



Status Report

02080-FY18 South Metro Perkins Application

Perkins IV Consortium

Award Year:	2017	
Contract Number:	02080	
Status Report Number:	01	
Submitted By:	Nandi B Rieck	
Submitted Date:	10/13/2018	
Status Report Type:	Annual Performance Report	
Status:	Approved	
Approved By:	Jeralyn Jargo	
Approved Date:	12/21/2018	
Report Period	07/01/2017	06/30/2018
	From Date	To Date

Primary Contact

Name:*	Nandi	B	Rieck
	<small>Salutation</small>	<small>First Name</small>	<small>Middle Name</small> <small>Last Name</small>
Title:			
Email:	nandi.rieck@district196.org		
Address:	3455 153rd Street W		
	Rosemount	Minnesota	5568
	<small>City</small>	<small>State/Province</small>	<small>Postal Code/Zip</small>
Phone:	651-423-7719		
	<small>Phone</small>	<small>Ext.</small>	
Fax:	651-423-7614		

Organization Information

Name: South Metro Perkins Consortium
Organization Type: MN Perkins Consortium
Organization Website: District 196 HOST
Address: 3455 153rd Street W

*
Rosemount Minnesota 55068
City State/Province Postal Code/Zip

Phone: 651-423-7719

Fax:

Ext.

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)?

2017-2018 was a productive year for the South Metro Consortium. In ongoing CTE courses and programs of study, we utilized funds to update and enhance curriculum, materials and equipment throughout our courses to reflect current industry practices. Additionally, we continue to encourage staff to become a member of their professional organization and to attend at least one professional development workshop or training each year. 23/34 of our consortium business, health care, FCS and Tech Ed teachers indicated that they are currently a member of their professional organization and 27 attended training specific to their content area or CTE in 17-18.

We continue to expand our CTE courses and programs of study. In District One91, Certified Nursing Assistant, teacher education and law enforcement courses have been added to the CTE offerings. Lakeville schools are expanding their BioMedical and STEM courses for students and in District 196 construction, manufacturing and teacher education have been a focus.

Technical skills assessments have also been a priority for our consortium. We have replaced most of our TSA's with industry-recognized certifications (ASE, ServSafe, NREMT, OSHA 10, CNA) and we have increased the number of programs and students taking certification exams. All 3 secondary partners now offer TSA's to their students in at least one program of study.

We continue to have concerns about teacher licensure and finding highly qualified staff for our programs. We have experienced success with the license via portfolio process and were able to get 3 teachers licensed during the 17-18 school year (Health Careers, Hospitality and Construction).

Inver Hills Community College received Office of Higher Education grants to develop concurrent enrollment classes in Burnsville HS of Emergency Medical Technician as well as at Simley HS of Nursing Assistant. Planning in AY18 lead to the courses being provided to the students starting in September 2018.

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

We are disappointed in our indicator data as we don't believe that it tells the story of the success we are having. In terms of enrollment, One191 and Lakeville are seeing growth in CTE participation and are up 216 and 127 students, respectively, from 14-15 to 16-17. 196 has seen a drop in participation, however, errors in data reporting may be a component of this drop in numbers as well. Additionally, we are seeing lower numbers in reading, math, graduation rates and non-traditional participation than we would like. We have added strategic activities to our future work to address these concerns.

We are pleased with our efforts to increase the knowledge and participation of our staff in articulation. We currently have 85% percent of our business, health care, FCS and Tech Ed teachers engaged in the articulation process. Data from our southern partnership indicates growth from FY17 to FY18 in the number of students enrolled in ACC courses (578 to 1115), number of students successfully earning ACC (377 to 740) and number of students downloading their ACC certificate (234 to 334). We have had similar success with our northern partnership with growth from FY17 to FY18 in the number of students enrolled in ACC courses (550 to 1020) and number of students successfully earning ACC (376 to 687).

Outcomes for the IHCC concurrent enrollment classes of EMS and CNA will be available a year from now. Inver Hills is looking forward to continued development of the EMS and CNA pathways courses. The goal is to develop a framework so that these classes can be implemented in additional high schools.

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

In October, 2017 the South Metro Consortium offered our 3rd annual "Back to School KickOff" which was just offered again in October, 2018. Each year our attendance has increased and our program has improved. Over the 4 years, we have focused on increasing the level of knowledge our teaching staff has about Perkins goals, articulation, advisory committees and other related topics. IHCC hosted the annual kick off meeting in 2017 and 2018. IHCC faculty participated in various discussions providing an opportunity for idea exchanges. This year, our event included a data dive into negotiated targets, indicator data, and non-traditional participation. Staff were given time to look at the 2016-2017 state, consortium, district, building and course data. Additionally, we completed an article read/discussion and brainstorming around strategies to increase non-traditional participation. Feedback from the day was extremely positive with suggestions on topics to include in future events.

