- Follow policies and procedures as requested by Oak Land Perkins Consortium partners and as required by the Perkins statement of assurances.
- Collaborate with Perkins program coordinators and administrators to fully develop and submit to the state any new Programs of Study as determined annually. Continue implementation and improvement of POS developed in prior years.
- Together with consortium partners, develop and implement a process where secondary and post-secondary career and technical educators, secondary and post-secondary academic educators, business partners, government agency partners, parents, and students are included in determining the final POS product in the established programs of study.
- Organize and, when appropriate, preside over POS meetings.
- Assist in planning, conducting, and evaluating staff development training on POS for the Consortium.
- Assist in developing recommendations for changes in curriculum, assessment, or teaching methods based on POS advisory group.
- Maintain communication with Oak Land Perkins Consortium Leadership Team on a regular basis via reports, e-mails, etc.
- Attend all consortium meetings and report regularly to partners on progress to date.
- Promote and educate administrators, teachers, faculty, and staff on implementing Program of Study into their local programs and curriculum as requested by partners.
- Upon request of the Leadership Team, attend statewide and/ or national POS meetings and represent the Consortium.
- Keep informed of new techniques, methods, and development of POS models in the state and country. Bring recommendations to the Leadership Team upon request.
- Assist in the purchase of POS materials and its distribution to administrators, teachers, faculty, and other interested parties.
- Perform other such tasks and assume such other responsibilities as may be assigned.

Title: Consortium Facilitator

Overall Responsibility: Facilitation, consortium grant and reporting projects for the Oak Land Education Partnership.

Performance Responsibilities

- Attend Oak Land Education Partnership team meetings; provide input on consortium direction/activities and regular updates on plan status.
- Compile Annual Performance Report based on information provided by team members.
- Monitor grant progress
- Write grant plan/application for the consortium including narrative and budget sections, using information and revisions from the team.
- Assist the consortium in development of operating policies, procedures and communication plans.
- Prepare for and assist with plan presentation to the state.
- Participate in on-going consortium communications via email, phone and conference call.
- Attend statewide meetings and/or training as a representative of the Oak Land Consortium, upon request of the Leadership Team.
- Serve as a resource person for consortium members.

Contract Requirement:

- The Consortium Facilitator will use his/her personal vehicle to perform the duties of this contract.
- Mileage will be compensated at the current rate for federal mileage reimbursement.

Title: Researcher for Career Programs/Oak Land Education Partnership

Overall Responsibility: Facilitate designated Oak Land Education Partnership use of student data for Perkins program improvement and reporting

Performance Responsibilities

- Collaborate with institutional leaders and consortium partners to establish a priority agenda and timelines for projects.
- Collaborate with Perkins program coordinators and administrators to define attributes of locally useful indicators and ensure alignment of multiple systems to the extent possible (reduce duplicative effort).
- Develop and implement data reporting projects to consortium and designated partners according to established timelines.
- Send reports to Consortium Facilitator to be used in the Perkins Grant and APR (Annual Performance Report).
- Share reports to assist the Oak Land Education Partnership Leadership Team with Perkins/CTE programming decisions for the consortium.
- Strictly maintain data privacy standards (including careful data storage practices) especially with respect to data sharing restrictions between the consortium, secondary and post-secondary partners.
- Other duties as assigned:
 - --Follow policies and procedures as requested by Oak Land Perkins Consortium partners and as required by the Perkins statement of assurances.
 - --Perform other such tasks as assigned.

Title: Assistant for Career Programs/Oak Land Education Partnership & ARCC

Overall Responsibility: Provide administrative support for the Oak Land Education Partnership and Anoka Ramsey Community College Career Programs

Performance Responsibilities

Oak Land Education Partnership

- Coordinate consortium meeting sites and dates.
- Maintain consortium records.
- Facilitate consortium communication and preparation.
- Other duties as assigned:
 - Follow policies and procedures as requested by Oak Land Perkins Consortium partners and as required by the Perkins statement of assurances.
 - Provide administrative support to the articulation coordinator. This includes helping to organize and staff articulation meetings to assist with record keeping, documentation and general support.
 - Provide administrative support to the fiscal agents (both secondary and post-secondary) in compiling and writing the required reports to MDE/ MN State with the assistance of the fiscal agent. This includes the writing the Perkins grant and the APR report at the end of the fiscal year.
 - Perform other such tasks as assigned.

Anoka Ramsey Community College Career Programs

- Provide Administrative Support for Career Programs including communication and outreach to community partners. Includes administrative support of Advisory meetings, Division and Departmental meetings.
- Provide data management for tracking students in career programs.
- Provide administrative support to Dean of Research and Evaluation and Deans of Educational Services who supervise: Business, CNET, Computer Science, Environmental Science, BMED, and IHH career programs to enhance communication and outreach for students.

