

Consortium activities focus first on programs available at all secondary districts within the consortium as well as having related programming available through at least one of the postsecondary partner campuses.

Secondary districts are implementing new programs and courses in Agriculture, Aviation, Child Development, Interior Design, and IB Career Programme. Program improvements and expansions are being made in Automotive, ProStart, Fashion Design, Cosmetology & Barbering, Machining, and EMT. 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 electric vehicle repair equipment and PTA program equipment. 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. ATC is creating a new Summer Bridge program to address overall college readiness of first-time college students in a workshop format. It will be a workshop to provide incoming and current students with the necessary skills to be successful in our CTE programs. Students who are coming to the college but are underprepared for the transition and test below college-level, students who are non-traditional and 1st generation, current students who are looking for additional learning opportunities, ABE students preparing for college, formerly dislocated workers preparing for the transition back to education, etc are all potential audiences for the workshop. Content will focus services available to students, social and "soft" skills, as well as academic support.

To help build POS connections for students, Career Day Visits will be offered at ARCC – Cambridge Campus for junior classes from two consortium partner school districts during FY '19. 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. Secondary students are also consistently invited to visit the ATC campus and learn about programs. Using new Perkins funds for 2018-2019, a large scale effort to bring 8th grade students to both ARCC and ATC will expose additional students to CTE programs and begin to build a comfort level with the college campuses

The Consortium Leadership Team gathered input from partners and set the parameters for local strategy and funding requests, after developing plans for initiatives involving all members of the consortium. Local/program requests support the priorities of the consortium primarily as related to performance on negotiated targets and development/improvement of Programs of Study, thereby benefitting the consortium by providing opportunity and services for all students across the consortium. Secondary partners met and considered all local secondary requests received in support of consortium goals, and postsecondary partners prioritized, reviewed and approved postsecondary requests.

Meeting State and Local adjusted levels of Performance

Q2) Describe the process you used to analyze and interpret performance on accountability indicators and how the expenditure of funds in your plan support improved performance on negotiated performance targets. [Sec. 134 (b) (2)]

The consortium Leadership Team reviewed performance on negotiated targets and placed a priority on areas where performance was below 90% of the target. Consortium activities were planned to address these areas before plans for other activities were developed. Funds were allocated toward consortium-wide activities focused on improvement, and then on related activities for improvement and strengthening of programming at local sites as approved by the Leadership Team. Any local requests were prioritized based on negotiated targets/improvement plans, POS, and TSA implementation. A data/planning retreat was held in February of 2018 for all consortium partners to bring focus to consortium priorities and generate ideas for the FY '19 application. All consortium partners were represented at the planning retreat and feedback indicated the discussion is beneficial both for the grant application and overall sharing of best practices and should be held annually.

How students participating in CTE are provided programs

Q3) Describe how you determined that the CTE programs supported in your plan will be of quality and attract sufficient enrollment or meet regional needs. How have you worked to align rigorous content in your local CTE programs with academic and technical standards recognized at the state or national level? [Sec. 135 (b)(8)] [Sec. 134 (b)(3)]

Consortium activities focus first on programs available at all secondary districts within the consortium as well as having related programming available through at least one of the postsecondary partner campuses. This approach ensures that there will be sufficient enrollment and involvement of students from all areas of the consortium. Regional labor market data is also reviewed prior to development of new POS. The consortium is implementing state approved technical skill assessments in all programs of study, which align with national standards and third party assessments.

How students are provided with experience

Q4) Describe how students are provided with strong experience in— and understanding of—all aspects of the industry. [Sec.134 (b)(3)(C)]

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. Training agreements are utilized to confirm that work-based learning students are given the chance to

experience the actual occupation including all aspects of the industry and technology applications. The consortium plan includes work-based learning opportunities which address all aspects of the industry as well as exposure to non-traditional careers. Partnerships with Workforce Centers will also assist students with experience in and understanding all aspects of the industry.

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 '19 means focus on Non-Traditional Completion/Participation; Technical Skill Attainment and Academic Skill Attainment. 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 2018-19 to build leadership capacity, learn from best practices in CTE, and build relationships.
- The group has also planned a consortium wide professional development focus for FY' 19, with presentations/meetings at the building and/or department level at all partner school districts and colleges. The consortium will provide the presenter/meeting leader. Topics will be Programs of Study, Technical Skill Assessment and Articulated College Credit – with a goal of improved utilization of all three and improved transitions for students. Technical Skill Assessment topics will include – What is TSA? Why do we do it? What assessments are available and which fit best with local programs? Data and experiences will also be discussed.
- 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 local new and improved programming in FACS (ProStart, ServSafe), and Biomedical.
- Professional development also takes place via advisory committee contacts and industry tours as described in Goal 2.

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. How do you assist business industry specialist (community experts) to obtain variances and support them with professional development to transition to full licensure [Sec.134 (b)(12 (A-B))]

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. A sample secondary process requires all P1 teachers to attend 17 hours new teacher professional development, and P2 & P3 teachers must attend 21 hours. Assistance is provided through the entire application process, there are opportunities for related professional development, and financial support to maintain industry credentials while we work through the licensing process. Staff have provided input throughout the tiered process and have reviewed draft copies of rules. In addition, support and resources are provided for those that qualify for the portfolio option.