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?)

Each Perkins program of study has an advisory committee. The South Metro consortium chose 3 years ago to establish consortium wide advisory teams at the secondary level for our Business, FCS, and Tech Ed programs. We will be working to do that for health care and work experience this next school year. In addition to holding our own meetings, many of our teachers and consortium leaders attend advisory meetings at the post-secondary level, within the community as well as within business and industry (ie. Workforce Investment Board, Construction Careers Foundation, Chamber of Commerce).

Perkins leadership at Inver Hills provided program staff with a professional development session on advisory board implementation in August 2018. Advisory board meetings are held in various program areas as well as for the Concurrent Enrollment Program.

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

Advisory meeting discussions focus on what we are doing in our classrooms, what is happening in business and industry, and what we can do to help prepare our students for the next step after high school. Our community members give us helpful feedback on what we can do to assist our students for the future. Relationships with our community and business partners has resulted in field trips, job shadows, internships and mentorship opportunities for students as well as financial support in purchasing equipment and materials.

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 play a critical role in assisting students with work-based learning opportunities from in-class presentations, e-mentoring, field trips, job shadows and internships. Programs such as the LNHS Business Academy, District 196 Mentor, E3 STEM, work experience and many others reach out to businesses for these relationships. All students in Work Based Learning programs work or job shadow in a variety of career fields. Additionally, courses such as Vehicle Services, Business & Marketing, FCS Teacher Education, Hospitality and STEM programs offer field experiences.

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?

At the secondary level, each of our districts have worked to identify possible barriers to students participating in CTE courses. Some of the issues, like availability in schedules, have been difficult to trouble shoot. One issue that District 196 has been experiencing is lower participation from one high school in courses that require a student to travel. In response to this, we have added a section of a course at that high school which has successfully increased participation. We are looking at other courses to add. IHCC provided funding for tutor support targeted toward the career program students. Participation was promising with ongoing development of support in FY19.

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.

This area can be challenging because the work of Perkins focuses primarily on male/female students as the indicator of non-traditional participation. At the secondary level, we are also focused on engaging students of color, special education students, English Learners and students receiving meal benefits.

Historically, we have attempted local activities such as Grit to Great, Sci Girls, and providing funds for CTE exploration to AVID programs. Additionally, we have brought students to events such as Digirlz. In October, 2018 our Back to School KickOff included a data dive into negotiated targets, indicator data, and non-traditional participation. Staff were given time to look at the 2016-2017 state, consortium, district, building and course data. Additionally, we completed an article read/discussion and brainstorming around strategies to increase non-traditional participation. We will be supporting ideas that are brought back to the building level for implementation.

IHCC's tutor support for the program areas was implemented with a goal of increasing the rate of passing the TSAs.

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 South Metro consortium became a member of CTECreditMN during the 2014-2015 school year. This has assisted us greatly in organizing, participating in and tracking participation in articulation. Students in Business, Computer Science, FCS, Tech Ed, Health Careers, EMS, Hospitality, Vehicle Services are participating in ACC. Data from our southern partnership indicates growth from FY17 to FY18 in the number of students enrolled in ACC courses (578 to 1115), number of students successfully earning ACC (377 to 740) and number of students downloading their ACC certificate (234 to 334). We have had similar success with our northern partnership with growth from FY17 to FY18 in the number of students enrolled in ACC courses (550 to 1020) and number of students successfully earning ACC (376 to 687). In addition to articulation, we offer concurrent enrollment credit in many courses including Business, Information Technology, Animal Science and Teacher Education.

IHCC received accreditation from the National Alliance of Concurrent Enrollment Programs in May 2018. IHCC received 2 Office of Higher Education grants in fall 2017 to implement the EMS and CNA concurrent enrollment courses beginning in Fall 2018 and is seeking additional opportunities to serve high school students through its concurrent enrollment program as well as through contracted classes.

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

All high school credits are reflected on the high school transcript and the concurrent college credits are reflected on the college transcript. Articulated credits are awarded through a certificate via CTECreditMN. IHCC transcribes its concurrent enrollment and contract classes in the same process as the on campus students.

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?

