

STRENGTHENING CAREER AND TECHNICAL EDUCATION FOR THE 21ST CENTURY

MINNESOTA PERKINS CONSORTIUM ANNUAL PERFORMANCE REPORT (SFY22)

OAK LAND EDUCATION PARTNERSHIP

Version 8/29/2022

Each year, Minnesota Perkins consortia must submit an annual performance report (APR) which details the progress and results of the previous year's local application for Perkins funding. **For the purposes of this report, the reporting year is July 1, 2021 through June 30, 2022.**

The annual performance report serves to answer two questions for the reporting year:

1. **How specifically did the consortium spend Perkins funding during the reporting year?**
2. **Did Perkins funding make a difference in improving student achievement and consortium operations, and how does the consortium know?**

Listed below are questions for the annual performance report. Responses should include specific evidence of the impact Perkins funding had on student achievement or the consortium operations. As an example, evidence may include the number of students enrolled in new courses, the number of teachers participating in professional development, or the percentage decrease in achievement gaps.

Process for completing the APR:

1. Use this Word document to respond to each question. Enter your responses following each question below.
2. Email the completed MS Word document to Jared Reise (jared.reise@minnstate.edu) as an attachment.

FY22 APR Questions:

1. For the programs of study funded by Perkins in your approved local application, address the following for the reporting year (July 2021-June 2022):
 - Were projects implemented as planned or did they need to be revised? If Perkins funding was not used as planned in the consortium's local application, explain what changes were made. What drove the change?

Narrative 1:

1. CLNA research, data mining, and stakeholder input went as planned and was the bases of the Perkins grant submission.
2. Advisory committees met to align curriculum with industry standards, identify material and equipment needs and build strong partnerships. Secondary teachers updated and modified curriculum based on these informational meetings.
3. The Anoka Technical College (ATC) Explore CTE! campaign was planned. However, due to many staffing and Perkins leadership changes, as well as Covid limitations, only a few of the activities were implemented. Campaign initiatives that were implemented are listed under APR question 1, second bulleted question: Collaboration with Stakeholders. Funds not utilized for Explore CTE! were moved to equipment for Automotive and Machine Trades programs with approval from Minn State.
4. College Now, an early college program was implemented through Anoka Technical College and the Anoka-Hennepin School District in FY21. This program has been fully operational for two years (2000-21 and 2021-22). Each of those years were impacted by the COVID pandemic. Each year 10 students earned 16 credits each, or 160 college credits per year and 320 over the past two years.

Narrative 2:

1. The Anoka Ramsey Community College (ARCC) Initiative for a high school IT Support Specialist Certificate was not funded as planned. The change was due to Covid ever-changing parameters and current interest. The funds were repurposed (see below, bullet #3). The funds repurposed from the IT support specialist certificate were approved and utilized by Minn State to create a Sensory Study Room in the library to accommodate students who are neurodiverse. This initiative was created and executed by partnering with the Office for Students with Disabilities and the library.
2. ARCC Career Outreach Fair did not go as planned. This event was cancelled due to Covid related constraints.
3. The ARCC Environmental Science faculty liaison partnered with the Environmental Science lecture/lab instructors to provide a hands-on environmental water study for ARCC students in this major. Lab equipment was purchased to gather data for soil and/or water samples located by our local schools. A cross district/school analysis of this data will be utilized over the next few years.
4. Equity by Design and the Bridges Initiative utilized less funds than allocated (Narratives 5 & 9) in the ARCC budget. Upon approval from Minn State funds were re-directed to Narrative 2 for ATI NCLEX prep (course for nursing NCLEX exam) and Engineering and Health Science program equipment.
5. ISD 728 (Elk River, Rogers, Zimmerman Schools)
 - 8th grade college ATC/ARCC college visits were canceled due to COVID. However, partners worked diligently to ensure smaller groups were able to explore CTE.
6. ISD 728 reached out to business and industry to deliver many successful programs in partnership with Perkins.
 - Manufacturing partners (Distinctive Iron, Metal Craft, and Sportech), Elk River Area Chamber of Commerce and Dunwoody College of Technology hosted a Cool Jobs Tour to celebrate Manufacturing Day. This initiative proceeded as planned.
 - Zimmerman High School hosted a Career Fair for 700 (grades 9 – 12) students to learn about careers: necessary skills, training requirements, how the career related to what

students are learning in high school, rewards and challenges of the job, a typical day, job market and wages. 120 community members shared their careers.

