

Annual Performance Report FY21

Form status

Consortium name: Oak Land Consortium

FY21 Strengthening Career and Technical Education for the 21st Century Act (Perkins V)

Why is the APR important to your consortium?

- This serves as your consortium's report on the priorities identified in your Comprehensive Local Needs Assessment (CLNA) that translated into commitments to action items in your local FY21 consortium plan.
- It allows you to reflect on consortium priorities, changes made, action steps taken on identified needs, and implications for future consortium plans aimed at continuous improvement.

The APR is a federal reporting requirement that will:

Why is the APR important to the state?

- Identify opportunities for professional development, technical assistance, or direct support to consortia
- Examine accountability of results and shifts in consortium plans
- Provide context which informs Minnesota's Consolidated Annual Report (CAR) submitted annually to the Office of Career, Technical and Adult Education (OCTAE)

You will find the following questions when you log in to AmpliFund.

The APR is divided into two interrelated parts: Performance Indicators and Narrative responses.

PART I: Performance Indicators

Relates to CLNA Element #1 and Various Application Elements:

Purpose: local funding decisions must be based on the comprehensive local needs assessment (Perkins V, Section 135). The following questions are aimed at aligning needs as identified in the data, strategies being implemented, and resources being allocated toward those efforts.
Directions: After reviewing your consortium's performance data for all secondary and postsecondary indicators, please respond to the questions below. Since 2021/grant year #1 data is not fully available for secondary and postsecondary at this time, please review consortium data for reporting year 2020.

• To locate secondary indicators and definitions, go here:

<https://public.education.mn.gov/MDEAnalytics/DataSecure.jsp>

• For postsecondary indicator definitions, go here:

https://minnstate.edu/system/cte/consortium_resources/documents/Perkins-V-Report-Structure-and-Definitions.pdf

• To access postsecondary data reports in Power BI, go here (requires postsecondary credentials to view PowerBI reports):

<https://app.powerbi.com/groups/me/apps/ac6f9c92-0a60-4e58-814e-b5b17f941353>

• For your consortium's state determined performance levels, please see the "Grant Years 2021-2024" document in the appropriate consortium folder here:

<https://minnstate.edu/system/cte/perkins-consortia.html>

Secondary Performance Indicators (1s1, 2s1,2s2, 3s1, 4s1, 5s3):

As you review your secondary core indicator performance data from 2020, please respond to the following questions:

1. On which indicator(s) do you consider your consortium's performance strong? (i.e., your performance level is in reach of your upcoming grant-year-1 local level of performance)

1S1 is our strongest indicator with our lowest district percent at an 87.42%. The Oak Land Education Partnership overall has a high graduation rate of 90.02%. However, the data also indicates a gaps for American Indian, Special Education, Non-Traditional, and English Learners throughout our consortium. The Oak Land Education Partnership State Determined Levels of Performance for FY22 is 53.41%/1S1, which will be met in FY22.

1a. On which indicator(s) is your consortium struggling? (i.e., your performance level is lagging behind your upcoming grant-year-1 local levels of performance)

Overall Oak Land is exceeding (63.97%) the 3S1 State determined Consortium levels of performance projected for FY22 (50.59%). There is one district that is lagging in this area with 46.67%.
Our state determined consortium level of performance for 4S1 (8.38%) and 5S3 (5.65%) are on track to meet and exceed the state determined performance levels. As a whole, our partnership, even though we meet the performance levels, have focused on 4S1 (29.77% actual FY20) and 5S3 (19.24% actual FY20), as we know there is room for growth.

