



MINNESOTA STATE

Career and Technical Education

Grant Details

02058 - FY18 PERKINS APPLICATION

02398 - FY18 Oak Land Education Partnership
Perkins IV Consortium

Grant Title: FY18 Oak Land Education Partnership
Grant Number: 02071
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Applicant Organization: Oak Land Education Partnership
Grantee Contact: Chris Miller
Award Year: 2017
Program Area: Perkins IV Consortium
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Contract Dates: Contract Sent 12/13/2017 Proposal Date 07/01/2017 Contract Received 06/30/2018 Contract Executed
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Contract Dates

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Project Dates
 07/01/2017
 06/30/2018
 Project Start Project End

Comments

Agency List

School District or College	Secondary Type	I.D. Number (if applicable)
Anoka Technical College		
Anoka Ramsey Community College		
Anoka-Hennepin Schools	01 public school district	11
Cambridge-Isanti Schools	01 public school district	911
Elk River Area Schools	01 public school district	728
Princeton Schools	01 public school district	477
St. Francis Schools	01 public school district	15

Summary Narrative Part Two

Comprehensive Professional Development

Q5) Describe the consortium's plan for providing sustained, high-quality professional development and how this plan is supported by expenditure decisions. [Sec.134 (b)(4) and (5)]

The consortium Leadership Team reviews data, discusses consortium needs and develops consortium-wide plans to address those needs. The consortium places a priority on professional development related to improvement on negotiated targets, which for FY '18 means focus on Non-Traditional Participation for both secondary and postsecondary; and Technical Skill Attainment for postsecondary. Programs of Study, secondary curriculum frameworks, industry expectations and labor market information are also important professional development topics for the consortium. The Consortium Leadership Team budgeted funds for each district and college to send representatives to MACTA conferences and CTE Works during 2017-18 to build leadership capacity, learn from best practices in CTE, and build relationships. The POS Coordinator will meet with local POS contacts during the year to ensure that information is updated to reflect local curriculum changes and is utilized as a planning resource by students, parents, teachers and counselors. Secondary teachers will participate in professional development to facilitate new and improved programming as listed in Goal 1. Anoka Technical College continues implementation of a faculty resource center to assist faculty with professional development, program and curriculum improvement. Discussions have begun on how other consortium partners can access and learn from the resource center. Professional development also takes place via advisory committee contacts and industry tours.

Recruitment and Retention

Q6) How do your consortium members recruit teachers and faculty to fill CTE vacancies? Describe any special efforts to recruit individuals from business and industry into the teaching profession. [Sec.134 (b)(12)]

Individual districts and colleges handle recruitment and retention of teachers, faculty and counselors; and share information on needs and successful practices. Relationships with advisory committees and other business/industry partners build the foundation for possible transitions to teaching.

Evaluate Student Performance and Programs

Q7) Beyond technical skill assessments, what other tools and data sources does the consortium use to evaluate student performance? How did this evaluation influence this plan? [Sec.134 (b)(7)]

NOTE: If your consortium scored between 90-99% of your negotiated target, you need only submit the Perkins Improvement Report for that indicator; if your consortium scored below the 90% of your negotiated target you must submit both a Perkins Improvement Report and a Written Improvement Plan for that performance indicator.

The consortium 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. Review of articulated college credit certificates issued and utilized resulted in efforts to improve utilization by including new questions in the college intake process. Available consortium and local information – whether data reports or anecdotes – was discussed by the Leadership Team where decisions were made regarding overall plans for improvement. A consortium planning retreat was held for all partners in February of 2017 to share information and gather ideas for improvement.

How Programs of Study Affects Outcomes

Q8) Describe the process your consortium used to identify Rigorous Programs of Study (RPOS). Include action steps, stakeholders involved, and timeline. Also list the strengths and areas for improvement of the RPOS for your consortium. In what ways did your self-evaluation of the 10 elements of the RPOS influence the selection of activities and strategies found within this plan? [Sec. 135 (b)(1)]

The Oak Land Education Partnership presented this year's proposed Program of Study pathways to professional groups and advisory committees. The groups consisted of CTE teachers, college instructors, local industry, and community members. The data collected was used to design the proposed Programs of Study in Public Management and Administration; Planning; and Food Products and Processing Systems. During the review process, the pathways are reviewed to ensure that paths contain non-duplicated courses that provide student with the academic and CTE foundational skills so students can pursue post-secondary education without requiring remedial course work.

The Oak Land Education Partnership POS Coordinator is available to meet with each building POS Coordinator to assist them with the updating of their pathways. During the 2017-18 school year, meetings will also be held with counselors to facilitate increased use of POS information by parents and students.

We are continuing the collection of quantitative and qualitative data in order to improve student achievement through better instruction. In FY '18, three new pathways will be developed, while also updating and improving POS developed in prior years, especially the Rigorous POS and State Approved POS. Therapeutic Services and Accounting are the consortium's designated Rigorous POS. The consortium has consistently utilized the ten elements as all Programs of Study have been developed. Identified strengths in Accounting include college and career readiness standards and course sequences. Areas for improvement include guidance counseling and academics, credit transfer and technical skill assessment.

The Consortium Leadership Team has decided not to designate additional Rigorous POS at this time, but rather focus on Technical Skill Assessment and curriculum/instruction improvement in the five state approved POS and two RPOS. All of the consortium's Programs of Study have been developed using the ten components of Rigorous Programs of Study as a base and the Leadership Team will continue to discuss and evaluate which ones they recommend for designation as RPOS moving forward.

Goal 1 Narrative

Narrative for Goal 1: Designing and Implementing Programs of Study

Your Goal 1 narrative must include descriptions of the following elements:

1. Describe Program of Study (POS) Design and Implementation: Each consortium has identified at least 1 Rigorous Program of Study for the Consortium using the 10 components in their design and implementation. Each consortium must have at least 7 Programs of Study and one Rigorous Program of Study. It is recommended that each consortia have at least 1 State-Approved POS in each career field. State-Approved POS are encouraged to be developed in high-skill, high-wage, or high-demand occupations [State requirement; Sec. 134 (b) (3) and (b)(8C)]
2. Describe opportunities for early college credit [Sec. 135, (c) (10)]
3. Describe secondary teacher and postsecondary faculty and counselor involvement in POS [State requirement; Sec. 134 (b) (5)]
4. Describe strategies for improvement of academic and technical skills of CTE learners [Sec. 134 (b) (3)]
5. Describe strategies for addressing professional development needs of teachers and faculty in POS as well as other programs [Sec. 134 (b) (4)]
6. Describe assessment of core technical skills across high school and college that use valid (measures the content) and reliable (consistent over time and among students) assessments [Sec. 134 (b) (3 B.) and Sec. 135 (c) (19)]
7. Describe strategies for addressing the needs of adult learners through adult basic education and/or non-credit training in Adult Career Pathways [State Plan; Sec. 135 (c)]
8. Describe strategies for addressing All Aspects of the Industry included POS [Sec. 134 (b) (3 C.)]

1. The consortium will have 41 pathways in place at the end of FY '17 (two RPOS, five state approved and 34 consortium approved pathways) and plans to develop three additional consortium approved POS in FY '18 (Lodging; Recreation, Amusements and Attractions; and Construction). The pathways chosen for FY '18 were based on areas of programming available in the consortium and movement toward available POS in each Career Cluster, as well as consideration of labor market information. The consortium will continue work on the POS developed to date, including involvement of secondary teachers, postsecondary faculty and counselors. Work with school counselors in FY '18 will focus on promotion of POS and utilization of the information in students' personal learning plans. Each district has a designated POS contact person, and meetings/training sessions for the contacts will be provided. The consortium utilizes the Rigorous POS Framework for evaluation, updating and improvement of existing POS.

The Consortium Leadership Team has decided not to designate additional Rigorous POS at this time, but rather focus on Technical Skill Assessment and curriculum improvement in the five state approved POS and two RPOS. All of the consortium's Programs of Study are developed using the ten components of Rigorous Programs of Study as a base and the Leadership Team will continue to discuss and evaluate which ones they recommend for designation as RPOS moving forward.

To help build POS connections for students, Career Day Visits will be offered at ARCC – Cambridge Campus for two consortium partner school districts during FY '18, impacting all juniors from those districts (approx. 600 students). Students will be surveyed in advance and the day will be specifically designed to provide four career sessions for each student. A priority will be placed on seeking speakers representing careers nontraditional for their genders.