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 2018 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 Lodging; Recreation, Amusements & Attractions; Design & Preconstruction. 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 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

The consortium will have 47 pathways in place at the end of FY '18 (two RPOS, five state approved and 40 consortium approved pathways). The consortium plans to continue work on the POS developed to date, including involvement of secondary teachers, postsecondary faculty and counselors. The consortium utilizes the Rigorous POS Framework for evaluation, updating and improvement of existing POS. Therapeutic Services and Accounting were chosen by the Leadership Team to be the consortium's Rigorous Programs based on their knowledge of the programs, strength on the POS Framework and recommendation of the POS coordinator. The Consortium Leadership Team has decided not to develop new Programs of Study or designate additional Rigorous POS at this time, but rather focus on Technical Skill Assessment, professional development and curriculum/instruction improvement in the consortium's 47 existing pathways with primary focus on the five state approved POS and two RPOS. The consortium will explore ways of improving awareness and utilization. This is a priority given the number of pathways in place, number of partners involved, and the desire to see POS better utilized by teachers/faculty, counselors, students and parents. 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 for designation as RPOS moving forward.

Goal 1 Narrative

Narrative for Goal 1: Designing and Implementing Programs of Study

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Your Goal 1 narrative must include descriptions of the following elements: (New or revised questions are in green)

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.)]
9. Describe how career guidance and academic counseling will be provided to career and technical education students [Sec. 134 (b) (11)].
10. Describe how CTE students at the secondary level are encouraged to enroll in rigorous and challenging courses in core academic subjects (as defined in Sec. 9101 of the elementary and secondary education act of 1965) [Sec. 134 (b)(3)(E)].

1.The consortium will have 47 pathways in place at the end of FY '18 (two RPOS, five state approved and 40 consortium approved pathways).

- The consortium plans to continue work on the POS developed to date, including involvement of secondary teachers, postsecondary faculty and counselors. Each district has a designated POS contact person. The consortium utilizes the Rigorous POS Framework for evaluation, updating and improvement of existing POS.
- The Consortium Leadership Team has decided not to develop new Programs of Study or designate additional Rigorous POS at this time, but rather focus on Technical Skill Assessment, professional development and curriculum/instruction improvement in the consortium's 47 existing pathways with primary focus on the five state approved POS and two RPOS. The consortium will explore ways to improve promotion and utilization of Programs of Study.
- 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 for designation as RPOS moving forward.

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 #6.

- 109 agreements (duplicated count of high school courses to specific college programs) are currently in place, and 2,721 secondary students received articulated college credit during 2016-17.
- Both consortium colleges offer concurrent enrollment opportunities for secondary students. In FY '17, ARCC reported 287 concurrent enrollment students from consortium high schools, and ATC reported 233.

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 '18 Programs of Study in Lodging; Recreation, Amusements & Attractions; Design & Preconstruction. 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. Academic and technical skills of CTE learners are a priority at both the secondary and postsecondary levels.

Secondary

- Continually review and evaluate program offerings, student/community needs and advisory committee recommendations. Districts are implementing new programs and courses in Agriculture, Aviation, Child Development, Interior Design, and IB Career Programme.
- Program improvements and expansions are being made in Automotive, ProStart, Fashion Design, Cosmetology & Barbering, Machining, and EMT.
- New programs, courses and program improvements focus heavily on industry standards, connections to postsecondary and contextual academics.
- Efforts to improve academic attainment include recording MCA reading scores on transcripts and reinforcing the importance of this test with students. A department by department literacy effort is also underway in the district, and PLC standard alignment work in another district. One district is planning to impact math for CTE students via math teacher tours in manufacturing, and also provide 5th grade students with exposure to manufacturing, funded through another grant source.

Postsecondary

- Will benefit from equipment that will help provide cutting edge skills for students, as recommended by industry partners and advisory committees, including repair equipment for electric vehicles at ATC and PTA program equipment at ARCC.
- 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.
- ATC is creating a new Summer Bridge program to address overall college readiness of first-time college students in a workshop format. It will be a workshop to provide incoming and current students with the necessary skills to be successful in our CTE programs. Students who are coming to the college but are underprepared for the transition and test below college-level, students who are non-traditional and 1st generation, current students who are looking for additional learning opportunities, ABE students preparing for college, formerly dislocated workers preparing for the transition back to education, etc are all potential audiences for the workshop. Content will focus services available to students, social and "soft" skills, as well as academic support.

5. The consortium places a priority on professional development related to improvement on negotiated targets, which for FY '19 means focus on Non-Traditional Completion/Participation; Technical Skill Attainment and Academic Skill Attainment. 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 2018-19 to build leadership capacity, learn from best practices in CTE, and build relationships. The group has also planned a consortium wide professional development focus for FY' 19, with presentations/meetings at the building and/or department level at all partner school districts and colleges. The consortium will provide the presenter/meeting leader. Topics will be Programs of Study, Technical Skill Assessment and Articulated College Credit – with a goal of improved utilization of all three and improved transitions for students. Technical Skill Assessment topics will include – What is TSA? Why do we do it? What assessments are available and which fit best with local programs? Data and experiences will also be discussed.
- 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 local new and improved programming in FACS (ProStart, ServSafe), and Biomedical.
- 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. 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. Teachers and faculty have participated in several state technical skill assessment teacher/faculty projects over the past several years and the consortium will continue to encourage participation as opportunities are available.