The South Metro Consortium Leadership Team is a well oiled machine; We have established a partnership of honest communication and collaboration with a “students first” vision. Monthly leadership meetings are rotated between each of our sites and include engaging and thoughtful deliberation geared towards student outcome. Discussions include how best to use funds to address goals, the development of both building level and consortium-wide activities, and professional learning related to CTE. We are very pleased with the infrastructure we have created.

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

The South Metro Consortium Leadership team consists of a representative from District 196, District One91, two from District 194 (each high school is represented), and two from Inver Hills Community College. We each contribute to the agenda, planning and work that is done within the consortium. District 196 continues to be the fiscal host for the secondary partners.

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

During the negotiated targets process, we review our indicator data from the state, consortium, district, building and program level. In addition, each consortium partner brings needs assessment information from their respective agency. In order to develop the annual application, we utilize a collaborative planning process to share everyone's needs, prioritize them and determine funding. We have done this for the past 4 years and believe we have improved our focus and understanding of consortium priorities significantly.

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

Each consortium member accesses resources far beyond Perkins funding to support CTE within our programs of study. For example, the South Metro Consortium applied for a leadership grant with MState to support externship experiences for teachers and faculty in 2016-2017. STEM Levy dollars have been used to purchase curriculum and equipment at LSHS and LNHS. District 196 received a grant from the Construction Careers Foundation to support startup costs in Construction as well as an MDE grant to support Teacher Education. District One91 received a grant from Walser's to support their automotive program. General fund dollars are used throughout all of our programs to fund staff, professional development, curriculum, instructional supplies and equipment needs. We are also very fortunate to have industry partners such as Dick's Sanitation, Uponor, Thomson Reuters, and Delta who purchase equipment for us, provide grant dollars and/or support events and activities with donations. IHCC used Perkins and Office of Higher Education funds to develop the EMS and CNA courses at Burnsville and Simley High Schools.

Goal 5 Objectives

Rigorous Program of Study

State-Approved Rigorous Program of Study

RPOS submitted with 10 components

Information Support and Services

RPOS IT 5.12.17.pdf

Progress Update for Programs of Study and TSA

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

One91 has done extensive work in redesigning their high school coursework to align with programs of study. Based on the design of the wall-to-wall pathways model, all students are “enrolled” in a pathway that will offer early college credit through articulation, concurrent credit, CIS, or PSEO. Students have complete flexibility to move between pathways in pursuit of their interests and their 6-year graduation and beyond plan. BHS leads Minnesota in the number of College in the Schools courses and credits earned by high school students. 194 has also aligned their high school registration guide to identify courses available to students within each of the MN Career Fields.

We have identified Information Technology as our RPOS. During 2017-2018, our focus was on learning more about the industry demand by having DEED present to our leadership team and staff. Additionally, we have worked to increase the communication between our secondary and post-secondary staff in this content area.

Technical skills assessments have been a priority for our consortium. We have replaced most of our TSA’s with industry-recognized certifications (ASE, ServSafe, NREMT, OSHA 10, CNA) and we have increased the number of programs and students taking certification exams. All 3 secondary partners now offer TSA’s to their students in at least one program of study.

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?
Arts, Communication, & Information Systems	Information Technology	Information Support and Services	Certiport Microsoft Office Specialist - Word 2007, 2010, 2013	Certiport Microsoft Office Specialist - Word 2007, 2010, 2013		Business	All District 196, 194 and 191 High Schools / IHCC	140710

Arts, Communication, & Information Systems	Information Technology	Network Systems	Cisco Cisco Certified Entry Networking Technician (CCENT)	Cisco Cisco Certified Entry Networking Technician (CCENT)	Computer Network Technology (CISCO)	District 196 / IHCC & DCTC	171500
Arts, Communication, & Information Systems	Information Technology	Network Systems	Cisco Interconnecting Cisco Networking Devices Part 1 (ICND1)		Computer Network Technology (CISCO)	District 196 / IHCC & DCTC	171500
Health Science Technology	Health Science	Therapeutics Services	National Council of State Boards of Nursing National Council Licensure Examination for Registered Nurses, National Certification Exam	National Consortium for Health Science Education National Health Science Assessment	Health Careers / Nursing	District 196 / IHCC	070300
Arts, Communication, & Information Systems	Information Technology	Information Support and Services	CompTIA CompTIA A+	CompTIA CompTIA A+	Hardware, Software, Game Design	District 196 / IHCC & DCTC	171500
Health Science Technology	Health Science	Therapeutics Services	Minnesota Department of Health Nursing Assistant Registered - Training & Competency Evaluation	Minnesota Department of Health Nursing Assistant Registered - Training & Competency Evaluation	CNA / Nursing	District 196, 191 and 194, IHCC and Normandale	070300