2. The Oak Land Consortium participates in a multi-consortium partnership to provide opportunities for early college credit via articulated college credit opportunities for students. Teachers and faculty participate annually in articulation/curriculum/assessment meetings and value the opportunity to work with colleagues in this manner. See Objective #7. 152 agreements (duplicated count of high school courses to specific college programs) are currently in place, and 2,037 secondary students received articulated college credit during 2015-16. In addition, both consortium colleges offer concurrent enrollment opportunities for secondary students. In FY '16, ARCC reported 313 concurrent enrollment students from consortium high schools, and ATC reported 266.

3. The Oak Land Education Partnership presents proposed Program of Study pathways to professional groups and advisory committees. The groups consist of CTE teachers, college instructors, local industry, and community members. Data collected was used to design the proposed FY '17 Programs of Study in Public Management and Administration; Planning; and Food Products and Processing Systems. During the process, the pathways are reviewed to ensure that paths contain non-duplicative courses that provide student with the academic and CTE foundational skills so students can participate in their post-secondary education without requiring remedial course work. The POS Coordinator also meets with counselors and advisors to facilitate promotion of POS and utilization of the information in students' personal learning plans.
4. Secondary districts are implementing new programs and courses in Engineering, Manufacturing, Agriculture, Aviation, Fashion Technology, Barbering, Sports Medicine and Information Technology. Program improvements and expansions are being made in ProStart, Marketing, Manufacturing, and Family and Consumer Science. New programs, courses and program improvements focus heavily on industry standards, connections to postsecondary and contextual academics. College programs will benefit from equipment that will help provide cutting edge skills for students, as recommended by industry partners and advisory committees, including implementation of a new Robotic Welding program at ATC. A new certificate is being developed at ARCC – Licensed Alcohol and Drug Counseling, and equipment will be purchased to improve the Biomedical Program. College partners will also be funding a Math Retention Specialist, Precision Manufacturing Practices Coordinator and Analyst for Business Programs to improve students' technical success in programs where significant needs have been identified, as well as math performance overall which has often proven to be a barrier to student success.
5. The consortium places a priority on professional development related to improvement on negotiated targets, which for FY '18 means focus on Non-Traditional Participation for both secondary and postsecondary; and Technical Skill Attainment for postsecondary. Programs of Study, secondary curriculum frameworks, industry expectations and labor market information are also important professional development topics for the consortium. The Consortium Leadership Team budgeted funds for each district and college to send representatives to MACTA conferences and CTE Works during 2017-18 to build leadership capacity, learn from best practices in CTE, and build relationships. The POS Coordinator will meet with local POS contacts during the year to ensure that information is updated to reflect local curriculum changes and is utilized as a planning resource by students, parents, teachers and counselors. Secondary teachers will participate in professional development to facilitate new and improved programming in agriculture, technology, engineering, manufacturing, and family and consumer science. Anoka Technical College continues implementation of a faculty resource center to assist faculty with professional development, program and curriculum improvement. Discussions have begun on how other consortium partners can access and learn from the resource center. Professional development also takes place via advisory committee contacts and industry tours as described in Goal 2.
6. The consortium continues implementation of state approved Technical Skill Assessments. For secondary partners - identification, purchasing, and delivery of assessments to concentrators are part of a centralized consortium process. In 2015-16, 1,417 assessments were given. Assessments are given within the Rigorous Programs of Study, State Approved Programs of Study, and Consortium Approved Programs of Study. Teachers utilize data for improvement of curriculum and instruction. In 2015-16, the passing rates in Rigorous POS were: Therapeutic Services - 80% and Accounting - 57%. The overall pass rate for all secondary assessments was 68%. For postsecondary, 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. Increased focus will be placed on TSA during FY '18 to address performance on negotiated targets along with strengthening overall TSA processes at the colleges. Plans include purchase of additional assessments and practice assessments, evaluation/utilization of data for program improvement, increased communications to departments, and professional development. Business programs at ARCC are planning to add assessments to increase participation; new Nursing CLA and Business Analyst positions at ARCC will utilize data and work directly with students to improve performance on assessments. ATC is adding three assessments for FY '18 in Accounting, Electronic Engineering and Administrative Support. In addition to the assessments reported in this application with the list of seven Programs of Study (2 RPOS and 5 state approved POS), secondary and postsecondary partners assess in additional pathways and also conduct pilots. Lists are attached as examples. Secondary and postsecondary partners have participated in several state technical skill assessment teacher/faculty projects over the past several years and the consortium will continue to encourage participation.
7. Information and POS access points are available for both secondary and adult learners. Partnerships with Workforce Centers help to reach and provide services to unemployed and underemployed adult learners. Anoka County Job Training Center partners with Anoka Technical College, Anoka Ramsey Community College and Metro North Adult Basic Education to recruit, assess and provide education called Career Connections. Career Connections offers industry recognized credential trainings to eligible participants who traditionally face barriers to successful employment. The trainings concentrate on three demand driven business sector career pathways in health care, precision sheet metal and business services
8. Program of study drafts are shared with advisory committees and other relevant parties for review and revision to ensure skills match to high wage, high demand occupations and all aspects of the industry. Partnerships with Workforce Centers also assist students with experience in and understanding all aspects of the industry.

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

Goal 1 Objectives

Goal 1 Objectives 1	
Required/Permissible Uses of Funds*	R1 Academic Integration , R2 Programs of Study, R3 All Aspects of an Industry, R8 Size/Scope/Quality
Strategies	
Develop Programs of Study in Lodging; Recreation, Amusements and Attractions; and Construction.	
Outcomes	
Students will have clearer pathways to careers in Lodging; Recreation, Amusements and Attractions; and Construction.	
Measures	
POS for the three new pathways have been approved by the consortium.	
Reallocation Explanation	
Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$0.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$0.00
Total	\$0.00

Goal 1 Objectives 2	
Required/Permissive Uses of Funds*	R2 Programs of Study, R5 Professional Development , R6 Assessment , R10 Collaboration, 1
Strategies	
Implement state approved technical skill assessments for both secondary and postsecondary.	
Outcomes	
Students have tools for personal and academic growth, teachers/faculty have detailed informaiton for program improvement and college graduates have the credentials needed for workplace success.	
Measures	
Meet negotiated targets for 2S1 and show improvement on 2P1	
Reallocation Explanation	
Post-Secondary Required Activities	\$3,463.45
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$3,463.45
Secondary Required Activities	\$20,121.71
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$28,896.96
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$49,018.67
Total	\$52,482.12

Goal 1 Objectives 3	
Required/Permissive Uses of Funds*	R2 Programs of Study, R8 Size/Scope/Quality, 1
Strategies	
Provide academic support services for success in POS, including a Business Programs Analyst at ARCC and Math Retention Specialist and Manufacturing Practices Coordinator at ATC.	
Outcomes	
Students have improved success and retention in targeted programs.	
Measures	
Improvement on 2P1	
Reallocation Explanation	
Post-Secondary Required Activities	\$84,000.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$84,000.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$0.00
Total	\$84,000.00

Goal 1 Objectives 4	
Required/Permissive Uses of Funds*	R3 All Aspects of an Industry, P2 Counseling, 1
Strategies	
Provide career information resources and advising for students.	
Outcomes	
Students have an improved understanding of careers and POS available to them, and suited to their interests and abilities.	
Measures	
Secondary and postsecondary CTE participation; improvement on 6S1, 6S2, 5P1 and 5P2	
Reallocation Explanation	
Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$11,000.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$11,000.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$2,425.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$2,425.00
Total	\$13,425.00

Goal 1 Objectives 5	
Required/Permissive Uses of Funds*	R1 Academic Integration , R2 Programs of Study, R5 Professional Development , R10 Collaboration, 1
Strategies	
Provide professional development and curriculum writing time for POS improvement. Implement Center for Faculty at ATC.	