Secondary –

- Identification, purchasing, and delivery of assessments to concentrators are part of a centralized consortium process. In 2016-17, 1,403 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 2016-17, the passing rates in Rigorous POS were: Therapeutic Services - 85% and Accounting - 57%. The overall pass rate for all secondary assessments was 62% (internal consortium data).
- The consortium assesses students in addition to those included in state data as concentrators, and will continue to do so. Because of this, the consortium utilizes internal overall data for TSA. The 2016-17 report is attached to this application.
- Partners will continue with assessment activities, monitor results and utilize data for improvement.
- Priority will be placed on RPOS and State Approved POS listed in FY '19 Plan, especially Accounting and Automotive/Small Engines.
- Building level professional development will be provided as noted in question 5.

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.
- During FY '19 TSA efforts will 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.
- Nursing CLA and Business Analyst positions at ARCC will utilize data and work directly with students to improve performance on assessments.

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.

9. Career guidance and academic counseling are provided at local districts and colleges as well as through consortium events.

- Postsecondary CTE students receive information and support from faculty, counselors, Workforce Center partnerships, and Enrollment Services.
- Secondary districts utilize career and college specialists, advisory periods, personal learning plans, CTE teachers, deans/guidance counselors, and tools including MCIS and skill areas identified by local employers.
- To help build POS connections for students, Career Day Visits will be offered at ARCC – Cambridge Campus for junior classes from two consortium partner school districts during FY '19. Students will be surveyed in advance and the day will be specifically designed to provide four career sessions for each student. A priority also consistently invited to visit the ATC campus and learn about programs. Using new Perkins funds for 2018-2019, a large scale effort to bring 8th grade students to both ARCC and ATC will expose additional students to CTE programs and begin to build a comfort level with the college campuses. College partners are covering transportation costs and the postsecondary planning and event, while secondary partners will provide preparation and follow up for students, chaperones and substitute teachers as needed.

10. The consortium encourages students to enroll in rigorous academic courses in a variety of ways. Examples -

- Anoka-Hennepin has developed a district wide goal that all students will enroll and earn credit for at least one college level course while in high school. Principals are required to have this both as a building goal as well as a school goal.
- Graduation requirements in ISD #728 are rigorous and intended to ensure that all students are college ready. Barriers to enrolling in more rigorous courses have been identified and removed to encourage students to challenge themselves.
- Princeton has an increase in required credits in place for the 9th grade starting in 2017-18. The district has adopted a weighted grading system that favors CIS and AP courses, thereby encouraging enrollment. Schedule changes have been significant in order to remove barriers to rigorous courses.

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

Goal 1 Objectives

Goal 1 Objectives 1	
Required/Permissive Uses of Funds*	R1
Strategies	
Implement state approved technical skill assessments for both secondary and postsecondary programs.	
Outcomes	
Students have tools for academic and personal growth, teachers/faculty have detailed information for program improvement and college graduates have the credentials needed for workplace success.	
Measures	
Improvement on 2S1 (1%), improvement on 1P1 (3%), improvement on 4P1 (2%)	
Post-Secondary Required Activities	\$8,500.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$8,500.00
Secondary Required Activities	\$17,117.52
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$30,887.90
Secondary Total	\$48,005.42
Total	\$56,505.42
Goal 1 Objectives 2	
Required/Permissive Uses of Funds*	R4
Strategies	
Provide academic support services for success in POS, including a Business Programs Analyst at ARCC, Math Retention Specialist and Manufacturing Practices Coordinator at ATC, and Summer Bridge Workshop.	
Outcomes	
Students have improved success and retention in targeted programs.	
Measures	
Improvement on 3P1 (2%) and 5P2 (1%)	
Post-Secondary Required Activities	\$110,000.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$110,000.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$0.00
Total	\$110,000.00
Goal 1 Objectives 3	
Required/Permissive Uses of Funds*	P1
Strategies	
Provide career information resources, experiences and advising for students, including junior career days at ARCC, 8th grade visits to ATC/ARCC, career videos and software site licenses.	
Outcomes	
Students have an improved understanding of careers and POS available to them, and suited to their interests and abilities.	
Measures	
Maintain CTE participation for secondary and postsecondary, 1% improvement on 6S1, 6S2, 5P1 and 5P2.	
Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$16,950.00

Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$16,950.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$2,475.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$2,475.00
Total	\$19,425.00

Goal 1 Objectives 4

Required/Permissive Uses of Funds*	R3, R4
Strategies	
Provide professional development and curriculum writing time for POS improvement. Consortium priorities for FY '19 include MACTA and CTE Works participation by all partners along with POS/TSA/Articulation professional development sessions/meetings at the building or department level.	
Outcomes	
New courses and curriculum improvements have been implemented to enhance POS (documented in APR), TSA participation increases, and there is improved awareness and utilization of POS in local districts/colleges.	
Measures	
Improvement on 1S1 (2%), 1S2 (2%), 2S1 (1%), 1P1 (3%), 3P1 (2%)	
Post-Secondary Required Activities	\$6,000.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$6,000.00
Secondary Required Activities	\$40,200.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$40,200.00
Total	\$46,200.00

Goal 1 Objectives 5

Required/Permissive Uses of Funds*	R6
Strategies	
Provide staffing to continue implementation, updating and improvement of the 47 POS developed FY '09 to FY '18.	
Outcomes	
Each district or college has an updated plan in place to review/edit all POS and utilize the Career Pathways Framework to assist students (and parents).	
Measures	
Updated POS information on MNPOS.com, district and college Career Pathways Framework activity reports documented in the APR.	
Post-Secondary Required Activities	\$3,310.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$3,310.00
Secondary Required Activities	\$30,000.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$30,000.00
Total	\$33,310.00

Goal 1 Objectives 6

Required/Permissive Uses of Funds*	R10 , R11
Strategies	
Review, update, improve and promote agreements for articulated college credit, through teacher/faculty participation in multi-consortium meetings and local activities to support the agreements.	
Outcomes	

A variety of opportunities are available for high school students to earn college credit and transition seamlessly to postsecondary programs.