2. What significant population performance gaps are revealed in the performance data and for which specific indicators?

2.1 (review the performance rates of each gender, racial/ethnic group, special population, and career cluster, looking for sizable differences between those populations and the overall performance rate of your whole population on an indicator)

1S1 – Gaps 4 Year Graduation Rate
The largest gaps are with the English Learners (-44.6%), Non-traditional (-26.7%), Special Education (-20.3%), and American Indian (-23.4%) students.
3S1 – Gaps Post-Program Placement
The largest gaps are in all three areas: 2 year (-22.5%); 4 year (-16.1%); Employment (-46.4%). In the case of gender, males fall behind in placement rate by -4.9%. Ethnicity rates are low for American Indian (-28.3%); Hawaiian/Pacific Islander (-14%); Multi (-17.2%). Special Population rates are low for the following groups: Special Education (-33%); Economic Disadvantaged (-13%); and Migrant (-64% with only one student in this category). Based on the number of students in each of these gaps, focusing on Special Education and Economically Disadvantaged students would change the percentages dramatically.
4S1 – Gaps Non-Traditional
Gaps indicated: female students (-3.1% and target -6.7%); white (-2.1% and target -5.6%); Special Education (-7.0% and target -10.6%); Non-Traditional

(target -3.6%); Single Parents (-29.8% and target -33.3% with one student in this category).

5S1 – Gaps Work Based Learning

This indicator is lacking across Gender, Ethnicity, and Special Populations as indicated in our Perkins VI Accountability Performance Indicators.

Career Field data indicates our lowest participant and concentrator rates are in the WBL, Health Sciences, ANFR, and Information Technology. Business, Management and Administration has the highest number of participants and concentrators. Our consortium focus in FY21 was WBL, Health Sciences, Information Technology and Manufacturing. Manufacturing, after a further data review is an in-demand, high wage and high skill Career Cluster according to CareerForce data for our geographical area.

3. Consider your data review, identified performance gaps (both overall and in specific population groups) and allocation decisions made in planning for 2021. What future actions will you consider based on your review of these components?

The Oak Land Education Partnership entered a journey to look at our policies, procedures, curriculum and marketing through an equity lens. The consortium accomplished this by hiring Inspiring Insight. Inspiring Insight met with our leadership team monthly as well as met with postsecondary and secondary separately each month to tackle equity and access issues. The outcome of this work assisted in focusing our funding priorities for FY22.

Through this process, it was determined by our secondary partners that each district was not on a level playing field in regard to equity and access. The following are the main outcomes that have been built into our FY22 grant.

3.1 These could include gathering different information in your CLNA process or setting your local application/funding priorities, specifically as it relates to focusing programming and resources.

Secondary partners worked collaboratively to plan WBL training (Lakes Country Cooperative) for up to 9 people from all five districts who wish to have an endorsement in this WBL in FY22.

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

The Anoka Hennepin district will be supporting a College & Career Specialist to support BIPOC students.

Anoka Technical College will be working with secondary districts to bring the new Explore CTE! campaign to secondary students.

CLNA data gathering for our FY22 – 24 CLNA will be further defined during our October 2021 leadership team meeting.

Postsecondary Performance Indicators (1p1, 2p1, 3p1):

4. On which indicator(s) do you consider your consortium's performance strong? (i.e., your performance level is in reach of your upcoming grant-year-1 local level of performance (target))

According to the postsecondary performance indicators our strongest indicator is:

2P1 (postsecondary credential) = 50.25% (2019 actual) exceeded the state determined consortium levels of performance (44.69% for year 1).

4.1 On which indicator(s) is your consortium struggling? (i.e., your performance level is lagging behind your upcoming grant-year-1 local levels of performance)

Indicators in which postsecondary is struggling to meet the state determined levels of performance are:

1P1 (postsecondary placement) = 90.86% (2019 actual) falls short of meeting the determined level of performance by 2.56% (93.42%). However, the 2020 and 2021 data are not available at this time.

3P1 (Nontraditional Program Enrollment) = 13.89% (2019 actual), which is short by .27% (14.16%).

5. What significant population performance gaps are revealed in the performance data and for which specific indicators?

1P1 – The state determined level of performance is 93.42%. Ethnic groups that have not reached at least a 90% postsecondary placement are: Asian (88.89%); Hispanic or Latino (88.89%). Special populations that have not reached at least 90% postsecondary placement are: Individuals with Disabilities (75%); Individuals Preparing for Non-Trad Fields (89.29%).

1P1 - Career Clusters that have not reached at least a 90% postsecondary placement are: Agriculture, Food & natural Resources (85.71%); Business Management & Administration (86.67%); Information Technology (89.47%).