- Senior Strategies Class collaborated with businesses in order to showcase their company.
 - Cornerstone and Ford in Elk River donated a 2014 Ford Fiesta to the Automotive program.
 - CTSOs supported by business and industry for mock interviews and job shadows.
 - The following employers participated in a hiring event at Rogers High School for summer, internships, part-time and full-time positions: American Leak Detection, Atlas Staffing, CDI, Elk River Senior Living, FedEx, Heating & Cooling Two, ISD #728, Minnesota Equipment, New Horizon Academy, Omann, Performance Foodservice, RDO Equipment, YMCA, Pour Wine Bar and Bistro, and Cornerstone Auto.
 - Increased costs of classroom carpentry/wood materials was met with a boost from Brad Richardson, Christian Builders, who donated \$5,150 to both Elk River and Zimmerman High School(s) (Brad donated \$10,000 to Rogers two years ago). Matt Campanario offered an instructor from the Carpenters Training Institute to help with classes and \$9000 in materials for classes through a grant.
 - Northern Tool and Equipment provided \$50 gift cards to the welding students at Roger High School in addition to the \$5,000 in tools they donated.
 - The Rogers Rotary provided funding to expand the Rogers High School welding classes with a donation of welders and facility updates to add more stations for students to learn hands-on fabrication skills.
 - Caterpillar Paving opened their doors again for high school students to tour and learn about all the career opportunities CAT offers from sales and marketing, welding and fabrication, assembly, research and development, engineering, quality, and administrative support.
 - Community Education hosted their annual Career Exploration (not a job fair) Fair on February 28, 2022. The event was for parents, students and community members to get a glance of the career options in the community. Thirty-five different employers were represented.
7. The Youth Skills Training Grant has allowed ISD 728 to expand the existing relationship with Guardian Angels and the Professional & Workforce Training at ATC & ARCC to double the number of students in the classes and create additional internship opportunities. Many of the nursing assistant students are now working at Guardian Angels.
 8. ISD 728 hired a HOSA Advisor for the district.
 9. ISD 728 students participated in National Apprenticeship week by attending the Minneapolis Electrical JATC to learn about the Earn-As-You-Learn model. This was supported by a MNRAE grant in partnership with Central MN Jobs and Training.
 10. Cambridge-Isanti High School completed the curriculum writing for online medical terminology in order to start offering courses in the Health Sciences Career Field.
 11. Anoka-Hennepin provided the following college visits to students that are under-served:

Date	Trip	Number of Students
9/28/21	UMN-TC	49
10/8/21	Lake Superior College	26
10/13/21	ATC/Mpls JATC	53
11/9/21	UW-River Falls	44
11/16/21	UW-Stout	24
11/18/21	Augsburg	40
12/17/21	ATC-Machining	26
1/7/22	MCTC/Standard Heating & Air Conditioning	27
1/28/22	ATC-Welding	18
4/12/22	SCSU-Business, Communication/Journalism, Computer Science	45
4/20/22	Century College-Cosmetology, Dental Hygiene, Prosthetics	30
4/22/22	ATC-Surg Tech	25
5/6/22	Anoka-Ramsey CC	24
5/11/22	ATC-Medical Assisting	16+ a waitlist
5/16/22	Horticulture Career Day-Rush Creek	29

- What accomplishments/outcomes resulted from this spending? What evidence do you have to support this? Include any relevant accomplishments on the following topics:

1. Collaboration with stakeholders

Narrative 1:

1. Anoka Technical College Explore CTE! campaign was able to offer:
 - Explore CTE! Days at Anoka Technical College (ATC) were held February 9 and April 13, 2022. Reimbursements were provided for high school transportation, substitute teacher costs, and preparation to include materials and curriculum writing.
 - The “Hey! Girl” ATC Mentor program was successful. Seventeen students explored 4 topics (woodworking, reverse engineering, interior design, and entrepreneurship), and toured Caterpillar. Three businesses (Elpis Enterprises, D. Casablanca Interiors, and Caterpillar), Minnesota State Engineering Center of Excellence, and Huldah Hiltzley provided session facilitators and field trip sites.
 - Scrubs Camp had 53 students participate over three days. Participants explored 9 programs (EMS, Hands-on suturing, Medical Assistant, Surgical Technology, 911 Dispatch, Nurse Anesthetist, CNA and HOSA). Two field trips were provided. The ATC program facilitators were from the following departments: EMS, Surgical Technology, and Medical Assistant. CentraCare, Anoka County 911 Dispatch, Health Partners/Regions Hospital, HOSA, NAMSA, and Tillges Orthotics & Prosthetics partnered for this event.
 - District 728 Annual Epic event was cancelled due to the pandemic.