Measures	
Meeting minutes, new and updated agreements on www.ctecreditmn.com. Increased articulated college credit usage by students by 5%.	
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 Total	\$0.00
Secondary Required Activities	\$8,575.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$8,575.00
Total	\$8,575.00

Goal 1 Objectives 7

Required/Permissive Uses of Funds*	R2
Strategies	
Support equipment and supplies for new and/or improved CTE programming.	
Outcomes	
Increase in programs offering instruction aligned with industry standards and able to fully participate in TSA and articulation.	
Measures	
Improvement on 2S1 (1%); increase in number of programs administering TSA (2%); maintain level of CTE participants at secondary and postsecondary.	
Post-Secondary Required Activities	\$21,700.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$21,700.00
Secondary Required Activities	\$84,517.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$84,517.00
Total	\$106,217.00

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

Goal 2 Objectives

Goal 2 Objectives 1	
Required/Permissive Uses of Funds*	R6 , R10
Strategies	
Facilitate advisory committee work and involvement in CTE program development/improvement, POS development and implementation.	
Outcomes	
Advisory committees are actively involved in programming decisions, recommendations and student work based learning experiences.	
Measures	
2% improvement on 1S1, 1S2 and 4P1. Advisory committee minutes and recommendations are on file.	
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 Total	\$10,000.00
Secondary Required Activities	\$9,700.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$9,700.00
Total	\$19,700.00

Goal 2 Objectives 2	
Required/Permissive Uses of Funds*	R6
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 POS.	
Measures	
Maintain performance on 3S1 (99.06%) and 3P1 (36.44%).	
Post-Secondary Required Activities	\$49,000.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$49,000.00
Secondary Required Activities	\$6,000.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$6,000.00
Total	\$55,000.00

Goal 2 Objectives 3	
Required/Permissive Uses of Funds*	R6
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	
Meet target for 4S1 (1% improvement), improvement on 1S1 (2%), 1S2 (2%) and 6S1 (1%).	
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 Total	\$0.00
Secondary Required Activities	\$24,114.00
Secondary Permissible Activities	\$19,500.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$43,614.00
Total	\$43,614.00

Goal 2 Objectives 4	
Required/Permissive Uses of Funds*	R4
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	
Gather baseline data on total number of secondary students involved in CTE student organizations and continue to track participation in future years. One new college chapter implemented with plan in place for future. Improvement on 4S1 (1%) and 3P1 (2%).	
Post-Secondary Required Activities	\$6,500.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$6,500.00
Secondary Required Activities	\$38,151.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$38,151.00
Total	\$44,651.00

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. Provide programs that are designed to enable the special populations to meet the local adjusted levels of performance [Sec. 134 (b) (8)(B)].
5. Describe how individuals in special populations will not be discriminated against based upon their status. [Sec. 134 (b) (9)]
6. Describe strategies to provide access to high-skill, high-wage or high-demand occupations that lead to self-sufficiency [Sec. 134 (b) (8 C.)]
7. Describe how you ensure that students who participate in such career and technical education programs are taught to the same coherent and rigorous content aligned with challenging academic standards as are taught to all other students [Sec. 134 (b) (3)(D)].

1. Consortium partners work together on improvement of nontraditional participation and completion, which is an ongoing issue for all.

- Professional development is provided for teachers and informational materials/outreach/mentoring initiatives are provided for students.
- Local representatives are analyzing available opportunities for completion in CTE programs and also impact of required courses on results.
- During FY '19 there is increased focus on the consortium's 47 POS and better informing teachers, counselors, parents & students. As noted in Goal 1, the consortium will provide customized professional development at the building or department level to cover POS, articulation and TSA opportunities.
- The consortium is 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 2019, targeted to middle school students to build awareness of career opportunities and begin to address need for participation of more males in medical careers. Efforts will build on the pilot camp offered in 2018. 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. ARCC and ATC will also be organizing visits for 8th graders from consortium districts, to begin building awareness of opportunities including non-traditional careers. Funds for these activities are placed in Goal 1.

- Two secondary districts (with the most room for improvement in the consortium in nontraditional participation) will be continuing activities begun in FY '18 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.
- One secondary district has a non-traditional mentorship program through the district transportation department, providing female students with hands-on experience while being mentored by our local mechanics.
- One district is continuing implementation of a new Cosmetology & Barbering program.
- ARCC will be funding 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. A digital marketing initiative will also be undertaken in FY '19 to target first time and first generation college students, economically disadvantaged, underprepared students and feature nontraditional career opportunities. This effort is a result of test campaigns that indicated potential students clicked on specific programs, followed up with the school and/or registered for classes.