2P1 – Groups that have not reached the state-determined performance level of 44.69% are: Gender - Male (34.84%); Ethnic - American Indian or Alaskan Native (16.67%), Asian (37.14%), Black or African American (41.46%), Hispanic/Latino (29.79%), Two or more races (32.81%); Special populations - Individuals with Disabilities (15%); Individuals with Economic Disadvantage Families (39.38%), English Learners (22.2%); Youth in Foster Care (0%).

2P1 – Career Clusters struggling to meet the state determined target are: Agriculture, Food & Natural Resources (28.13%); Arts, AV Technology & Communication (0%); Business Management & Administration (18.30%); Finance (33.96%); Information Technology (28.38%); STEM (15.65%).

3P1 – Gender groups that have not met the 14.16% target are: Female students (10.02%). Ethnic groups that have not reached the 14.16% target are: Asian (13.51% - 18 students); Hispanic or Latino (8.33% - 18 students); Native Hawaiian/Pacific Islander (0% - 2 students); White (13.94% - 703 students); Two or more Races (13.79% - 29 students). Special populations that are behind the target are: Individuals with Disabilities (9.09% - 22 students); Single Parents (5.93% - 118 students); Out of Work Individuals (5.26% - 114 students); Youth in Foster Care (0% - 3 students).

3P1 – Career Clusters struggling to meet the state determined target are: Architecture & Construction (9.38%); Education & Training (0%); Government & Public Relations (0%); Health Science (12.98%); Human Services (0%); Manufacturing (5.36%); Transportation, Distribution & Logistics (5.88%).

6. Consider your data review, identified performance gaps (both overall and in specific population groups) and allocation decisions made in planning for 2021. What future actions will you consider based on your review of these components?

The Oak Land postsecondary dissected data available when writing the FY22 grant. Through our equity work in FY21, our team was able to determine initiatives to decrease the equity and access gaps throughout all of the Performance Indicators.

3P1 - Career Cluster Health Sciences: A consultant team from Due East, funded by the postsecondary will be utilized for the ARCC Nursing program to revise the student handbook (equity revisions).

1P1 & 3P1 - Anoka Technical College will host parent/student initiatives in collaboration with secondary schools in regard to employment and CTE programs. In addition, ATC will be offering Youth/Parent weekend and evening camps for secondary students.

3P1 - Increase support for postsecondary student organizations through the career center and BPA in order to reach students in the ethnicity gaps.

1P1, 2P1 & 3P1 - Consortium colleges will be increasing funding for special (under-represented) populations marketing.

1P1 - Business Program Essential Skills Training will continue to be offered through MN State.

1P1 - The Explore CTE! campaign initiated by ATC will be kicked off the fall of 2021.

5.1 (review the performance rates of each gender, racial/ethnic group, special population, and career cluster, looking for sizeable differences between those populations and the overall performance rate of your whole population on an indicator)

6.1 These could include gathering different information in your CLNA process or setting your local application/funding priorities, specifically as it relates to focusing programming and resources.

PART II: Narrative Responses

7. Explain how size, scope, and quality informed your data-determined decisions concerning programs of study and local uses of funds.

Include high-skill, high-wage and in-demand occupation considerations as well (Relates to CLNA Element #2 and Application Narrative 1 & 2).

The Oak Land CLNA demonstrated a gap in the Education and Training Career Cluster. Funds were used to expand and modify the Education and Training POS. This initiative was solidified through our largest district, Anoka Hennepin District 11 and Anoka Ramsey Community College. The goal is to replicate the model throughout our consortium.

In FY21, each school district began to evaluate programs offered to determine which programs need assistance to fulfill all three criteria of size, scope and quality. In addition, secondary programs are re-aligning their programs to better assist students to move to our two year college partners. Both

postsecondary and secondary re-evaluated programs to meet workforce needs and demands. Work Based Learning was a high priority for our secondary partners. Secondary partners worked collaboratively to bring WBL training (Lakes Country Cooperative) for up to 9 people from all five districts who wish to have the WBL endorsement in this area in FY22. These initiatives will continue in FY22.