Outcomes	
New courses and curriculum improvements have been implemented to enhance POS, and college faculty demonstrate new skills in working with students and increasing retention.	
Measures	
Improvement on 1S2 and 2P1	
Reallocation Explanation	Needs in the consortium for professional development and curriculum writing exceed the amount in the original plan. An RFP process is underway to provide all districts with access to the funds.
Post-Secondary Required Activities	\$28,094.67
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$39,905.33
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$68,000.00
Secondary Required Activities	\$34,750.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$1,296.04
Secondary Total	\$36,046.04
Total	\$104,046.04

Goal 1 Objectives 6	
Required/Permissive Uses of Funds*	R1 Academic Integration , R2 Programs of Study, R3 All Aspects of an Industry, R8 Size/Scope/Quality, R10 Collaboration, R11 Articulation, 1
Strategies	
Provide staffing to continue implementation, updating and improvement of POS developd FY '09 - FY' 17.	

Outcomes	
Students, parents, teachers and counselors have the most current information on classes and careers of interest to them. Each district and college has a knowledgeable "go to" person to keep information current.	
Measures	
# of POS revised on MNPOS.com	

Reallocation Explanation	
Post-Secondary Required Activities	\$7,100.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$7,100.00
Secondary Required Activities	\$1,000.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$1,000.00
Total	\$8,100.00

Goal 1 Objectives 7	
Required/Permissive Uses of Funds*	R2 Programs of Study, R3 All Aspects of an Industry, R4 Develop/Improve/Expand the use of Technology, R5 Professional Development , R6 Assessment , R7 Initiate/Improve/Modernize Technology , R8 Size/Scope/Quality, R10 Collaboration, R11 Articulation, 1

Strategies	
Review, update, improve and promote agreements for articulated college credit. Technical Skill Assessment will be a priority at FY '18 teacher/faculty meetings.	

Outcomes	
The consortium provides a variety of opportunities for high school students to earn college credit and assist withseamless transitions to postsecondary programs,	

Measures	
Meeting minutes, new and updated agreements on www.ctecreditmn.com. Increased levels of articulated college credit usage by students.	

Reallocation Explanation	
Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$0.00
Secondary Required Activities	\$10,475.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$10,475.00
Total	\$10,475.00

Goal 1 Objectives 8	
Required/Permissive Uses of Funds*	R2 Programs of Study, R4 Develop/Improve/Expand the use of Technology, R7 Initiate/Improve/Modernize Technology , P7 Equipment Leasing/Purchasing/Upgrading, 1

Strategies	
Strengthen CTE programs (secondary and postsecondary) through equipment, textbooks and contracted services that support POS and TSA implementation and new course/program development.	

Outcomes	
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More programs offer instruction that is aligned with industry standards and are able to fully participate in TSA.	
Measures	
Improvement on 2S1; Number of programs administering TSA within approved POS; Number of CTE participants over time	
Reallocation Explanation	Needs in the consortium for equipment and supplies exceed the amount in the original plan. An RFP process is underway to provide all secondary districts with access to the funds. Routers (which are currently past their expected longevity) will be purchased to improve Computers Science program capacity at both ATC and ARCC, also impacting secondary partners. In addition, ARCC will purchase equipment for the PTA and Nursing programs to better align with industry expectations and practices.
Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$51,800.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Reallocation Basic	\$2,800.35
Post-Secondary Reallocation Reserve	\$4,373.59
Post-Secondary Total	\$58,973.94
Secondary Required Activities	\$62,226.00
Secondary Permissible Activities	\$60,751.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Reallocation Basic	\$14,478.96
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$137,455.96
Total	\$196,429.90

Goal 2 Narrative

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

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Your Goal 2 Narrative must include descriptions of the following:

1. Describe strategies for providing student access to All Aspects of the Industry, including work-based experiences and internships [Sec. 134 (b) (3 C.)]
2. Describe how program advisory committees are involved in continuous program improvement and are established consortium-wide—where feasible—including movement to joint secondary/postsecondary advisory committees [Sec. 134 (b)(5)]
3. Describe how program advisory committees are involved in identifying high-skill, high-wage, or high-demand occupations within the region [Sec. 134. (b)(8 C.)]
4. Describe partnerships with other initiatives or providers that support transitions for high school and adult students. Examples: ABE, business, labor, WorkForce Centers, customized training, programming conducted under NCLB, and alternative high school programs (Area Learning Centers, alternative high schools, charter schools, etc.) [Sec. 135 (b)(5)]
5. Describe collaboration efforts that lead to improving CTE programs (e.g., WorkForce Center, non-profits, service organization, Chambers) [Sec. 134. (b) (5)]

1. Work based learning experiences provide information on all aspects of the industry and non-traditional careers. Curriculum writing and planning are an important part of the process to ensure that experiences are embedded into instruction. The consortium funds work based learning and college field trips in all five secondary districts. Career and Technical Education Student Organizations are a priority as they provide excellent learning experiences and leadership development for students. The consortium supports student organizations as important components of Programs of Study.

2. The consortium builds on existing secondary and postsecondary advisory committees and overlapping teacher/faculty membership on the committees. All secondary district partners are also invited to advisory committee meetings at STEP, especially as a resource for smaller/one-teacher programs. Consortium partners continue to seek out new advisory committee members, including business partners, to provide insight on program needs and developments; and include CTE advisors/counselors on advisory committees to enhance committee members' perspectives of students' needs. The CTE advisors/counselors share current industry needs and program information with colleagues and students. Advisory committees focus on continuous improvement by analyzing current job trends and skills needed.

Joint secondary/postsecondary advisory boards exist in the following areas: EMT, Welding, Computer Networking/Programming, Art Technology, Education, Automotive, and Machining. Advisory board members have provided ongoing professional development for teachers at the secondary level in manufacturing, culinary, and automotive. In both Welding and EMT, secondary and postsecondary partners attend professional development on industry standards together as a team.

3. Advisory boards regularly analyze statistics from DEED and other resources as part of their operating process; and also bring their own local experiences and information to the table. Meeting agendas include discussion on workforce trends and how teachers/faculty can best prepare their students for the critical needs in business and industry.

4. The goals and work of the Oak Land Consortium overlap with the goals and services of the WIOA Title I Services at the WorkForce Center. It is only fitting that the WIOA Youth and Adult Program Manager is an active member of the Consortium Leadership Team and the secondary and postsecondary consortium members serve on the Anoka County Workforce Development Board and Standing Youth Committee. Anoka County Jobs and Training Center also assists in coordination with Central MN Jobs and Training for districts located in their service region.

Examples of services provided by Anoka County Jobs and Training Center at consortium districts and colleges have included:

- STEP College and Career Fair
- "Bridge to College" for 10th grade students at Anoka High School
- Workshops at Coon Rapids High School for students in the Health Internship program
- Meeting with work coordinators during their staff training day to talk about how to measure youth work outcomes
- Nine manufacturing tours with eight area high schools/alternative schools/ABE programs
- Arranged educational business tours in Health Care and Information Technology
- Coordinated with 6 Anoka Hennepin School to host over 200 students at a Job and Career Fair with over 90 employers at Anoka Technical College.
- WorkForce Center has an office on site at Anoka Technical College: Services include: one-on-one assistance with career exploration, research in-demand occupations, educational opportunities and funding possibilities and resource and referral to community resources. Increasing student awareness of college resources and make referrals to programs including crisis funding, and foundation scholarships.
- Anoka County Job Training Center partners with Anoka Technical College, Anoka Ramsey Community College and Metro North Adult Basic Education to recruit, assess and provide education called Career Connections. Career Connections offers industry recognized credential trainings to eligible participants who traditionally face barriers to successful employment. The trainings concentrate on three demand driven business sector career pathways in health care, precision sheet metal and business services.

The consortium has set aside funds for both secondary and postsecondary partnership activities with Workforce Centers in FY '18. Plans include workshops on resume writing, interviews, career search, etc. at the college level and career exploration activities, industry tours and job seeking skills at the secondary level.

5. Local partners maintain and enhance relationships with local business and industry representatives - as well as local Workforce Centers, Chambers, ABE, etc. - to provide the best possible programming, experiences and advising for students. In addition, a new Director of Partnerships at Anoka Technical College is working to increase collaborative activities with Workforce Centers, area businesses and non-profits and strengthen partnerships with high schools.