Narrative 2:

1. Both colleges supported the Central Job Posting System. Both colleges agree that the students do not utilize the system as much as predicted.
2. Career Force (Blaine, Anoka, Central Minnesota CTJS) Partnerships with the Oak Land Partnership has been very successful.
 - Advisory Committee(s):
 - Bridgett Backman is active on the ATC and ARCC college advisory committees and attends meetings throughout the year in addition to her contributions to our team and consortium efforts.
 - ATC has a representative on the Anoka County Workforce Development Board – meets monthly throughout the year.
 - Anoka-Hennepin STEP HS – Jess Lipa is the Standing Youth Committee Chair for ACJTC and is also a member of the Anoka County Workforce Development Board.

- Equity focus:
 - Active on Equity Asset Committee for the Job Training Center.
 - Met with new staff and reviewed the Bridges Plan for Equity through ATC/ARCC.
- Career Exploration Partnerships:
 - Presented to Blaine HS Medical Careers Class 10 students, Sept. 2021.
 - Presented to Anoka High School – Virtual Interviewing, 8 youth, Oct. 2021.
 - Participated in Anoka Technical College – Open House, 65 youth, April 2022.
 - Participated in Career Spotlight event for IT careers, 5 students, April 2022.
 - Participated in Career Spotlight event for Health care field, 10+ students, April 2022.
 - Promoted Scrubs Camp to JTC clients.
 - Assisted with AH STEP CAPS Project for Business Administration class, Spring 2022.
 - Worked on Manufacturing Month planning for Oct. 2022 – Big Ideas Virtual Career Exploration.
- Employment Activities:
 - Participated in Job Fair at Anoka High School on May 31, 2022 with approximately 1,000 youth participating.
 - CareerForce hosted 2 hiring events per month and promoted to communities, high schools and colleges.
 - Partnered with Anoka County Library to host a Teen Job Fair – May 3, 2022. Over 200 youth attended from area schools 26 different schools & 11 employers had job tables.
- CareerForce and ACJTC also works with:
 - Blaine HS – Trades Day event
 - Coon Rapids HS – Future Leaders Program
 - Hope 4 Youth – Drop in Center located in Anoka – weekly counselor visit – 1 day per week. These youth are experiencing homelessness.
 - Hope 4 Youth – Residence which is located by Northtown and serves Anoka County/more – weekly counselor appointments. These youth are experiencing homelessness.

2. Integrating academic and technical skills into CTE courses and programs

Narrative 2:

1. ARCC provided program assessments (TSA) for the Physical Therapy Assistant and Nursing programs.
2. Cambridge-Isanti High School:
 - Developed a Career & Life Development class required for all 10th graders. The class will include MCIS, post-secondary field trips, industry tours, mock interviews and career speaker panels.
3. ISD #15 (St. Francis):
 - DECA started a new school store. They are providing students with beverages and coffee products, snacks and some SFHS spirit wear.
4. ISD 728:
 - Hired a HOSA advisor to build interest and support in the healthcare pathway. There is ongoing support to other CTSOs (DECA and ProStart) with leadership training and competitions.

- Purchased new industry approved equipment for the construction classrooms to expand the curriculum to larger projects and understand new technology.
- Worked with special populations at the ALC to learn construction skills, proper use of hand and power tools, and OSHA 10 certifications with the Urban Boat Builders Program.
- Expanded the communications pathway in ERHS with new industry approved camera/video equipment to meet the new requirements for film and student news classes.
- Expanded Mock Interviewing for Juniors to Rogers High School and the Ivan Sand School.