2. Consortium members are involved with a variety of local, regional and statewide initiatives.

- 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 build 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. 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>. The 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.
- 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; Specific CTE courses are being 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.
- Outreach and services are provided to individuals in correctional institutions and institutions that serve individuals with disabilities. Examples - Anoka-Hennepin: staff members attend Pines School College & Career Fair to encourage them to use STEP; specific career courses leading to high demand industries for students at Pathways; and provide instruction for students at Anthony Louis. Princeton: supports Accurate by offering educational services for students in grades K-12. Special education services are available; guidance staff offer support in the area of college and career planning; and assistance is offered with reintegration back to the student's resident district at discharge. St. Francis: students from the Crossroads School & Vocational Center through the Building Construction Program are building birdhouses, step stools, and garden planters for the Agriculture program. Building Construction was established in 2018 & Agriculture will be established in 2019 with the help of Perkins Funds. Crossroads School & Vocational Center is a special K-12 school operated by St. Francis Independent School District 15, providing education not only for students living at Bar-None Residential Treatment Center but also for students living in District 15 who, for many reasons, cannot be successful at their regular school of attendance.
- Anoka County WorkForce Center through their Youth Employment Programs provide Outreach Services specifically to targeted or special populations to increase awareness and engagement in services to create access and preparation for skilled, livable wage and in-demand or Bright Outlook occupations, career sectors. Services include:
 - Intentional visits to connect with residents of local facilities serving young adults involved in the justice system to raise awareness of employment services (pre-and post-release).
 - Partnering 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.
 - Connecting with Anoka County Foster Team Social Workers to provide information for families and foster youth about services and training opportunities. Youth counselors receive updates at the Standing Youth Committee and attend the Foster Care Conference

periodically.

- 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 and integrate services to teen parents.
- ACJTC 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. TRIO representative is located onsite at both the Workforce Center and the Community College to assist students with needed supports and opportunities at the college or Workforce center.
- Partnering with the required partners, under WIOA, of ABE, Vocational Rehabilitation and Wagner Peysner to foster better collaboration and integrated service models.
- General community presentations, workshops and services.

4. 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. All consortium partners have goals and policies in place to ensure strategies and services to address needs of special populations and focused on meeting local adjusted levels of performance. See examples under #3 above.

- ARCC Nursing added a CLA2 position in December 2017 to improve retention and success of diverse nursing students and benefit all enrolled nursing students. Research into the program identified known challenges for the ESL Nursing Student, including language, learning models, test taking, and cultural differences. The Nursing Tutor offers structured sessions, NCLEX prep, and assistance in test review. This position will continue in FY19.
- In the Anoka-Hennepin District, courses are being designed and renamed that would inherently encourage special populations to enroll. The entire district receives ongoing cultural competency training annually to assure that we are providing a safe and welcoming environment.

5. All partners have non-discrimination policies in place. Examples follow.

- 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>.

6. 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. A new Connections Coordinator position is being implemented at ATC to focus on student transitions and programs.

7. Districts and colleges provide consistent and rigorous CTE content for all students.

- 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>
- Secondary CTE courses must have learning progressions showing the expectations for learning. All CTE programming has the same essential learning benchmarks and standards. Instructors belong to Professional Learning Communities. In most secondary courses, outcomes and expectations of students are driven by business and industry. 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.

Goal 3 Budget: Improve Service to Special Populations

Goal 3 Objectives

Goal 3 Objectives 1	
Required/Permissive Uses of Funds*	R2 , R5 , R8
Strategies	
Provide informational materials, outreach, career exploration and mentoring for non-traditional programs.	
Outcomes	
Students will have an increased understanding of nontraditional careers and education, and the benefits of pursuing them.	
Measures	
Maintain participation of special population students. Improvement of 1% on 6S1, 6S2, 5P1 and 5P2.	
Post-Secondary Required Activities	\$34,915.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$34,915.00
Secondary Required Activities	\$7,625.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$7,625.00
Total	\$42,540.00

Goal 3 Objectives 2	
Required/Permissive Uses of Funds*	R3, R5
Strategies	
Provide professional development for teachers and faculty (funds included in Goal 1, or local funds used).	
Outcomes	
Improved understanding of micromessaging and barriers to student participation and completion of nontraditional programs.	
Measures	
Improvement of 1% on 6S1, 6S2, 5P1 and 5P2.	
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 Total	\$0.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$0.00
Total	\$0.00

Goal 3 Objectives 3	
Required/Permissive Uses of Funds*	R5 , R6 , R8
Strategies	
Provide staffing/support services fro special populations initiatives.	
Outcomes	
Programs are regularly evaluted, improved and better meet the needs of special population students.	
Measures	
Maintain participation of special population students. Improvement on 1P1 (3%), 3P1 (2%), 5P1 (1%), and 5P2 (1%).	
Post-Secondary Required Activities	\$90,345.28
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$42,654.72

Post-Secondary Total	\$133,000.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$0.00
Total	\$133,000.00

Goal 3 Objectives 4	
Required/Permissive Uses of Funds*	R4, R7
Strategies	
Provide supplies for new course development to better serve special populations.	
Outcomes	
Programs better meet the needs of special population students.	
Measures	
Improvement of 2% on 1S1 and 1S2; and 1% on 4S1, 6S1 and 6S2.	
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 Total	\$0.00
Secondary Required Activities	\$6,000.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$6,000.00
Total	\$6,000.00

Goal 3 Objectives 5	
Required/Permissive Uses of Funds*	R6
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	
Improvement of 1% on 4S1, 6S1, and 6S2.	
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 Total	\$0.00
Secondary Required Activities	\$6,600.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$6,600.00
Total	\$6,600.00

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)]**

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 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 portions of two days per week to meet with students. A new Summer Bridge workshop is being implemented at ATC (Goal 1), and a Connections Coordinator position is being developed to assist students and prospective students with transitions.