The consortium, through the CLNA and the data uncovered, found the following career clusters needing additional support: Manufacturing; Architecture & Construction; Education & Training; Health Science; and Information Technology. The aforementioned clusters were supported through curriculum writing, marketing, equipment, supplies and POS evaluation.

Through our work with Inspiring Insights, a grid was created to assist in focusing efforts to approach size, scope and quality through an equity and access lens. This work was completed in June 2021. The consortium will utilize this grid as we further our work as we determine what is feasible (financially & time) annually.

Postsecondary partners will continue their assessment as to: where students with an AA degree go after graduation; the value of an AA only if students do not complete a 4-year degree; students with an AA degree that do not continue to a 4 year degree may be better served pursuing a 2-year degree in a specific program of study; assisting students to declare a major in their first semester to better serve them; bias that students should receive a 4-year degree in order to improve our messaging regarding two year degrees. The consortium collected information through a postsecondary survey in FY21. In addition, we will be collecting additional data through the CLNA process in FY22.

Throughout FY21, our consortium investigated how to increase career (CTE) awareness, exposure, and education for secondary students. Anoka Technical College will be rolling out their Explore CTE! campaign in FY22. Planning for the Explore CTE! campaign was completed in FY21.

CareerForce partners and Anoka County representatives continue to be active on our leadership team. An increase in information sharing and collaboration was successful in FY21 between CareerForce and the Oak Land Partnership. All of our schools and colleges are working with CareerForce and local county agencies to collaborate on activities and dissemination of information in regard to career exploration activities in the future.

The Oak Land Education Partnership will continue to ask critical questions at the local level, with the support of our Leadership and Executive Teams to manage the critical balance of equity and access as well as size, scope and quality.

The Oak Land Partnership, based on employment statistics examined the potential for more students to fill the pipeline to postsecondary programs. Many of our planned activities for FY21 were cancelled due to the pandemic such as: Youth/Parent workshops; Hands-on college visits; CareerForce collaboration activities; training for collaborators at the high school level to inform students of their options; and IT Support Specialist certification for high school students. The consortium used this time to plan for FY22. However, Anoka Technical College was able to offer a Scrubs Camp and a Hey! Girl Mentor program in June 2021.

Anoka-Ramsey and Anoka-Hennepin ISD continued to expand opportunities for concurrent enrollment high school students to pursue a career in Education, focusing on the Education Transfer Pathway. ARCC is also actively involved in working with university partners to embed PELSB competencies in D2L in all required program courses, provide options for field experience in a remote setting, and partner with MinnState to develop OER for the Education TP.

Throughout FY21, the consortium revised the planned activities listed above to bring some of these initiatives forward in FY22 (as written in the FY21-22 grant) as we studied the initiatives through an equity and access lens.

8. Describe the consortium's efforts to collaborate on (secondary/postsecondary), designing, implementing, and/or improving programs of study during the Perkins V transition year (Relates to CLNA Element #3 and Application Narrative #2).

High School partners brought many new initiatives that were funded by Perkins. The following are the highlights:

OSHA training for students

OSHA training for instructors

Curriculum writing for: Career Management; Advanced Marketing; Culinary; Principles of Investing; Prostart; SPED Career Seminar; SPED Pre-employment transition services; Design & Manufacturing, Transportation Careers (including adding diesel standards, Yamaha Certification), Graphic Design, Salon, Spa, & Barbering, Education, Education Support Careers, Dental Support, Medical Terminology, etc. All courses must go through bias training in order to develop and change curriculum

Anoka County is a pre-employment services contractor that works closely with our consortium. The Anoka County funds are utilized for student paid work experiences.

Equipment was improved in the following areas: FACS, Manufacturing; Construction; Graphic Arts; Health; AFNR

The Oak Land Education Partnership is proud of our students and faculty.

Princeton High School Number 1 FFA Floriculture Team in the State which made them eligible to go to FFA Nationals.

Cambridge-Isanti is home to the MN FCCLA Student State President and she placed first at the 2021 FCCLA National Conference in her leadership event.