Narrative 4 and 2:

1. Secondary equipment and curriculum writing support to include programs in Automotive, Diesel, Dental Occupations, Outdoor Motor Sports, Medical Assistant, Carpentry, Cabinetry, and CAPS Business Education.
 - Anoka-Hennepin developed a partnership with Yamaha and Polaris. Students will begin Yamaha certification moving forward at Andover HS for OPS/OMS.
 - Cabinetry/Construction: Anoka-Hennepin purchased cabinetry software (not grant funded) to continue to meet industry standards. Moving forward, cabinets will be built by students for the student-built home.
 - CAPS students worked closely with the Bank of Elk River, Osseo Hockey, Target, Caribou, and other industry partners.
 - SFHS Automotive program purchased an industry recognized diagnostic tool for the shop.
2. Secondary partners provided a TSA coordinator and assessments consortium wide.
 - Anoka-Hennepin: Nursing Assistant TSA: 32 students passed the exam.
 - Anoka Hennepin: CISCO Certifications
 - Introduction to Cybersecurity 9 out of 11 passed
 - Information Technology Essentials 12 out of 16 passed
 - Cybersecurity Essentials 5 of 10 passed
 - Cyber Ops Associate 5 of 10 passed
 - Anoka-Hennepin: Emergency Medical Responder 31 of 44 certified as an EMR.
 - Anoka Hennepin Welding Carbon Steel with Backer 11 of 17 passed.
 - Anoka Hennepin Welding Carbon Steel Downhill Progression 9 of 17 passed. After further practice the additional 8 students passed.
 - Additional TSA Data for the Oak Land Education Partnership:

TECHNICAL SKILL ATTAINMENT					
2021-22 Oak Land Consortium Data					
STEP					Not
Therapeuti	Tests	Pass	%	CBA	Tested
Nursing Ass	141	97	69%	24	9
Totals	141	97	69%	24	
Law Enforc	Tests	Pass	%	CC	
Law II/Pol	28	26	93%	16	
Autos	11	8	73%	2	
Business M	26	13	50%	13	
ANDOVER					
Accounting	5	1	20%	0	0
Business M	91	57	63%	29	3
Med Terms	34	19	56%	19	7
ANOKA					
Business M	86	59	69%	29	6
Marketing	29	26	90%	22	3
Med Terms	52	14	27%	14	0
BLAINE					
Accounting	29	6	21%	1	2
Business M	112	85	76%	39	3
Med Terms	41	18	44%	18	2
Accounting	21	4	19%	1	2
Business M	148	110	74%	54	23
Med Terms	88	64	73%	64	7
COON RAPIDS					
Business M	112	70	63%	30	15
Marketing	20	18	90%	18	1
Med Terms	52	25	48%	25	3
ELK RIVER					
Child Occs	74	56	76%	56	5
ROGERS					
Child Occs	72	59	82%	59	2
PRINCETON					
Culinary	34	19	56%	19	8

1. Providing greater access to CTE programs for special populations students

Narrative 2:

1. ARCC hosted an ELL event. 29 students participated from 4 Anoka-Hennepin District high schools. Students were able to meet with Academic Support and Financial Aid, experience the full campus as well as meet with and do hands on activities with the ELL, Music, Environmental Science and Art departments.
2. Career Tours were provided for ELL, Indian Ed, and Homeless youth at the secondary level.
3. College/Industry Tours were provided for SPED students.

4. Field Trips were well thought out and embraced in our secondary consortium schools. The field trips were part of a larger initiative that prepped students for the tours and ended with follow up lesson plans.
5. St. Francis High School FACS department purchased an oven that is more accessible to students with disabilities.
6. ISD #15 (St. Francis) ALC repurposed Perkins money for FFA training to expand FFA program.

Narrative 3:

1. St. Francis High School continued their license for MCIS to reach all CTE students including CTE special populations.

Narrative 5:

1. ARCC Nursing Equity Project - Due East and Anoka-Ramsey Community College Nursing Program revised the student handbook. Revisions included language modification (shifting existing language to current expectations and understandings) along with policy and procedure shifts that serve to increase equity within the nursing program.
2. ARCC utilized the Weaver Reading Program again this year to support ELL students in the Nursing program semester 1. Pre-Covid, the nursing program had a reduction in attrition for students of color population after implementing Weaver. Students commented that the Weaver Reading Program is helpful, and previous student comments from earlier semesters regarding 'reading is a problem' in our classes have ceased.
3. ARCC and ATC collaboratively created the EDI (Equity, Diversity, and Inclusion) framework and strategic plan for the BRIDGES program, while keeping in mind the MinnState Equity 2030 goals.