4. Information and POS access points are available for both secondary and adult learners. College partnerships with Workforce Centers help to reach and provide services to unemployed and underemployed adult learners. Examples include healthcare, business services and precision sheet metal 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. Oak Land continues to work with 16 other consortia on articulation processes and a website to facilitate information on and issuance of articulated college credit. 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; and 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 Budget: Provide a Continuum of Service Provision for Enabling Student Transitions

Goal 4 Objectives

Goal 4 Objectives 1	
Required/Permissive Uses of Funds*	R6 , R10
Strategies	
Provide job fairs, 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	
Maintain 2P1 performance at 36.44% and improve 4P1 by 2%.	
Post-Secondary Required Activities	\$18,150.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary 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 Total	\$0.00
Total	\$18,150.00

Goal 4 Objectives 2	
Required/Permissive Uses of Funds*	R6
Strategies	
Provide staffing to coordinate brokering activities with partners including colleges, high schools and WorkForce Centers.	
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 postsecondary CTE enrollment, improve usage rate of articulated college credit by 5%, 2% improvement on 3P1.	
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 Total	\$40,000.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$0.00
Total	\$40,000.00

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]

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. The FY '18 retreat agenda is attached. Secondary, postsecondary and WorkForce Center representatives participated from throughout the consortium, including teachers, faculty, principals, college administrators, and CTE specialists. The Consortium Leadership Team met immediately following the retreat to debrief and brainstorm for use in FY '19 planning, with all retreat attendees welcome to stay and participate. A list of ideas and needs for FY '19 was recorded and then distilled during later Leadership Team meetings. Retreat participant feedback encouraged continuation of this annual event, including small group discussion time. A Labor Market Analyst provided customized information at another time and this will be built into future retreat agendas. 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 47 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, and will be included in professional development offered at the local building or department level during FY '19.

Goal 5 Budget: Sustain the Consortium of Secondary and Postsecondary Institutions

Goal 5 Objectives

Goal 5 Objectives 1	
Required/Permissive Uses of Funds*	R1 , R9
Strategies	
Implement a communication plan and processes to ensure clear communication and decision making among consortium members, including an annual planning retreat.	
Outcomes	
Improved understanding of consortium policies, procedures and operations, resulting in improved participation. Involvement of all local partners in development and implementation of local plans.	
Measures	
Policy/Procedure Manual reviewed and updated regularly. Consortium plan reflects broad based participation in data review/planning retreat. Meeting minutes and handouts are posted on D2L for all partners to access, and planning documents are posted and edited on a consortium Google Drive.	
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 Total	\$1,000.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$0.00
Total	\$1,000.00
Goal 5 Objectives 2	
Required/Permissive Uses of Funds*	R6 , R9
Strategies	
Provide staffing, leadership, coordination and support to sustain and improve consortium collaboration.	
Outcomes	
Structure is maintained and adjusted as necessary, with processes for goal setting and review, allowing consortium to operate as a coherent unit.	
Measures	
Regular meetings of the Leadership Team and Executive Committee, as evidenced by minutes.	
Post-Secondary Required Activities	\$40,000.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$24,647.85
Post-Secondary Reserve	\$2,244.99
Post-Secondary Total	\$66,892.84
Secondary Required Activities	\$400.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$13,314.45
Secondary Reserve	\$1,625.68
Secondary Total	\$15,340.13
Total	\$82,232.97
Goal 5 Objectives 3	
Required/Permissive Uses of Funds*	R9 , R10 , R11
Strategies	
Support participation in multi-consortium articulation partnership including teacher/faculty meetings, website system for articulated college credit and annual improvements.	
Outcomes	
Consortium partners, teachers, parents and students all have access to information on locally available articulated college credits, representing a variety of career pathways.	
Measures	
Maintain number of agreements in place (109), number of certificates earned by consortium students (2,721).	
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 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 Total	\$12,000.00
Total	\$24,000.00

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?*

Yes

Budget Goal 1

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Admin Cost	Post-Secondary Reserve	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Admin Cost	Secondary Reserve	Secondary Total	Row Total
Goal 1 Total	\$149,510.00	\$16,950.00	\$0.00	\$0.00	\$166,460.00	\$180,409.52	\$2,475.00	\$0.00	\$30,887.90	\$213,772.42	\$380,232.42

Budget Goal 2

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Admin Cost	Post-Secondary Reserve	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Admin Cost	Secondary Reserve	Secondary Total	Row Total
Goal 2 Total	\$65,500.00	\$0.00	\$0.00	\$0.00	\$65,500.00	\$77,965.00	\$19,500.00	\$0.00	\$0.00	\$97,465.00	\$162,965.00

Budget Goal 3

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Admin Cost	Post-Secondary Reserve	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Admin Cost	Secondary Reserve	Secondary Total	Row Total
Goal 3 Total	\$125,260.28	\$0.00	\$0.00	\$42,654.72	\$167,915.00	\$20,225.00	\$0.00	\$0.00	\$0.00	\$20,225.00	\$188,140.00

Budget Goal 4

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Admin Cost	Post-Secondary Reserve	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Admin Cost	Secondary Reserve	Secondary Total	Row Total
Goal 4 Total	\$58,150.00	\$0.00	\$0.00	\$0.00	\$58,150.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$58,150.00

Budget Goal 5

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Admin Cost	Post-Secondary Reserve	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Admin Cost	Secondary Reserve	Secondary Total	Row Total
Goal 5 Total	\$53,000.00	\$0.00	\$24,647.85	\$2,244.99	\$79,892.84	\$12,400.00	\$0.00	\$13,314.45	\$1,625.68	\$27,340.13	\$107,232.97