ATC hosted a Scrubs Camp in June 2021 aimed at high school students who were interested in careers within the medical and health care fields. Students participated in hands-on workshops that introduced them to different programs at the college as well as different career areas within the field. This event took place over 2 days with 30 students participating. There were 5 scholarship recipients. In addition, over 30 were on the waiting list.

Anoka Technical College held a Hey! Girl Mentor Program in June 2021 for middle school students. The program participants spent time on campus engaging in hands-on activities in the areas of STEM, EMS and drone flying. This was many of the participant's first time on a college campus. Sixteen students participated over 2 days. Camper feedback: "I really liked flying the drones. It was my favorite", "CPR was really fun and interesting".

9. What actions did the consortium take to advance teacher recruitment, retention, training, and education? What were your successes and challenges? (Relates to CLNA Element #4 and Application Narrative #8).

Recruitment:

Education and Training POS. This initiative was solidified through our largest district, Anoka Hennepin District 11 and Anoka Ramsey Community College. The goal is to replicate the model throughout our consortium with continued improvements.

All districts and colleges work to bring new teaching talent to our programs through marketing, advisory committees, support of the tier and portfolio process for licensure.

Retention - The Oak Land Education Partnership supported retention through the following initiatives:

OSHA "train the trainer" which relates to teacher retention as a request to improve the curriculum the instructor teaches

MDE and MN State mentor/mentee program for new teachers

ACTE fellowship program for new teachers

Support of the Tier Process and portfolio process for licensure

Training:

Professional development opportunities including CTE Works, MACTA, MnACTE, Concurrent Enrollment and Articulated College Credit professional development meetings, etc.

Cultural Responsiveness Training at both the colleges and districts.

In FY21, more opportunities were planned for FY22 to assist secondary teachers earn additional credentials.

Challenges:

Overall, recruitment of faculty is a challenge. There are not a lot of applicants, if any, and they are not licensed. In addition, the time it takes for PELSB to approve new faculty is discouraging. The portfolio process has been inconsistent and confusing for those involved. Once a portfolio is submitted, it takes a long time to get approved.

The colleges struggled with workshops and training, which is still online and resulted in a smaller population of faculty willing to participate. There is a 'burnout' component as well.. Additionally, we will need to combine forces with institutionally-driven initiatives to support and align further training.

Successes:

Elk River Area Schools supported (through Perkins) a 0.3 WBL position in FY21. This has resulted in ERAS approving and moving forward with a full time 1.0 WBL position.

Anoka-Hennepin has now hired an assistant recruiter to recruit for all employee groups. The district has added specific recruitment efforts for CTE positions and hosts career fairs to recruit new employees. The district has a board priority to increase the number of employees of color to better support the students in our classrooms. The district also continues to work with Black Men Teach and supports our Teachers of Color Coalition to not only recruit, but retain teachers of color. In addition, the Employee Services Department worked with schools to increase our efforts of retaining

probationary employees of color during the staffing process. Lastly, the Employee Services department hosted networking events for staff of color to get together for support and networking opportunities.

Starting Summer 2020, students were able to begin their journey to a Bachelor of Elective Studies degree in Special Education, with a graduate certificate in Academic Behavioral Strategist at the Cambridge Campus. Students can complete their AA/MnTC requirements through Anoka-Ramsey, while receiving additional undergraduate and graduate credentials locally. This program is designed for students who want to receive a B.E.S. in Liberal Studies from St. Cloud State University, while remaining on the campus of Anoka-Ramsey Community College (ARCC), Cambridge. Students also earn an Academic Behavioral Strategist Graduate Certificate. This program includes the Associate of Arts degree, covering all 10 goal areas of the Minnesota Transfer Curriculum (MnTC). SCSU's ABS program is PELSB accredited.

10. Describe successes and challenges in your efforts to improve service to special populations during the past year (Relates to CLNA Element #5 and Application Narratives #5 & 9).

• Based on the data, what student group(s) did you identify as needing specific attention?

Specific groups identified were: Native American, ELL, homeless populations, African Americans, and Asian.

Successes:

ERAS offered OSHA 10 and Serve Safe online for students. This initiative was a success and will continue.