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

Goal 2 Objectives

Goal 2 Objectives 1	
Required/Permissible Uses of Funds*	R2 Programs of Study, R3 All Aspects of an Industry, R4 Develop/Improve/Expand the use of Technology, R7 Initiate/Improve/Modernize Technology , P1 Advisory Committees
Strategies	
Facilitate advisory committee work and involvement in CTE program development/improvement, POS development and implementation.	
Outcomes	
Advisory Committees are more actively involved in programming decisions and recommendations.	
Measures	
Advisory Committee minutes and recommendations on file.	
Reallocation Explanation*	
Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$10,000.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$10,000.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$6,225.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$6,225.00
Total	\$16,225.00

Goal 2 Objectives 2	
Required/Permissible Uses of Funds*	R2 Programs of Study, R3 All Aspects of an Industry, R8 Size/Scope/Quality, R10 Collaboration
Strategies	
Provide staffing and funds to develop and/or strengthen partnerships among Workforce Centers, colleges, high schools and business/industry.	
Outcomes	
Increased student awareness of labor market information, local career opportunities, all aspects of the industry and Programs of Study.	
Measures	
Steady or increased CTE participation and completion at secondary and postsecondary.	
Reallocation Explanation*	
Post-Secondary Required Activities	\$40,000.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$40,000.00
Secondary Required Activities	\$5,000.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$5,000.00
Total	\$45,000.00

Goal 2 Objectives 3	
Required/Permissible Uses of Funds*	R2 Programs of Study, R3 All Aspects of an Industry, R5 Professional Development , P3 Work-Based Experiences
Strategies	
Provide work based learning/college opportunities including field trips for secondary CTE students and business/industry contacts for instructors, along with associated curriculum writing time.	
Outcomes	
Students clearly see the benefit of high school graduation and transition to postsecondary programming, and better understand non-traditional career opportunities.	
Measures	
4S1 and 5S1 targets are met; improvement on 6S1 and 6S2	
Reallocation Explanation*	
Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$0.00
Secondary Required Activities	\$36,250.00
Secondary Permissible Activities	\$0.00

Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$36,250.00
Total	\$36,250.00

Goal 2 Objectives 4

Required/Permissive Uses of Funds* P5 Student Organizations

Strategies

Support secondary and postsecondary student organizations.

Outcomes

Consortium students have a variety of high quality opportunities to build skills and gain leadership experience.

Measures

Number of consortium programs with students placing in state competitions and competing in nationals.

Reallocation Explanation*

Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$0.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$26,500.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$26,500.00
Total	\$26,500.00

Goal 3 Narrative**Narrative for Goal 3: Improve Service to Special Populations**

Your Goal 3 Narrative must include descriptions of the following elements:

1. Describe strategies employed to ensure access to and success of students in programs of study nontraditional by gender [Sec. 134 (b) (10)]
2. Describe connections to local, regional and state wide initiatives that support special populations, e.g. STEM Equity Pipeline, Employment First, etc. Sec.134 (b) (3) (8A &B)]
3. Describe strategies and outcomes adopted to overcome barriers for special populations and increase rates of access and success in CTE programs. [Sec. 134 (b) (8 A.) and [Sec. 134 (b) (8 B.)]
4. Describe how individuals in special populations will not be discriminated against based upon their status. [Sec. 134 (b) (9)]
5. Describe strategies to provide access to high-skill, high-wage or high-demand occupations that lead to self-sufficiency [Sec. 134 (b) (8 C.)]
6. Describe how expectations are consistent for all learners in high school and college including members of special populations [Sec. 134 (b) (3)]

[5,000 word limit]

1. Professional development in this topic is an ongoing priority for the consortium including plans for micro messaging training for all secondary districts. The consortium is also working collaboratively to offer career information/exploration activities and mentoring for students. Medical careers has been identified as a priority area. A Health Career Camp will be offered by college partners in partnership with ABE, PWT and the Workforce Center in June of 2018, targeted to middle school students to build awareness of career opportunities and begin to address need for participation of more males in medical careers. All students will be welcome but a focus will be placed on non-traditional careers by showcasing speakers from underrepresented genders in the career areas as well as building a comfort level with the college campus for the students. Two secondary districts (with the most room for improvement in the consortium in nontraditional participation) will be piloting activities as follows: 1) a district wide middle school career fair and sharing of career and course information, including nontraditional careers, at 8th and 9th grade open houses; and 2) implementation of a new introductory course to encourage female participation in Information Technology programs in fields, The course will help increase student interest in programming as well as encourage females to try out a course in programming. The new course also improves Programs of Study under Goal 1 and costs are placed there. ARCC will be hiring a CLA for their nursing program, and a priority will be a focus on the success of ELL learners including those non-traditional by gender in the program. This population has shown a high attrition rate in the program and structured tutoring sessions will be used to build trust along with academic and technical skills for success in the program. At ATC, the Director of Partnerships is responsible for maintaining efficient special populations admissions processes and enhancing the institution's overall ability to effectively serve all students. An Enrollment Services Specialist assists with student information, transition and orientation activities.

2. The Anoka County Workforce Center is expanding outreach effort to teen parents and youth of color in more high schools, alternative schools and community partners including the YMCA, Hope4Youth and the Anoka-Hennepin Teen Parent Program.

College partners regularly commit to events and conferences related to special populations, which builds connections to local, regional, state and national initiatives. Examples include the Student Affairs Equity and Inclusion Conference, Poverty Institute Seminar, Developmental Education Planning Event, Adult Retention and Recruitment Conference, both General and Strategic Enrollment Management Conferences for the American Association of Collegiate Registrars and Admissions Officers, and the Minnesota Association of Financial Aid Administrators Conference.

Examples of secondary connections in the consortium: Participation in Reimagine Minnesota – administrators and students have been participating in round table discussions and will participate in this initiative to drive a new and innovative education system that prepares our students for the diverse and changing needs of the workforce; Everybody In – teachers get ongoing professional development on helping students to overcome barriers and challenges and also how the workforce can adapt to its changing workers so that we have a prepared workforce that meets the needs and demands of the industry and economy; Employment First – professional development and setting school improvement and Q Comp goals with results that meets the requirements of the Olmstead Plan. Work coordinators are finding and creating meaningful experiences for students at a younger age so that students can find competitive employment not only within our system, but once they leave our system as well.

3. Secondary, post-secondary and WorkForce Center partners in the consortium align information and services for the success of all students, including all categories of special populations.

Work based learning opportunities are provided at the secondary level to provide students with career information and experience in different settings in the community. One district will be purchasing equipment to provide students with real life hands on vocational skills by utilizing the design center and printer to create signs and posters to be sold throughout the district. Funds generated will be used for purchase of additional ink and paper, sustaining the program.

All consortium partners have goals and policies in place to ensure strategies and services to address needs of special populations.

Examples –

The goal of Anoka Technical College is to provide reasonable accommodations to students with a documented disability. Accommodations are designed to allow students to participate fully in the program of their choice.

The Office on Disabilities provides services for students, faculty and staff with a permanent or temporary disability. We strive to provide individuals with the tools by which they can accomplish their educational and career goals. Details are available at <http://www.anokatech.edu/StudentServices/Services/DisabilityServices.aspx>. A new Enrollment Services Specialist position at ATC is helping to address needs of special populations including underrepresented and nontraditional students, to facilitate and smooth the transition into postsecondary and a new Director of Partnerships is reaching out to a variety of partners including the WorkForce Center, to identify needs and provide a range of service options for students.

Anoka-Ramsey Community College is committed to ensuring equal access to our facilities, services and academic programs for students with disabilities. The Office for Students with Disabilities provides information and resources to support an environment that is accessible and inclusive for all individuals - <http://www.anokaramsey.edu/resources/disability-services/>. Additionally, ARCC accessible web pages are constructed to be usable by anyone, even if they are using assistive technology to access the web page. Examples of assistive technology are screen readers, screen magnifiers, voice recognition software, alternative keyboards, and braille displays. The redesigned ARCC website provides a content-rich experience for current and prospective students, of all abilities, through improved ease of use, a better mobile experience and a more visually appealing site. The redesign also provides improved wayfinding via clear, consistent and universally accessible navigation. Overall, we completed over 2,800 accessibility tests on the ARCC site. In 2016, Anoka-Ramsey Community College received the Brightspace Minnesota Connection Collaboration Award and the Excellence Award Special Recognition for Captioning Collaboration at the MN eLearning Summit.