Belongingness, Restoration, Inclusion, Diversity, Growth, Equity, Sustainability

Current EDI Initiatives and their alignments with	B	R	I	D	G	E	S
Affinity Groups for employees	X	X	X	X			X
Bias Response Team	X	X	X				
LGBTQIA+ Inclusivity Recommendations	X	X	X	X			X
Asian (Hmong) Student Association	X	X	X	X			
Black student union	X	X	X	X			
Crisis grants	X	X	X		X	X	X
DEI website updates	X	X	X				X
Equity by Design		X	X	X	X	X	X
Faculty & Staff trainings, book clubs, etc.	X	X	X	X	X	X	X
HEED/DEI recognition award	X	X	X		X	X	X
Hiring processes (Search Advocate)	X	X	X	X	X	X	X
Land Acknowledgement	X	X	X	X			X
LatinX Student Organization	X	X	X	X			
LGBTQ club	X	X	X	X			
Multicultural Club	X	X	X	X			
Muslim Student Association	X	X	X	X			
Summer equity seminar	X	X	X	X	X	X	X
Upstander/Bystander Training	X	X	X		X	X	X

4. Equity Training was provided for secondary districts (Saint Francis, Cambridge-Isanti and Princeton) through the YMCA Equity Program. Fifteen staff participated.
5. ISD 728 implemented a Superintendent Student Advisory that meets monthly with the superintendent. They created 'We Believe, Promote, Acknowledge' statements regarding Equity in Education for their district.
6. AH has a recruitment and retention human resources position specifically designed to employ strategies around recruitment and retention of teachers, administration, support staff, and has specific goals around BIPOC employment. In addition, AH supports a mentorship program for probationary BIPOC (black, indigenous and people of color) teachers. The mentorship program offered an opportunity for probationary BIPOC teachers to connect with other BIPOC teachers and administrators in the district and share a safe space where authentic relationships can form. Tenured BIPOC teachers served as mentors for the probationary BIPOC teachers.

7. AH created an Equity Achievement Plan to include priorities, strategies, progress indicators, timeline, responsibilities, measures and targets.

2. Expanding access to postsecondary credit for secondary students

Narrative 2:

1. ISD 728 updated Business and Marketing courses to align with industry and postsecondary requirements.

Narrative 7:

1. Articulated College Credit (ACC):

- ACC provided an avenue for students who do not qualify for Concurrent Enrollment (CE) and for districts that cannot offer CE. The ACC meetings provide for agreement updates and creation of new agreements as well as time to discuss curriculum improvements with college faculty and secondary colleagues. The meetings also provide an avenue for faculty to hear Perkins updates, guest speakers and DEED data.

FY22 Articulated College Credit Annual Report Oak Land Education Partnership				
High School	Total Students Registered for ACC (Duplicated Count)	Total Students Approved & Earned ACC (Duplicated Count)	Total Students Pending, Not Earned ACC To Date (Duplicated Count)	Total Students Unsuccessful in Earning ACC (Duplicated Count)
Anoka-Hennepin District #11	5842	3599	1290	953
Cambridge-Isanti District	91	83	2	6
Elk River Schools #728	80	37	42	1
Princeton Schools #477	71	44	14	13
St. Francis #15	306	135	128	43
Overall Consortia Total	6390	3664	1270	1016

The College High School Partnership (CHSP) is a partnership of Carl D. Perkins consortia collaborating together to connect high school and college career and technical education (CTE) programs.

The main goal of ACC is to align career pathway programs with select high school and college courses in CTE programs so students are eligible to earn early college credits.

- In FY22, seven (7) different consortia joined together to offer articulated college credit and professional opportunities for their CTE teachers and faculty. This included the Oak Land Perkins Consortium along with Great River, Hennepin West, Minneapolis, Northeast Metro, South Metro, and Southwest Metro.
- Great River Perkins Consortium formally joined the Partnership in FY22.
- Five (5) MinnState two-year colleges continue to be key supporters of this partnership – Anoka-Ramsey Community College, Anoka Technical College, Hennepin Technical College, Normandale Community College, and North Hennepin Technical College.