The Anoka-Hennepin Career and College Specialists facilitated two panel discussions featuring Native American voices and college opportunities. These conversations include college representatives and current students from Augsburg University, Bemidji State University, Fond du Lac Tribal and Community College, University of Minnesota Morris, and University of Minnesota Twin Cities.

The Career & College Specialist at Anoka High School worked with Anoka-Hennepin alumni to discuss their career paths. A diverse library is continually being compiled with 7-12 minute interviews that feature students who entered the workforce after high school, a technical college, the military, 4-year college and beyond categorized by Career Field.

The Anoka Hennepin School District HOPE office social worker continues to provide direct support to students and families experiencing housing instability through referrals by school social workers and homeless education leads. Fifteen (15) families were stabilized while working with the HOPE office during the first two trimesters of FY21. HOPE collaborates with the Anoka County Children & Family Council.

AH district wide culturally responsive/equity team professional development group continued to be provided through the Midwest & Plains Equity Assistance Center; YMCA Transforming Workplace Culture; Equity Fireside chats; Teachers of color mentor/mentee programs.

Throughout the pandemic, our schools and colleges have worked tirelessly to adapt to online learning. The Anoka-Hennepin Career Center Hosted Virtual Program Specific College Visits. 676 students attended the virtual programs that were categorized by career field. In addition, Anoka-Hennepin Career Center hosted Virtual College and Military Visits with a total of 655 students attending.

The colleges and high schools continued to collaborate in the success of Articulated College Credit along with many partnering consortia in the College High School Partnership. ACC continues to reach all CTE students enrolled in a high school course that offers ACC.

Postsecondary was not able to offer on-campus visits or tours to demonstrate career and technical education pathways at the college-level. An effort was initiated to create virtual tours of ARCC and ATC campuses, thus allowing students an inside look at CTE labs and classrooms from their secondary space or home. This also allows secondary teachers, parents, and other community members an inside look at our spaces to help support greater CTE awareness.

Our postsecondary partners were not able to offer on-campus career exploration for secondary 8th graders in FY21, focus shifted to developing career cluster videos that showcased opportunities at ARCC and ATC. A concerted effort was made to highlight a diverse representation of students and teachers, simplified language (not 'eduspeak'), and condensed imagery/information to provide a snapshot of possibilities to younger students. These videos will be shared with secondary partners prior to them arriving on campus for career exploration in the future.

• What resources supported awareness, recruitment and retention of all students, especially special populations?

Challenges:

Elk River Area Schools was not able to launch their partnership with Urban Boat Builders in FY21 due to Covid. For FY22, the goal is to launch the program with additional funding. The Urban Boat Builders partnership program works directly with schools and community organizations and their leadership to tailor and develop an on-sight curriculum centered on boatbuilding.

Colleges were not able to offer the parent/youth weekend and evening camps in FY21 due to Covid restrictions.

Postsecondary was not able to offer on-campus visits or tours to demonstrate career and technical education pathways at the college-level. An effort was initiated to create virtual tours of ARCC and ATC campuses, thus allowing students an inside look at CTE labs and classrooms from their secondary space or home. This also allows secondary teachers, parents, and other community members an inside look at our spaces to help support greater CTE awareness.

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Through our work with Inspiring Insights in FY21:

Large gaps were realized in regard to equity and access between our consortium secondary schools. To begin to close this gap, in FY22, three school districts (Cambridge-Isanti and Princeton) will be attending equity programming through the YMCA United Health Group Innovation Center as a first step in learning how to advance inclusivity and system change for our smaller district partners.

Special (under-represented) populations revealed that many do not know about our programs. Therefore, in FY22, consortium colleges will be increasing funding for special (under-represented) populations marketing.