Anoka-Hennepin Schools provided specific CTE experiences for English Language Learners including – tours of STEP courses including specific certification courses, offered cohort classes of Nursing Assistant to students with the support of ELL teacher, and ELL students that are 18+ are being encouraged to access the alternative high school located on the campus of ATC to access free college credit options; Anoka-Hennepin provides free transportation in the middle of the day to our parenting program to encourage our students to earn college credits and get industry certifications; Transition Disabled work coordinators are required to have building goals and Q comp goals to increase the percentage of students getting competitive employment; Beginning in 2017-18, specific CTE courses will be developed for students participating in the alternative program (AH Technical School) as well as Pathways program to offer additional opportunities in CTE for students who are at-risk or have disabilities; Students from alternative schools, ELL programs, students with disabilities, etc. are always invited to participate in career tours and college visits to provide access to career exploration

ISD 15 is able to create an individualized education plan for all students. For example, students can take CTE programming both at SFHS and Saints Academy while being concurrently enrolled in Saints Online. The blending of these three programs can help students overcome educational barriers.

Anoka County WorkForce Center through their Youth Programs provide Outreach Services specifically to special populations to increase awareness of services to create equal access and preparation to high skilled, high wage and high demand occupations and careers. Some examples include:

- Partner with the Anoka-Hennepin School District's Equity Coordinator to set up work experience opportunities for secondary school students of color as classroom assistants in elementary after school programs.
- Connect with Anoka County Foster Team Social Workers and provide information for families and foster youth about the services and training opportunities. Youth counselors also present at the annual Foster Care Conference.
- Quarterly meetings with programs serving individuals from economically disadvantaged families including Child Care Assistance, Minnesota Family Investment Program, Economic Assistance, Public Health Nursing, Social Services Foster Youth to coordinate services to teen parents.
- Counselors are onsite at the local Homeless Drop in Center, Hope4Youth and Youth Shelter, Hope Place, where half of the youth self-attest that they have a disability.
- Collaborate through a special education cooperative interagency committee for youth with disabilities, beginning at grade 9 or age equivalent, and their families.
- Coordinate with TRIO representatives to identify potential youth applicants; and refer college bound youth for assistance. Located onsite at the Anoka County WorkForce Center and ARCC, TRIO provides additional assistance with filling out FASFA and college applications, and connecting students with other supports at the college.
- Presentation, workshop and services focused on helping young people access the tools they need to research and explore the careers that match their skills and interests leading to an occupation that is high growth and high demand

4. Anoka County Job Training Center Policy is outlined in "Equal Opportunity is the Law" posters and with the assistance of the Disability Resource Coordinator (DRC). Individual customer requests and needs have been addressed utilizing agency and partner resources as well as the assistance of DEED EO staff and DEED equipment and resources. The Anoka County Affirmative Action plan provides the framework for the enforcement of statewide standards and policies.

Anoka Technical College and Anoka-Ramsey Community College are open-entry institutions committed to a policy of nondiscrimination in employment and education opportunity. An example of policy details is available at - <http://www.anokaramsey.edu/about-us/policies-disclosures/non-discrimination/>

At the secondary level, district policies on Harassment, Violence and Discrimination; Bullying Prohibition; and Pregnant Students are followed for all CTE programs. Examples from the Anoka-Hennepin District are attached to this application, and an example from the St. Francis can be found at - <http://www.stfrancis.k12.mn.us/page.cfm?p>.

5. Districts and colleges provide current and prospective secondary and postsecondary CTE students with the academic and career advising they need to enroll in and successfully complete an appropriate CTE program; and to successfully prepare for high-skill, high-wage or high-demand occupations that will lead to self-sufficiency. Anoka County WorkForce Center through their Youth Programs provide Outreach Services specifically to special populations to increase awareness of services to create equal access and preparation to high skilled, high wage and high demand occupations and careers. The Consortium also utilizes Labor Market Data and input from the WorkForce Center as new Programs of Study are identified for development.

6. Colleges provide credit-based instruction for special populations included in Regular, Post-Secondary Enrollment Option, Continuing Education, and College-Connect admission types. The standards are consistent for populations spanning these admission groups. An example of a grading policy can be found at <https://www.anokatech.edu/~media/Files/New%20Web%20Site%20Files/Policies%20and%20Procedures/38%20Grading%20policy.ashx>

In most secondary courses, outcomes and expectations of students are driven by business and industry. All CTE programming has the same essential learning benchmarks and standards. In several courses, students are measured and assessed by industry representatives including experiences in Nursing Assistant, Home Health Aide, EMS, EMT, Firefighter, Pharmacy Tech, Culinary, Cosmetology, Machining, Automotive, and Welding. Additionally, several CTE courses are written and developed (including curriculum writing, assessments,) collaboratively with postsecondary faculty. Accommodations and modifications to the curriculum are agreed upon by both systems and assure that students still meet the demands of the industry.

If individuals with disabilities choose to self-report to Workforce Center staff they can work with the agency Disability Resource Coordinator or other WFC partners to receive assistance with accommodations, advocacy and assistive technology; to help students meet CTE program expectations. The DRC or partner staff can provide advocacy with training institutions and work side by side with the college and/or secondary school Disability Coordinators, program services and/or employment. We also partner closely with the onsite Vocational Rehabilitation Services office on co-enrollments, staff training and ADA coordination.

Goal 3: Improve Service to Special Populations

Goal 3 Objectives

Goal 3 Objectives 1	
Required/Permissive Uses of Funds*	R2 Programs of Study, R9 Special Populations
Strategies	
Provide curriculum writing, contracted services and support services for special populations initiatives.	
Outcomes	
Programs are regularly evaluated, improved and better meet the needs of special population students.	
Measures	
Maintain participation of special population students. Improvement on 6S1, 6S2, 5P1 and 5P2.	
Reallocation Explanation	Higher than anticipated position costs. Additional hours for one position in the approved plan (Director of Partnerships) and higher costs for a second position due to staff turnover resulting in new hire coming in at a higher rate of pay due to experience (Customer Service Specialist).
Post-Secondary Required Activities	\$113,331.73
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Reallocation Basic	\$5,600.69
Post-Secondary Reallocation Reserve	\$1,247.18
Post-Secondary Total	\$120,179.60
Secondary Required Activities	\$1,000.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$1,000.00
Total	\$121,179.60

Goal 3 Objectives 2	
Required/Permissive Uses of Funds*	R5 Professional Development , R9 Special Populations
Strategies	
Provide informational materials, outreach, career exploration activities and mentoring for non-traditional programs.	
Outcomes	
Students will have an increased understanding of non-traditional careers and education, and the benefits of pursuing them.	
Measures	
Improvement on 6S1, 6S2, 5P1, and 5P2	
Reallocation Explanation	
Post-Secondary Required Activities	\$10,000.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$10,000.00
Secondary Required Activities	\$5,000.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$5,000.00
Total	\$15,000.00

Goal 3 Objectives 3	
Required/Permissive Uses of Funds*	R5 Professional Development , R9 Special Populations
Strategies	
Provide professional development for teachers and faculty.	
Outcomes	
Improved understanding of micromessaging and barriers to student participation and completion of non-traditional programs.	
Measures	
Improvement on 6S1, 6S2, 5P1 and 5P2	
Reallocation Explanation	
Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$0.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$0.00
Total	\$0.00

Goal 3 Objectives 4	
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Required/Permissive Uses of Funds*	R9 Special Populations, P3 Work-Based Experiences
Strategies	
Provide work-based learning experiences and school based business experiences for students.	
Outcomes	
Students clearly see the benefit of high school graduation and transition to postsecondary programming, and better understand nontraditional career opportunities.	
Measures	
4S1 and 5S1 targets are met, and improvement on 6S1 and 6S2.	
Reallocation Explanation	
Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$0.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$7,895.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$7,895.00
Total	\$7,895.00

Goal 4 Narrative

Narrative for Goal 4: Continuum of Service Provision for Enabling Student Transitions

Your Goal 4 Narrative: must include descriptions of the following elements:

1. Describe flexibility in scheduling and formats that provide access for students [Sec. 135 (c) (9)]
2. Describe implementation of continuum of service provision relative to A) programs of study and B) early college credit opportunities [Sec. 135 (c) (10)]
3. Describe student services that enhance student transition [State Plan]/li>
4. Describe transition of adult learners into the workforce [Sec. 135 (c) (9)]
5. Describe Continuum of Service Provisions/Brokering with other consortia [State Plan]
6. Describe improvement of enrollment, retention and completion for military veterans, underemployed, and unemployed adults [Sec. 135 (c) (9)]

[5,000 word limit]

1. Colleges provide access for students via multiple delivery methods including: blended, online, and seated courses; evening/day classes; ADA compliant classrooms; curricula addressing a variety of learning styles; captioning video lectures/ presentations in the classroom and online formats; offering variety of classroom and laboratory formats (science labs, computer labs, technical labs, simulation labs, industry replicated labs); and availability of resources for students requesting accommodations.