Goal Totals

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Admin Cost	Post-Secondary Reserve	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Admin Cost	Secondary Reserve	Secondary Total	Row Total
Goal	\$451,420.28	\$16,950.00	\$24,647.85	\$44,899.71	\$537,917.84	\$290,999.52	\$21,975.00	\$13,314.45	\$32,513.58	\$358,802.55	\$896,720.39

Perkins Grant Collaboration with WorkForce Centers

Row	Amount
(SECONDARY) Total Perkins funds used in collaboration with WorkForce Centers	\$9,000.00
(SECONDARY) Estimated expenditures/in-kind contributions used in collaboration with WorkForce Centers	\$22,000.00
(POSTSECONDARY) Total Perkins funds used in collaboration with WorkForce Centers	\$65,250.00
(POSTSECONDARY) Estimated expenditures/in-kind contributions used in collaboration with WorkForce Centers	\$2,250.00
Totals	\$98,500.00

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	Upload Position Description
TBD	Articulation Coordinator		\$20,750.00	wg_ArticulationCoordinator.pdf
Boni Peterson	Secondary TSA Coordinator		\$25,000.00	wg_TSACoordinator.docx
TBD	Grant Facilitator		\$15,000.00	wg_GrantFacilitator.pdf
Jennifer Pearson Hennen	Researcher		\$12,000.00	wg_ConsortiumResearcher.docx
Tabitha Arends	Administrative Assistant - Consortium & ARCC		\$47,600.00	wg_ConsortiumAdminAssistant.docx
TBD	Math Retention Specialist - ATC		\$30,000.00	Math Retention Specialist position description (2).docx
TBD	Precision Mfg Practices Coordinator - ATC		\$55,000.00	Precision Manufacturing Practices Coordinator Position Description.docx
TBD	Director of Partnerships ATC		\$78,000.00	wg_DirectorofPartnershipsFY'17.docx
TBD	Connections Coordinator - ATC		\$60,000.00	ATC Connections Coordinator Draft PD.docx
Stuart Roe	Business Analyst/CLA II - ARCC		\$15,000.00	PD CLA II Business.docx
Julie O'Donnell	CLA II Nursing - ARCC		\$54,000.00	PD for Nursing Tutor Spring 2017.docx
TBD	Career Services Coordinator - ARCC		\$14,000.00	wg_CareerCenterCoordinatorPD.pdf
			\$426,350.00	

Improvement Plan Action Steps

Indicator Number (i.e. 1S1 or 2P1)	Action Steps to improve the performance	Resources Needed	Timeline	Person(s) Responsible	How will progress be documented?	Sub-populations or groups where gap exists:	Describe any contextual factors that might	Further Information

							contribute to this gap:	
1P1 ? Technical Skill attainment	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 scores. Nursing CLA and Business Analyst positions at ARCC will utilize data & work directly with students to improve performance on assessments. Campus and department level professional development will be provided by the consortium.	Funds for purchase of assessments, contract with professional development provider, and CLA positions.	2018-19 school year	Consortium Leadership Team, Professional Development provider, college Perkins leaders	Improvement on 1P1	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.	Potential need for review of assessments to determine best match with the college programs.	See Goal 1 for additional information.
1S1 ? Academic Attainment in Reading/ Language Arts	Include MCA reading scores on high school transcripts and reinforce the importance of this test with students. A department by department literacy effort is also underway in one district, and PLC standard alignment work in another. Results will be evaluated and shared with consortium.	Professional development and coordination time	2018-19 school year	District administrators, CTE/Perkins Coordinators at each district	Improvement on 1S1, to at least 90% of target	All districts fell short of the target, with more of a gap for males overall.	MCA testing has not always been taken seriously by students.	See Goal 1 for additional details.
1S2 ? Academic Attainment in Math	Involve math teachers in CTE program advisory committee meetings to better align terminology and concept applications. Start with Health Careers (Therapeutic Services), one of the consortium's Rigorous POS. As part of the process, begin efforts to prepare students for the Test of Essential Academic Skills (TEAS) which is required for entrance into many health care programs. Consider working on a formative assessment for student readiness. Math and reading are often barriers to success. One district is planning to impact math for CTE students via math teacher tours in manufacturing, funded through another grant source.	Professional development, curriculum writing and substitute teacher time	2018-19 school year	CTE/Perkins Coordinators at each district	Improvement on 1S2, especially in health careers programs	Elk River exceeded the target. Most room for improvement in Anoka-Hennepin, Cambridge-Isanti and Princeton.	Math performance is a long time and ongoing challenge.	See Goal 2 for additional details.
2S1 ? Technical Skill Attainment	Continue with assessment activities, monitor results and utilize data for improvement. Priority will be placed on RPOS and State Approved POS listed in FY '19 Plan, especially Accounting and Automotive/Small Engines. Provide building level professional development.	Funds for purchase and coordination of assessments, curriculum time and professional development for teachers.	2018-19 school year	District CTE/Perkins Coordinators, Consortium Leadership Team	Improvement on 2S1, to at least 90% of target	Performance was 88% of target. Accounting (RPOS) and Automotive/Small Engines (State Approved POS in plan)	First year for improvement plan, target was met previously and data will continue to be monitored for patterns.	See Goal 1 for additional details.
6S2 ? Nontraditional completion	Provide professional development for teachers and informational materials/outreach/mentoring initiatives for students. Follow up on micro messaging training provided in FY '18 and prior. Analyze available opportunities for completion in CTE programs and also impact of required courses on results. Focus on the consortium's 47 POS and better informing teachers, counselors, parents & students. Provide customized professional development at the building or department level to cover POS, articulation and TSA opportunities.	Funds to contract with professional development provider, funds for substitute teachers, professional development/curriculum time	2018-19 school year	Consortium Leadership Team, Professional Development provider, District CTE/Perkins Coordinators	Improvement on 6S2 and 5P1	Male students continuing in career paths. Extremely low numbers in two districts. Two districts exceeded the target significantly.	In one district, low completion numbers are likely due to a business course required of all students, which impacts the data. Another issue in the consortium could be lack of pathway options of interest to male students.	See Goal 3 for additional details.