Title: Articulation Coordinator

Overall Responsibility: Coordinate the articulation activities for Perkins grant (secondary and post-secondary) partners in the Oak Land Perkins Consortium in conjunction with The College High School Partnership (CHSP).

The College High School Partnership is a group that was formed with multiple Perkins consortia. The CHSP works together to bring regional articulation to multiple high schools, districts and colleges by streamlining the articulation process while being fiscally responsible.

Performance Responsibilities

- Follow policies and procedures as requested by Oak Land Perkins Consortium partners and as required by the Perkins statement of assurances.
- Collaborate with Consortium Team to revise the structure and frequency of the articulation meetings to include POS development, review and improvement; and technical skill assessment (TSA). The goal is to move toward TSA as the standard for articulated college credit.
- Collaborate with consortium partners to establish meetings that focus on areas related to POS.
- Collaborate with partners within College High School Partnership to set up meetings that focus on areas related to POS that are not offered within the post secondary Oak Land partners.
- Organize all articulation meetings within Consortium that may not fit into College High School Partnership and when appropriate preside over consortium articulation meetings.
- Update all articulation agreements and distribute to secondary and higher education partners via the www.CTEcreditMN.com website.
- Coordinate the consortium www.CTEcreditMN.com web site, data management, and reporting.
- Maintain communication with instructors and Oak Land Perkins Consortium Leadership Team on a regular basis via reports, voice mails, e-mails, etc.
- Attend all consortium meetings (minimally provide progress report) and report regularly to partners on progress to date.
- Promote and educate administrators, teachers, faculty, and staff on implementing articulation agreements into their local programs and curriculum as requested by partners.
- Upon request of the Leadership Team, attend statewide meetings that pertain to articulation and represent the Consortium.
- Keep up-to-date on new techniques, methods, and development of articulation models in the state and country. Bring recommendations to the Leadership Team upon request.
- Perform other such tasks and assume such other responsibilities as may be assigned.

Addendum F

WorkForce Center

“The Minnesota WorkForce Center - Anoka County works with partners to help job seekers find employment and area business find the skilled workers they need.”
<https://mn.gov/deed/job-seekers/workforce-centers/workforce-center-locations/anoka-county>

The Anoka County Job Training Center, a partner of the WFC, coordinates services with the Oak Land Education Partnership by participating in the Leadership Team meetings. The presence of the Job Training Center improves information sharing between the two entities. This collaboration ensures the colleges and high schools are preparing students for the 21st century work force, utilizing current labor market information and demand driven career pathways. These efforts respond to the demands and needs of our community by sharing projects and resources to increase services. Each of these entities work together to prepare our graduates for the best opportunities to enter the local work force.

The WorkForce Innovation And Opportunity Act (WIOA) <https://www.doleta.gov/wioa> “is designed to help job seekers access employment, education, training and support services to succeed in the labor market and to match employers with the skills workers they need to compete in the global economy.”
<https://www.doleta.gov/WIOA/Overview.cfm>. Oak Land Education Partnership allocates Perkins dollars to coordinate activities for CTE (Career & Technical Education) students through the Anoka County WorkForce Center to decrease programming duplication, utilize dollars effectively, and provide the training and services necessary to strategically improve the efforts of WIOA.

Oak Land Education Partnership Retreat

February 15, 2018

7:30am – 9:30am

Location: ARCC – Legacy Room/SC270

Facilitator: Shannon Kirkeide

- Welcome & Introductions (5 minutes)
- Overview of Oak Land Education Partnership & Perkins (15 minutes)
 - Perkins Framework/Goals
 - Programs of Study Overview
 - Technical Skill Assessment & Articulation
- Review of Data (10 minutes)
 - Secondary and Postsecondary Performance Indicators
- Planning for FY '19 (75 minutes)
 - Large Group Discussion - Performance Indicators
 - Small Group Discussions - Programs of Study, Technical Skill Assessment and Articulated College Credit
 - Reports from Small Groups
- Other Discussion/Sharing (up to 15 minutes)

JOIN US

Thursday, November 2 4:30-7:30 PM

We invite you to our open house showcasing our new Saints Manufacturing Course. Grab a bite to eat and let students give you a tour of our lab while discussing our goals for the Metals program.

The easiest access to our lab is Door 18 on the west side of the high school.

Saint Francis Metals Lab
St. Francis High School
3325 Bridge St NW
St. Francis, MN 55070





RESUME WORKSHOP



Learn about resume building with a speaker from the Anoka County Workforce Center. The presenter will also discuss state & federal programs that provide financial and employment support for qualified students.

The same workshop will be held twice:

Wed. 2/28 from 2:30-3:30 in RM 251

OR

Thurs. 3/1 from 11:30-12:30 in RM 133

For more information, contact Lucas Erie: lerie@anokatech.edu / 763-576-4032