Secondary offerings include a full online high school with the opportunity to take CTE courses including courses in Financial Literacy, Accounting, Computer Programming, Career/College Planning, Cosmetology, Health Care Core, and Home Health Aide. Additionally, courses are available that have flipped their classroom instruction, provide blended learning opportunities, and offer additional online support. All courses, online options, etc. are currently undergoing a process to assure accessibility requirements are met.

The WorkForce Center is equipped with accessible equipment and resource room staff monitors this equipment to ensure it is current and in working order.

2. Consortium members facilitate transfer of college-level credits and credentials to the postsecondary level (both within and outside the consortium). The primary vehicle for this is the electronic articulated college credit system on www.ctecreditmn.com, which is a partnership of multiple consortia, and providing documentation of expanded opportunities for students. Articulated college credit teacher/faculty meetings will continue to take on an increased focus on Technical Skill Assessment. Specialized follow up meetings will also be held as appropriate based on outcome of the articulation/curriculum/assessment meetings. Additional information is provided in the narrative for Goal 1.

3. Secondary and post-secondary student services departments and registrars receive regular updates on appropriate practices related to the application of college credits and/or CTE certificates earned by high school students. Career information is provided for students based on their interests and skills, and not limited by consortium member offerings (including information on on-line options, PSEO, college in the schools, etc.). Career fairs and shared online job listings help facilitate successful transitions from college to career. An Enrollment Services Specialist position at ATC aids in the enrollment process and facilitates high school to college transitions for high school students within and outside the consortium. Information on Programs of Study, transition to postsecondary and college credit opportunities is available via www.ctecreditmn.com and www.mnpos.com. ATC offices a WorkForce Center Youth Counselor 3 hours per week to meet with students.

4. Information and POS access points are available for both secondary and adult learners. Partnerships with Workforce Centers help to reach and provide services to unemployed and underemployed adult learners. Examples include ATC Precision Sheet Metal, CNA Fast Trac and Office Administration programming for students recruited and supported by the Anoka County Workforce Center.

5. The consortium has a history of brokering with neighboring consortia as well as other postsecondary institutions offering programs of interest to students and connected to secondary programs offered in the consortium. In FY '17, the consortium continued expansion of brokering through articulation process and website improvement in partnership with 16 other consortia. Students now have increased options for postsecondary acceptance of articulated credit, and colleges have more partnerships with area high schools. Consortium teachers and faculty have opportunities to share ideas and experiences with more of their colleagues.

6. ATC's vision is to honor veterans and their families for their service to our country by providing you with the finest career and technical education in Minnesota. Services are provided for veterans, reservists and families in - career exploration; enrollment and success coaching; program advising; registration support; military benefits assistance; financial aid assistance; peer tutoring and mentoring; job placement.

Serving military-connected students and their families is an extremely important part of Anoka-Ramsey's mission. Personal services are offered on campuses through a Veterans Academic Advisor, available to assist with - admissions process; course registration; changing your schedule; any other questions that may be encountered.

Partnerships with WorkForce Centers help to reach and provide services to unemployed and underemployed adult learners as described in section #4 above. Veterans receive priority for Workforce Center workshops, other services, computer access, etc.

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

Goal 4 Objectives

Goal 4 Objectives 1	
Required/Permissible Uses of Funds*	R3 All Aspects of an Industry, P3 Work-Based Experiences
Strategies	
Provide job fair(s), College Central web based job listing service and career services for college students.	
Outcomes	
Students are more directly prepared for completion/graduation and transition into the workplace.	
Measures	
Improvement on 2P1 and 4P1	
Reallocation Explanation	
Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$18,150.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$18,150.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$0.00
Total	\$18,150.00
Goal 4 Objectives 2	
Required/Permissible Uses of Funds*	R2 Programs of Study, R8 Size/Scope/Quality, R10 Collaboration, R11 Articulation
Strategies	
Provide staffing to help coordinate school district and college brokering activities.	
Outcomes	
Students have knowledge of and access to opportunities both within and outside the consortium, increasing the likelihood of continuing into a college program and completing it.	
Measures	
Maintain CTE enrollment, improved usage rate of articulated college credit.	
Reallocation Explanation	
Post-Secondary Required Activities	\$30,000.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$30,000.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$0.00
Total	\$30,000.00

Goal 5 Narrative

Narrative for Goal 5: Sustain the Consortium

Your Goal 5 Narrative must include descriptions of the following elements:

1. Describe self-assessment of consortium systems and operations, including fiscal and administration [Sec. 135 (c) (20)]
2. Describe the use of data for evaluation of student success and continuous program improvement [Sec. 134 (b) (2 & 7) and Sec. 135 (c) (19)]
3. Describe shared responsibility among all partners for collaboration and accountability for success [State Plan]
4. Describe collaborative budget development [State Plan]
5. Describe collaborative initiatives between the consortium and stakeholders [Sec. 134 (b) (5)]
6. Describe promotion of consortium CTE vision [State Plan]

[5,000 words]

1. The consortium Leadership Team regularly reviews consortium systems and operations and makes changes as necessary to best meet the needs of all partners. A Policy and Procedures Manual has been developed detailing all consortium operations and it is reviewed and updated periodically. A copy of the manual is attached to this application, addressing several of the Goal 5 elements.
2. The consortium researcher provides analysis and recommendations to the Leadership Team based on data available from Minnesota State/MDE as well as other data gathered at the consortium level. A planning retreat is held annually for all consortium partners, with state, consortium and local provided and discussed. Performance on negotiated targets is central to consortium discussions and planning throughout the year.

3. The consortium operates using a structure including a Leadership Team made up of representatives from all secondary districts, colleges and the Anoka County WorkForce Center; along with an Executive Committee. The Leadership Team meets regularly, sets consortium direction, receives reports from consortium staff, and team members then facilitate implementation of activities at the local districts and colleges. The Team also develops the annual plan, budget, and APR. The Executive Committee monitors finance and sets overall direction. A copy of the consortium Policy and Procedure Manual is attached, detailing consortium operations and expectations.
4. The Executive Team (consortium contacts) receives initial allocation information from state and determines consortium wide budget needs and total amount available for requests from local districts and colleges. The Leadership Team then 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. Secondary partners meet to review and prioritize secondary district requests. Postsecondary partners meet to review and prioritize postsecondary site requests.
5. The consortium holds an annual planning retreat to share information with and invite feedback from all partners on ideas and needs. Partnership on the www.CTEcreditmn.com website has expanded, and the website was recently rebuilt to better serve students, high schools and colleges. Feedback from teachers and faculty is utilized for planning of articulated college credit meetings.
6. The consortium vision for CTE focuses on high quality Programs of Study including Technical Skill Assessment and articulated college credit. The vision is communicated via the 41 Programs of Study listed on mnpos.com, and the information provided via ctecreditmn.com. The consortium CTE vision is also reviewed and discussed at the Annual Consortium Planning Retreat.