Human Services	Law, Public Safety, Corrections, and Security	Emergency and Fire Management Services	National Registry of Emergency Medical Technicians	National Registry of Emergency Medical Technicians	EMS / Law Enforcement / Fire Management	District 196 / IHCC	070907
			Emergency Medical Services Regulatory Board, Minnesota - EMT Certification Exam	Emergency Medical Services Regulatory Board, Minnesota - EMT Certification Exam			
Human Services	Law, Public Safety, Corrections, and Security	Emergency and Fire Management Services	National Registry of Emergency Medical Technicians	National Registry of Emergency Medical Technicians	EMS / Law Enforcement / Fire Management	District 196 / IHCC	070907
			Emergency Medical Services Regulatory Board, Minnesota - EMT Certification Exam	Emergency Medical Services Regulatory Board, Minnesota - EMT Certification Exam			
Engineering, Manufacturing, & Technology	Transportation, Distribution, and Logistics	Facility and Mobile Equipment Maintenance	National Automotive Service Technology Maintenance and Light Repair	National Occupational Competency Testing Institute Automotive Technician - Core	Vehicle Services	District 196 & 191 / DCTC & Dunwoody	170302

Agriculture, Food, & Natural Resources	Agriculture, Food, and Natural Resources	Animal Systems	American Association of Veterinary State Boards Veterinary Technician National Exam (VTNE)	National Occupation al Competenc y Testing Institute Small Animal Science and Technology	Animal Science & Care	District 196 / IHCC, DCTC and UofM CIS	019901
---	---	-------------------	--	--	-----------------------------	---	--------

Business, Manageme nt, & Administrati on	Hospitality and Tourism	Restaurant s and Foods/Bev erage Services	National Resturant Association ServSafe Food Handler Safety Certificatio n	National Resturant Association ServSafe Food Handler Safety Certificatio n	Hospitality	District 196 / Normandal e	090301
--	-------------------------------	---	--	--	-------------	-------------------------------------	--------

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.

Leadership team members worked with their district to learn more about initiatives around reading for all learners. Because the MCA Reading assessment is administered in Grade 10, before many of our students are able to take CTE courses, we are focusing our efforts on identifying struggling readers and intervention strategies in our classrooms. Non-traditional participation was a focus with consortium staff at our Back to School KickOff. We are looking for ideas to implement during the registration process as well as throughout the school year that would increase the awareness and interest of non-traditional student into our CTE courses. IHCC targeted funding towards tutor support for students in career programs. Participation was promising with ongoing development of that support in FY19.

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.

Consortium leadership reviewed data during the negotiated target process. We utilized indicator data from the state, consortium, district, building and program level to determine where we have strengths and weaknesses within our consortium to target our strategic work.

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

We are looking forward to seeing a positive impact in our indicator data. We believe that working to clean up our student information systems to ensure data that is more accurate is being submitted to MDE is our best first step. Additionally, the work of our consortium to use data-driven decision making, to support our teachers with professional development and to increase our industry partnerships will positively impact our data.

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.

Consortium leadership reviewed data during the negotiated target process. We utilized indicator data from the state, consortium, district, building and program level to determine where we have strengths and weaknesses within our consortium to target our strategic work.

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.

Attachments

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.

Information Support and Services at Lakeville North HS

Print this page

Status

RPOS:	<input checked="" type="checkbox"/> RPOS
Approval Status:	<input checked="" type="radio"/> In Progress <input type="radio"/> Inactive/Archive <input type="radio"/> Submitted to Consortium <input type="radio"/> Approved by Consortium <input type="radio"/> Submitted to State <input type="radio"/> Approved by State
Date of this status:	05-12-2017
Publishing Status:	Internal

Rating for the Rigorous Programs of Study Components (RPOS)

To view and/or enter ratings, the RPOS check box under "Status" must be selected.

	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 type="radio"/>	<input checked="" type="radio"/>
Partnerships: Ongoing relationships among education, business, and other community stakeholders are central to POS design, implementation, and maintenance.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Professional Development: Sustained, intensive, and focused opportunities for administrators, teachers, and faculty foster POS design, implementation, and maintenance.	<input type="radio"/>	<input type="radio"/>	<input checked="" 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 checked="" type="radio"/>	<input 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 checked="" type="radio"/>	<input 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 type="radio"/>	<input checked="" 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"/>

Save (Do NOT use the browser BACK button to review your changes.)