- The www.CTEcreditMN.com website added new features to allow colleges to verify student ACC records and review agreements. In addition, registrars can indicate if the student is utilizing the credits at their college.
 - High school and college leaders from each Perkins consortia are advisors to this initiative.
3. CHSP continued to offer professional development through full-day articulated college credit meetings by career pathway(s) in FY22 despite the challenges of COVID restrictions.
 - 12 different teacher-faculty meetings were held at Hennepin Technical College or North Hennepin Community College during the 2021-2022 academic year.
 - CTE high school and college programs from all 6 career fields and 16 career clusters were invited and attended at least 1 meeting in FY22 with the option of attending in person or virtually.
 - Average attendance at these meetings varied from 10-35 teachers and faculty depending on the CTE program area. Estimated attendance in person for these 12 meetings in FY22 was 150 teachers, faculty, administrators, and business/industry partners with another 25 attending virtually. Total numbers were down from past years as expected due to COVID restrictions (limited or no subs, health concerns, etc.)
 - A set agenda for all meetings included an overview of Perkins V, national and state updates on CTE, goals of CHSP as it related to ACC.
 - Connections with business/industry partners was also a key part of the meetings. Business and/or industry reps from the Greater Minneapolis Chamber of Commerce presented a 30-minute overview of current trends, needs and industry standards for each of the 16 Career Clusters. There was time for teacher/faculty discussions following the presentations.
 - Additional benefits to these meetings include: connecting high school to college educators, resource sharing from school to school, school to college, college to college, and tours/presentations by college faculty to secondary educators.
 4. College Now Program at AH schools has had two years of the full program (2000-21 and 2021-22). Each of those years were impacted by the COVID pandemic. Each year 10 students earned 16 credits each, or 160 college credits per year and 320 over the two years.

Narrative 2:

1. ARCC education transfer pathway - Due to the unpredictable nature of the pandemic, ARCC continued to offer our Education Transfer Pathway students an opportunity to complete their field experiences in a remote setting using The Teaching Channel.
2. ISD 728 implemented a new high school student pathway for Education.

Narrative 8:

1. Professional Development (MACTA, CTE Works, FFA, FACS, Business, Etc.) was provided for instructors as well as: training on new equipment, curricular area conferences, CTSO conferences, and equity training.
2. Provided PD funds for one ARCC Business faculty to attend ACBSP, our accrediting body with a global reach. Attendance provided continued PD for our faculty in maintaining accreditation of

the ARCC Business program, network with sister institutions, and become a certified ACBSP evaluator.

3. Changes to your consortium structure or processes

Oak Land Education Partnership Structure Changes:

- The Executive Team made a decision to rewrite the administrative assistant position into a Perkins Coordinator position which was hired for the FY23 school year (see specifics in the FY23 grant).
- 3 people from the Leadership Executive Team left positions at ATC.
- 5 people from the Leadership Team (2 ATC, 1 ARCC (Admin Assist)1 St. Francis HS, 1 Princeton HS) left their positions.

Oak Land Education Partnership Processes:

- Consortium Information is now stored on Google Docs.
 - Updated Policy & Procedure Manual to reflect our leadership/exective team model.
 - Updated our funding policy to reflect the Tier 1, 2, 3 POS structure.
2. For Reserve funding, what projects were completed or accomplishments achieved during the reporting year? If Reserve funding was not used as planned in the application, explain what changes were made. What drove the change?

AH hired a SAA (Student Achievement Advocate) to work with students specifically getting them ready for careers in CTE related fields. While the position of SAA is not new to the district, the focus on CTE was new. The SAA worked with students both at Anoka HS as well as Anoka MS and specifically worked with BIPOC, homeless youth, foster care youth, and youth at risk. Groups were formed, with specific tours in the top in demand occupations, and families were connected with career outcomes.

ATC/ARCC provided a culturally responsive teaching and active learning workshop in May 2022. Sixteen faculty participated in a cohort focused on pedagogies that reduce the student success gap of under-represented students and first generation college students in college courses. The components allowed faculty to look at how to create an inclusive and equitable classroom through multiple lenses: design of a course, the research regarding how people learn, and learning about and know our students. Participants received a stipend.

3. Work-based learning: What activities did the consortium complete during the reporting year to expand access to work experiences in **excess of 40 hours** to secondary students? What were the results?