Goal 5: Sustain the Consortium of Secondary and Postsecondary Institutions

Goal 5 Objectives

Goal 5 Objectives 1	
Required/Permissive Uses of Funds*	R2 Programs of Study, R4 Develop/Improve/Expand the use of Technology, R7 Initiate/Improve/Modernize Technology , R8 Size/Scope/Quality, R10 Collaboration, R11 Articulation
Strategies	
Continued participation in multi-consortium articulation partnership including teacher/faculty meetings, website and electronic system for articulated college credit (with annual updates and improvements).	
Outcomes	
Consortium partners, teachers, parents and students all have access to information on locally available articulated college credits.	
Measures	
Number of certificates earned by consortium students, feedback from teachers for improvement of the electronic system.	
Reallocation Explanation	
Post-Secondary Required Activities	\$12,000.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$12,000.00
Secondary Required Activities	\$12,000.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$12,000.00
Total	\$24,000.00
Goal 5 Objectives 2	
Required/Permissive Uses of Funds*	R4 Develop/Improve/Expand the use of Technology, R5 Professional Development , R7 Initiate/Improve/Modernize Technology , R8 Size/Scope/Quality, R10 Collaboration
Strategies	
Implement a communication plan and processes to ensure clear communication among consortium members.	
Outcomes	
Improved understanding of consortium policies, procedures and operations, resulting in improved participation. Involvement of all local partners in development and implementation of consortium plans.	
Measures	
Policy/Procedure Manual reviewed and updated annually. Consortium plan reflects broad-based participation in data review/planning retreat. Meeting minutes and handouts posted on D2L for all partners to access.	
Reallocation Explanation	
Post-Secondary Required Activities	\$1,000.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$1,000.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00

Secondary Total	\$0.00
Total	\$1,000.00
Goal 5 Objectives 3	
Required/Permissive Uses of Funds*	R2 Programs of Study, R10 Collaboration, R11 Articulation
Strategies	
Provide staffing, leadership, coordination and support to sustain and improve consortium collaboration. In addition to Perkins funded positions and contracts, Perkins grant and consortium coordination is provided in-kind by Anoka-Hennepin School District, Anoka Ramsey Community College and Anoka Technical College.	
Outcomes	
Structure is maintained and adjusted as necessary, with processes for goal setting and review, allowing consortium to operate as a cohesive unit.	
Measures	
Regular meetings of the Leadership Team and Executive Committee as evidences by minutes.	
Reallocation Explanation	
Post-Secondary Required Activities	\$37,000.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$24,049.46
Post-Secondary Reserve	\$2,100.28
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$63,149.74
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$15,348.35
Secondary Reserve	\$1,520.89
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$16,869.24
Total	\$80,018.98

Administrative Cost

Row	Amount
POSTSECONDARY - Administration not to exceed 5% (fiscal and data services)	\$0.00
SECONDARY - Administration not to exceed 5% (fiscal and data services)	\$0.00

Calculate Goals

Do you want to calculate all budget goals?* No Yes

Budget Goal 1

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Admin Cost	Post-Secondary Reserve	Post-Secondary Reallocation Basic	Post-Secondary Reallocation Reserve	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Admin Cost	Secondary Reserve	Secondary Reallocation Basic	Secondary Reallocation Reserve	Secondary Total	Row Total
Goal 1 Total	\$122,658.12	\$62,800.00	\$0.00	\$39,905.33	\$2,800.35	\$4,373.59	\$232,537.39	\$128,572.71	\$63,176.00	\$0.00	\$28,896.96	\$14,478.96	\$1,296.04	\$236,420.67	\$468,958.06

Budget Goal 2

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Admin Cost	Post-Secondary Reserve	Post-Secondary Reallocation Basic	Post-Secondary Reallocation Reserve	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Admin Cost	Secondary Reserve	Secondary Reallocation Basic	Secondary Reallocation Reserve	Secondary Total	Row Total
Goal 2 Total	\$40,000.00	\$10,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$50,000.00	\$41,250.00	\$32,725.00	\$0.00	\$0.00	\$0.00	\$0.00	\$73,975.00	\$123,975.00

Budget Goal 3

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Admin Cost	Post-Secondary Reserve	Post-Secondary Reallocation Basic	Post-Secondary Reallocation Reserve	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Admin Cost	Secondary Reserve	Secondary Reallocation Basic	Secondary Reallocation Reserve	Secondary Total	Row Total
Goal 3 Total	\$123,331.73	\$0.00	\$0.00	\$0.00	\$5,600.69	\$1,247.18	\$130,179.60	\$6,000.00	\$7,895.00	\$0.00	\$0.00	\$0.00	\$0.00	\$13,895.00	\$144,074.60

Budget Goal 4

Row	Post-Secondary	Post-Secondary	Post-Secondary	Post-Secondary Reserve	Post-Secondary	Post-Secondary	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Admin Cost	Secondary Reserve	Secondary Reallocation Basic	Secondary Reallocation Reserve	Secondary Total	Row Total
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	Required Activities	Permissible Activities	Admin Cost		Reallocation Basic	Reallocation Reserve									
Goal 4 Total	\$30,000.00	\$18,150.00	\$0.00	\$0.00	\$0.00	\$0.00	\$48,150.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$48,150.00

Budget Goal 5

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Admin Cost	Post-Secondary Reserve	Post-Secondary Reallocation Basic	Post-Secondary Reallocation Reserve	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Admin Cost	Secondary Reserve	Secondary Reallocation Basic	Secondary Reallocation Reserve	Secondary Total	Row Total
Goal 5 Total	\$50,000.00	\$0.00	\$24,049.46	\$2,100.28	\$0.00	\$0.00	\$76,149.74	\$12,000.00	\$0.00	\$15,348.35	\$1,520.89	\$0.00	\$0.00	\$28,869.24	\$105,018.98

Goal Totals

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Admin Cost	Post-Secondary Reserve	Post-Secondary Reallocation Basic	Post-Secondary Reallocation Reserve	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Admin Cost	Secondary Reserve	Secondary Reallocation Basic	Secondary Reallocation Reserve	Secondary Total	Row Total
Goal Total	\$365,989.85	\$90,950.00	\$24,049.46	\$42,005.61	\$8,401.04	\$5,620.77	\$537,016.73	\$187,822.71	\$103,796.00	\$15,348.35	\$30,417.85	\$14,478.96	\$1,296.04	\$353,159.91	\$890,176.64

Secondary Supplemental Budget Sheet

Description	File Name	File Size
FY'18 Oak Land Perkins Secondary Supplemental Budget	Oak Land FY'18 Secondary Supplemental Budget 5-24-17.xlsx	55 KB
FY '18 Oak Land Secondary Supplemental Budget Workbook	Oak Land FY'18 Secondary Supplemental Budget.xlsx	55 KB

Secondary Budget Reallocation

Description	File Name	File Size
Oak Land Secondary RFP for Reallocated Funds	Oak Land Education Partnership RFP 2018.docx	17 KB
Oak Land FY '18 Secondary Reallocated Funds Details	Oak Land FY'18 Secondary Supplemental Budget 1-18.xlsx	55 KB

Perkins Grant Collaboration with WorkForce Centers

Row	Amount
(SECONDARY) Total Perkins funds used in collaboration with WorkForce Centers	\$5,000.00
(SECONDARY) Estimated expenditures/in-kind contributions used in collaboration with WorkForce Centers	\$1,750.00
(POSTSECONDARY) Total Perkins funds used in collaboration with WorkForce Centers	\$22,000.00
(POSTSECONDARY) Estimated expenditures/in-kind contributions used in collaboration with WorkForce Centers	\$64,750.00
Totals	\$93,500.00

Coordination Time for Perkins Grant

Secondary

This includes coordinator salary, benefits, and oversight of contracted staff and planned expenditures

Total percentage of time for Coordinators of Perkins:* 100.0%

Coordinator Budget:* \$120,000.00

Post-Secondary

Total percentage of time for Coordinators of Perkins:* 30.0%

Coordinator Budget:* \$32,400.00

Perkins Dollars

Perkins-Funded Positions

Person's Name	Position	File Folder # (secondary)	Amount	Attach Position Description
Tabitha Elstad	Administrative Assistant - Consortium & ARCC		\$73,200.00	wg_wg_ConsortiumAdminAssistant.docx
Jennifer Pearson Hennen	Consortium Researcher		\$12,000.00	wg_wg_ConsortiumResearcher.docx
To be determined	Articulation Coordinator		\$20,750.00	wg_wg_ArticulationCoordinator.docx
Chris Miller	Grant Facilitator		\$15,000.00	wg_wg_GrantFacilitator.docx
Boni Peterson	TSA Coordinator		\$25,000.00	wg_wg_TSACoordinator.docx
Christa Hayes	Career Service Coordinator ARCC		\$14,000.00	wg_Career Center Coordinator PD.pdf
Mel Koenen	Director of Partnerships ATC		\$60,000.00	wg_Director of Partnerships FY '17.docx
Tia Josie	Enrollment Services Specialist		\$40,000.00	wg_CSS PD.docx
Jill Holman	Faculty Resource Center Coordinator		\$25,000.00	wg_Center for Faculty Coordinator position.docx
To be determined	Math Retention Specialist - ATC		\$30,000.00	wg_Math Retention Specialist position description (2).docx
To be determined	Precision Mfg Practices Coordinator - ATC		\$39,000.00	wg_Precision Manufacturing Practices Coordinator Position Description.docx
To be determined	CLA II Nursing - ARCC		\$53,331.73	wg_PD for Nursing Tutor Spring 2017.docx
To be determined	Business Analyst/CLA II - ARCC		\$15,000.00	wg_PD CLA II Business.docx
			\$422,281.73	