11. Describe the actions you took over the past year to improve your decision-making process, specifically to prioritize programing and funding (Relates to Narrative #10). Governance aspects should include:

• how needs and concerns of learners, teachers and administrators are brought before consortia leadership

• how program and funding priorities are determined

• how status of consortium activities is communicated to teachers and administrators

how needs and concerns of learners, teachers and administrators are brought before consortia leadership

The Oak Land Leadership Team, composed of at least one representative from each district and college. In addition, representatives from CareerForce, Articulation, and POS are members of the Leadership Team. The Oak Land Executive team (2 college representatives, 1 secondary fiscal agent – Anoka Hennepin, and the consortium facilitator) works collaboratively with the full leadership team to ensure our resources are managed responsibly. Each representative on the Leadership Team works with their own leadership (college or district) to bring forward requests, suggestions, and collaborative ideas. The Leadership team meets (at least) monthly to discuss our direction and priorities.

how program and funding priorities are determined

FY21 program and funding priorities were determined through our CLNA data and written into our FY21 grant narratives. However, due to Covid 19, not all strategies were able to be implemented. In order to keep moving forward to close known gaps in equity and access, our Leadership Team quickly shifted to training for our team. Each member of the leadership team actively participated in equity and access training. This training assisted in prioritizing and determining our prioritized initiatives for FY22.

how status of consortium activities is communicated to teachers and administrators
Each school district and college comprising the Oak Land Education Partnership is required to have at least one representative on the Leadership Team. Communication to their college or high school is each leadership team member's responsibility and vice versa.

12. Considering your reserve allocation amount (\$xx,xxx), describe actions taken and major accomplishments from the use of reserve funds to make progress toward BOLD innovations in CTE program design and delivery (Relates to Narrative #11).

Although TSA is not a new and bold initiative in and of itself, the TSA model utilized by the Oak Land Education Partnership does produce bold innovations to curriculum. Analyzing student scores on a particular TSA, creates an atmosphere to have deep discussions with instructors as to the positives and challenges in their curriculum. This process is the basis for innovation in the classroom.

Cultural Responsiveness training was prevalent in FY21 in both partnering colleges. A teaching and learning cohort focused on pedagogies that reduce the student success gap of under- represented students and first-generation college students in college courses. This training included best practice teaching strategies. This initiative has been successful and will continue in FY22.

Two videos were created by the colleges to inform secondary students of CTE opportunities within our consortium. This initiative was in response to the Covid online learning. These two videos also included equity and access into the discussion.

Anoka Technical College utilized funds to purchase a welding simulator to take to the partnering high schools to provide a hands-on experience for students while exposing them to CTE careers.

All students in the ARCC Nursing Program are required to complete a (purchased) program to assist them in reading. While this system benefits all students in the program, our ELL students reap the highest benefit due to the increased focus and practice on reading/comprehension.

13. Choose one of your consortium's priorities. Walk through how the consortium identified the priority from the CLNA data and carried it through actions and results.

- Clearly state the priority.
- What actions did you identify in your consortium plan to address this priority?
- What expenditures were made in FY21 to address and support the implementation of this priority?

Priority:

Address equity & access in our consortium.

Actions:

Hired Inspiring Insights to work with our leadership team on a monthly bases as a group as well as sub groups (secondary & postsecondary)

Reviewed postsecondary and secondary influencers.

Barriers to upstream thinking.

Upstream Thinking Planning Questions

Equity by Design Tool Leader Questions

Questions for creating effective measurements

5 Tests for Avoiding Gaming in Data Collection

Action Planning

Expenditure:

\$15,400 + time and effort of the leadership team

Results:

As noted throughout this APR, we utilized the Upstream Thinking Toolbox as we worked on activities such as the videos created by our colleges. The Toolbox assisted our team in determining our priorities for FY22 by connecting our CLNA specifically to Grant Narratives while utilizing an equity and access lens. In addition, as a group we determined that by focusing on fewer activities we could create an impact on our performance targets in FY22 which ultimately is good for students.

An Element Grid was created in conjunction with Inspiring Insight to identify needs in each CLNA Element, list the gap, create a goal, list approaches to the solve the gaps, and prioritize which strategies will help postsecondary and secondary move to a systemic approach for addressing equity and access (long-term system change approach vs. current band-aid approach). This was essential in compiling the loads of data we have reviewed.

Based on your reflections, what changes do you anticipate as you start your next CLNA?

• What were your results as they impacted students?

Cancel