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: *	80.66
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):	
Data does not reflect all assessments occurring at postsecondary.	
Improvement Report 2	
Indicator Not Met:*	1S1 ? Academic Attainment in Reading/ Language Arts
Negotiated Performance: *	64.45
Actual Performance: *	54.92
General strategies planned to improve performance:	
Include MCA reading scores on transcripts and reinforce the important of this test with students. See Goal 1 for additional details.	
Comments or context for actual performance (optional):	
Target was met in previous year, consortium will continue to monitor performance.	
Improvement Report 3	
Indicator Not Met:*	1S2 ? Academic Attainment in Math
Negotiated Performance: *	49.50
Actual Performance: *	39.25
General strategies planned to improve performance:	
Data will be monitored and action steps are being implemented including involvement of math teachers in CTE advisory committee meetings.	
Comments or context for actual performance (optional):	
Second year of report/improvement plan. Math performance continues to be a concern at both secondary and postsecondary, and partners are working together to improve.	
Improvement Report 4	
Indicator Not Met:*	2S1 ? Technical Skill Attainment
Negotiated Performance: *	78.00
Actual Performance: *	68.38
General strategies planned to improve performance:	
Continue to assess students, compare performance from year to year, and utilize data for improvement.	
Comments or context for actual performance (optional):	
Performance is down from 77.34 the previous year and assessment choices will be reviewed/considered, as well as evaluation of new assessments implemented.	
Improvement Report 5	
Indicator Not Met:*	3P1 ? Student retention or transfer
Negotiated Performance: *	44.79
Actual Performance: *	41.80
General strategies planned to improve performance:	
Continue targeted advising and interventions, especially in program gateway courses with lower passing rates.	
Comments or context for actual performance (optional):	
Improvement Report 6	

Indicator Not Met:*	4P1 ? Student placement
Negotiated Performance: *	90.90
Actual Performance: *	88.35
General strategies planned to improve performance:	
Performance was at 97% of target, the target was met in prior years and will be monitored. Action steps will be planned if trend develops.	
Comments or context for actual performance (optional):	
Improvement Report 7	
Indicator Not Met:*	4S1 ? Student graduation rate
Negotiated Performance: *	90.00
Actual Performance: *	88.10
General strategies planned to improve performance:	
First year of improvement report, and performance is at 98% of target. Continue to monitor data and consider action steps if trend develops,	
Comments or context for actual performance (optional):	
Improvement Report 8	
Indicator Not Met:*	5P1 ? Nontraditional participation
Negotiated Performance: *	24.00
Actual Performance: *	22.42
General strategies planned to improve performance:	
Continue partnership activities and events with school districts to get program/career information to students earlier including 8th grade visits, junior class career day, and Health Careers Camp. Provide professional development for faculty. WorkForce Center partnership activities include a focus on improving nontraditional participation.	
Comments or context for actual performance (optional):	
Performance was up slightly from the prior year (was 21,95)	
Improvement Report 9	
Indicator Not Met:*	5P2 ? Nontraditional completion
Negotiated Performance: *	13.52
Actual Performance: *	13.04
General strategies planned to improve performance:	
Continue targeted advising/interventions along with professional development for faculty and informational materials, outreach and mentoring for students.	
Comments or context for actual performance (optional):	
Performance was up from the prior year and 96% of target.	
Improvement Report 10	
Indicator Not Met:*	6S1 ? Nontraditional participation
Negotiated Performance: *	37.00
Actual Performance: *	34.39
General strategies planned to improve performance:	
Provide professional development for teachers and informational materials, outreach and mentoring initiatives for students. Work based learning opportunities will include a focus on nontraditional career opportunities. Continue pilot activities started in FY '18 in two districts.	
Comments or context for actual performance (optional):	
Nontraditional participation is an ongoing challenge and activities are being planned to reach students at earlier ages to help impact decision making.	
Improvement Report 11	
Indicator Not Met:*	6S2 ? Nontraditional completion
Negotiated Performance: *	35.00
Actual Performance: *	30.99
General strategies planned to improve performance:	
Provide professional development for teachers and informational materials, outreach and mentoring initiatives for students.	
Comments or context for actual performance (optional):	
Analyze available opportunities for completion, which may be impacting data.	

Statement of Assurances & Certifications

Description	File Name	File Size
FY'19 Oak Land Statement of Assurances Signatures	FY19OakLandPerkinsSignatures.pdf	1.6 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 Data 16-17	Oak Land TSA Secondary Data 16-17.pdf	12 KB
Oak Land Education Partnership Policy & Procedure Manual	OLEP Policy Procedure Manual 2017.pdf	550 KB
Oak Land Education Partnership Planning Retreat Agenda	Perkins Strategic Retreat Agenda - 2-15-2018 v4.docx	28 KB