- Professional Development supported 9 instructors consortium wide through Lakes Country Cooperative to later obtain their WBL license. This was a great success.
- New observations sites have been obtained for AH Secondary Preschool observations.
- NAR/EMT certifications were broadened in the AH district to reach more students.
- AH added a WBL coordinator for Virtual Academy students.
- Video productions have been added for marketing internships in District 728.

- Early childhood Internships have been added for Princeton High School students.
- Cambridge Isanti High School utilized FY22 to prepare the FCS teachers to obtain their WBL endorsement to support the education pathway program with internships after completing the Intro to Education class being developed and offered in FY23.

4. What initiatives or projects are you especially proud of within the reporting year? What do you consider most successful? Why?

Most Successful (not in any particular order)

1. ATC and ARCC rewrote the Perkins support position in FY22 to better address grant needs and initiatives. We mimicked other MinnState colleges in creating a Perkins Coordinator position that has more agency and dedicated ownership of managing the grant, such as attending all advisory committee meetings, monitoring and tracking expenditures in line with grant initiatives/goals, collaborating with secondaries and college CTE programs, and organizing data, and event coordination, etc.
2. The secondary partners worked extensively on the goal of teacher recruitment and retention. All of our partners specifically worked to introduce, implement, or expand education pathways in our school districts. Elk River and Cambridge Isanti are working diligently to begin and implement education pathways for students in their districts. Anoka-Hennepin has an established pathway and partnership with ARCC. High School students are completing clinical observations across our 26 elementary schools and 6 middle schools. Many students are getting paid employment through the partnership with Anoka County and Future Leaders by working with Adventures Plus.
3. Additionally, to continue to support teacher retention, the consortium has put efforts in place to support the professional development of teachers with Lake Country Service Cooperative to support more teachers being recommended for WBL endorsement as well as foundational support for teachers to understand how to run a CTE program in their schools.

Most Proud

1. Our consortium collaborates well together. Our proudest accomplishment is our adaptability in working with all of our partners/stakeholders including Jobs Training from Anoka, Blaine, Central MN and our local business and industry along with our local chamber of commerce and rotaries. Referring back to our three most successful initiatives, it demonstrates how we keep moving forward in a positive direction in our most crucial areas of need. Each of the successes listed above, is supportive of growth and improvements in CTE to serve our students.

5. What challenges did you encounter when implementing your local plan during the reporting year? How did you respond to them?

There were two main challenges:

1. Turnover in the Oak Land Education Partnership Executive and Leadership Teams, as well as support staff (See Question 1, bullet 2, Changes to your consortium structure or processes). We responded by helping each other and doing the best we could for the students we serve.
2. Covid related policy changes that were ever changing. The Oak Land Education Partnership was able to pivot and punt as colleges and high schools were changing recommendations regarding COVID

and group sizes. If the consortium was not able to follow through with a planned strategy, a request was sent to MDE or MinnState to repurpose funds.

6. How can State staff (Minnesota State, MDE) best help you meet the goals of your plan?

The Oak Land Education Partnership would like to see the APR, grant, budget and CLNA questions/matrix in the spring of each year well before the grant is due. This would be more efficient for data gathering etc. As it stands now, we just gather loads of data just in case we made need it. It makes it hard to manage and frustrating for all. When changes are implemented at the state level, the change should not go into effect until the next year.

In regard to monitoring visits, it would be helpful to have guidelines posted, one semester or year prior to the new fiscal year. (e.g. January 2023 prior to the FY24 visit).

~~If your consortium completed monitoring by State staff during the past year, please include information requested in the monitoring report with this APR.~~

~~7. If you were required to submit an improvement plan for any performance indicator in your FY23-24 application for funding that you submitted May 1, 2022, please provide a description of the progress you have made in implementing your action plan for that indicator.~~

8. (Optional) As part of the APR submission, you may request changes to your consortium performance levels for one or more of the performance indicators (1S1, 2S1, 2S2, 3S1, 4S1, 5S3, 1P1, 2P1, 3P1). However, if the consortium is on an improvement plan for an indicator, you cannot request a change for that indicator. If requesting a change, a consortium must provide sufficient rationale/justification for the proposed change.

The Oak Land Education Partnership will not be requesting an indicator target change.

Note: Technical assistance will be provided for Special Populations and Performance Gaps when the data is available later in the fall.