Improvement Plan Action Steps

Improvement Plan Action Steps 1	
Indicator Number (i.e. 1S1 or 2P1)*	1P1 – Technical Skill attainment
Action Steps to improve the performance	
Review data, administer additional assessments and practice assessments. Utilize data for curriculum and instruction improvement. Provide professional development for faculty and support services for students to improve assessment scores. Business programs at ARCC are planning to add assessments to increase participation; new Nursing CLA and Business Analyst positions at ARCC will utilize data and work directly with students to improve performance on assessments. ATC is adding three assessments for FY '18 in Accounting, Electronic Engineering and Administrative Support.	
Resources Needed	Funds for assessments, review of data, professional development, and student academic support services
Timeline	2017-18 school year
Person(s) Responsible	ATC Academic Dean and Student Affairs Dean and ARCC Dean of Academic and Community Outreach
How will progress be documented?	Improvement on 1P1
Sub-populations or groups where gap exists:	Accounting is the program with the greatest potential for improvement based on current data, but, TSA participation and improvement for all RPOS and state approved POS are being pursued.
Describe any contextual factors that might contribute to this gap:	Potential need for review of assessments to determine best match with the college programs.
Further Information	
See Goal 1 for additional information.	
Improvement Plan Action Steps 2	
Indicator Number (i.e. 1S1 or 2P1)*	5P1 – Nontraditional participation
Action Steps to improve the performance	
Provide informational materials, outreach, career exploration activities and mentoring for non-traditional programs. For FY '18, this will include a Health Career Camp offered by college partners in collaboration with ABE, PWT, and the Workforce Center,	
Resources Needed	Professional development and curriculum writing time, funds for development of materials and communications, and faculty time for career exploration time and coordination of mentoring.
Timeline	

	2017-18 school year
Person(s) Responsible	ATC Academic Dean, ATC Student Affairs Dean, ARCC Dean of Academic and Community Outreach
How will progress be documented?	Improvement on 5P1 and 6S1
Sub-populations or groups where gap exists:	Males in medical careers
Describe any contextual factors that might contribute to this gap:	Family and societal factors
Further Information	
See Goal 3 for additional information.	

Improvement Plan Action Steps 3	
Indicator Number (i.e. 1S1 or 2P1)*	6S1 – Nontraditional participation
Action Steps to improve the performance	
Provide informational materials, outreach, career exploration activities and mentoring for non-traditional programs. Work based learning experiences will include a focus on nontraditional career opportunities. For FY '18, this will include micro messaging training for teachers in four districts. In addition two secondary districts (with the most room for improvement in the consortium in nontraditional participation) will be piloting activities as follows: 1) a district wide middle school career fair and sharing of career and course information, including nontraditional careers, at 8th and 9th grade open houses; and 2) implementation of a new introductory course to encourage female participation in Information Technology programs an fields. The course will help increase student interest in programming as well as encourage females to try out a course in programming.	
Resources Needed	Professional development and curriculum writing time, funds for development of materials and communications, student transportation, and teacher time for career exploration activities and coordination of mentoring.
Timeline	2017-18 school year
Person(s) Responsible	Secondary Leadership Team Representatives; Elk River CTE Coordinator; Cambridge-Isanti CTE Coordinator
How will progress be documented?	Improvement on 6S1 and 5P1
Sub-populations or groups where gap exists:	One district (Anoka-Hennepin) was at 90% of target. The other districts will be offering professional development on micromessaging (as has been done in the district at 90% of target); and the lowest performing district (Elk River) will be piloting a middle school career fair and career information at 8th and 9th grade open houses.
Describe any contextual factors that might contribute to this gap:	Family and societal factors
Further Information	
See Goal 3 for additional information and Goal 1 for more information.	

Related Improvement Plan documents

Upload any additional supporting documents here.

Upload any additional supporting documents here.

Upload any additional supporting documents here.

Improvement Report

Improvement Report 1	
Indicator Not Met:*	1P1 – Technical Skill attainment
Negotiated Performance: *	91.30%
Actual Performance: *	79.01%
General strategies planned to improve performance:	
Continue to monitor assessment results and work with faculty on using assessment data to implement improvement strategies.	
Comments or context for actual performance (optional):	
Performance was at 87% of the target.	

Improvement Report 2	
Indicator Not Met:*	1S2 – Academic Attainment in Math
Negotiated Performance: *	45.97%
Actual Performance: *	45.50%
General strategies planned to improve performance:	
Performance was 99% of the target. A focus on math achievement overall in CTE programs will continue and data will be monitored moving forward. New strategies will be considered if achievement trends downward over time.	
Comments or context for actual performance (optional):	

Improvement Report 3	
Indicator Not Met:*	3P1 – Student retention or transfer
Negotiated Performance: *	44.79%
Actual Performance: *	40.48%
General strategies planned to improve performance:	
Targeted advising and interventions, especially in program gateway courses with lower passing rates.	
Comments or context for actual performance (optional):	
Performance was at 90% of target.	

Improvement Report 4	
Indicator Not Met:*	5P1 – Nontraditional participation
Negotiated Performance: *	25.10%
Actual Performance: *	21.95%
General strategies planned to improve performance:	
Partnership activities with secondary schools to get program/career information to students earlier. Professional development for teachers and faculty, and informational materials and career exploration activities for students.	
Comments or context for actual performance (optional):	
Nontraditional participation is an ongoing challenge for both secondary and postsecondary partners in the consortium.	

Improvement Report 5	
Indicator Not Met: *	5P2 – Nontraditional completion
Negotiated Performance: *	13.52%
Actual Performance: *	12.27%
General strategies planned to improve performance:	
Targeted advising along with professional development for teachers and faculty, and informational materials/outreach/mentoring initiatives.	
Comments or context for actual performance (optional):	
Performance was at 91% of the target.	

Improvement Report 6	
Indicator Not Met: *	6S1 – Nontraditional participation
Negotiated Performance: *	44.39%
Actual Performance: *	36.55%
General strategies planned to improve performance:	
Nontraditional participation continues to be a challenge for the consortium. Increased partnership activities with Workforce Centers will help provide students with of the minute information on opportunities and benefits of nontraditional fields. Teachers are participating in professional development to address micro messaging and other barriers to participation.	
Comments or context for actual performance (optional):	
Data indicates that males in Medical Careers and females in Manufacturing Careers are target areas for improvement.	

Improvement Report 7	
Indicator Not Met: *	6S2 – Nontraditional completion
Negotiated Performance: *	37.44%
Actual Performance: *	36.33%
General strategies planned to improve performance:	
Performance was at 97% of the target. The consortium considers this to be a success and will continue to provide information on Programs of Study and identification of barriers preventing students from continuing in available pathways.	
Comments or context for actual performance (optional):	

Statement of Assurances & Certifications

Description	File Name	File Size
Oak Land Statement of Assurances Forms	Oak Land SOAs.pdf	2.0 MB

Attachments

Description	File Name	File Size
Sample Secondary Policy - Anoka Hennepin Discrimination	413.0 AH Harassment Violence and Discrimination Policy.pdf	266 KB
Sample Secondary Policy - Anoka Hennepin Bullying	514.0 AH Bullying Prohibition Policy.pdf	228 KB
Sample Secondary Policy - Anoka Hennepin Pregnant Students	528.0_AH Pregnant_Students.pdf	7 KB
Oak Land Secondary TSA List (2015-16 year end data)	Oak Land Secondary TSA Data 2015-16.xlsx	18 KB
Oak Land Education Partnership Policy and Procedure Manual 2017	OLEP Policy Procedure Manual 2017.pdf	550 KB
Anoka Technical College TSA Plan FY '18	Technical Skills Assessment at Anoka Technical College 2018.docx	18 KB

