

Minnesota Annual Performance Report (APR) FY20

FY20 Oak Land Consortium
Oak Land Consortium

NOTE: This APR is reporting on the Perkins V transition year, FY20, 1 July 2019-30 June 2020 and corresponds to the funding opportunity FY20 Strengthening Career and Technical Education for the 21st Century Act (Perkins V) in Amplifund.

1. Describe the consortium's efforts to design, implement, and/or improve programs of study during the Perkins V transition year.

The consortium did not develop any new Programs of Study in FY20. However, not all programming has equity, access, size, scope and quality within each district. The POS coordinator continues to work with each partner to update the following pathways: Accounting; Therapeutics Services; Human Resources Management; Network Systems; Production; Engineering and Technology; Facility and Mobile Equipment Maintenance; and Teaching/Training.

The Oak Land Education Partners continue to focus on the pathways listed above because they support the highest in-demand occupations in Central Minnesota with an income over forty-one thousand dollars such as: Truck Drivers; Registered Nurses; Carpenters; Elementary Teachers; Welders, Cutters, Solderers, and Brazers; Licensed Practical and Licensed Vocational Nurses; Secondary Teachers; Secretaries; Heating, Air Conditioning and Refrigeration; and Machinists. (Source: DEED, Labor Market Information)

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

Several new initiatives and improvements were made in regard to size, scope and quality of programming throughout the Oak Land Education Partnership. Local use of funds were used in the Elk River Area Schools to certify a teacher with OSHA 511 and 501 certifications. This will allow students the opportunity to earn an OSHA 10 certification. Due to Covid 19, the new medical terminology course was not developed in FY20. The plan is to offer the course spring semester of FY21 as health care careers are in demand. North Star Printing (poster printing), a student run business provided real world experiential learning for students. The Little Red Shed project did not use Perkins funding. However, funding was used to purchase 3D printers for CADD classes at ERHS to teach problem solving skills and design prior to production. The automotive program was able to purchase three lifts to bring the shop to industry standards. The Urban Boat Builders program was not able to be offered due to distance learning in FY20. ERAS hopes to be able to bring this program to fruition in FY21.

The Anoka Hennepin (AH) School district analyzed local and national labor market information and determined that improvements were necessary. The district previously had no clear pathway nor experience in the diesel industry, it has been determined that AH will continue to develop and move forward with partnerships in this pathway to support implementing industry standards in the diesel program. The AH district reviewed achievement data of students of color that were taking courses in the education pathway. Upon reviewing assessment results, the district learned that students of color achievement rate was 40% less than their white counterparts. The district is creating changes in the pathway so that all students can access the course, and new courses were developed within the education pathway to attract more students. Partnerships were developed with Black Men Teach, Future Leaders, and Educators Rising to support and encourage students of color to consider education careers. The district has also hired a recruitment & retention specialist to support the school boards' direction toward a more diverse workforce that matches the diversity of our student population. AH Trade and Industry departments were redeveloped to become career and technical education focused. After determining that the current offerings were not based on industry standards, there was no existing pathway toward college or career. The teachers were largely underprepared for implementing valid and reliable assessments and curriculum. Funding was used to support curriculum writing, analysis of cultural bias, and professional development for the teachers. New courses were offered in FY20 in Advanced Automotive, Outdoor Motor Sports & Engines, Robotics & Automation, as well as implementation of Welding standards. The district used Perkins funding for curriculum development, assessment implementation, and supported professional development for the teachers to learn industry updated skills.

3. Describe the consortium's efforts to partner with business, industry, and local communities and to provide CTSO experiences to students. What were your successes and challenges?

There were many challenges in FY20 due to Covid 19. The biggest challenge for ARCC was to provide the nursing and allied health program students the hands-on practice needed to be successful. The programs created additional kits to send home with students to practice their skills. Moreover, all of the healthcare clinical sites worked with the ARCC programs to determine what students needed to graduate. The partnerships proved to be successful for the students that remained in the programs.

ARCC was able to expand the BPA CTSO. Five students participated in the state competition held in Alexandria, MN. The team of five students that went to state earned 22 wins. There were seven first place, seven second place, five third place, and three fifth place wins. Unfortunately, due to Covid 19, BPA was unable to go to the national competition.

Secondary programs also found success and challenges in their efforts. Cambridge-Isanti HS had five students qualify to attend the FCCLA Virtual National Conference in July 2020. St. Francis HS started a new DECA program. DECA has a dedicated store front in the newly remodeled school. Supplies and equipment were purchased to help furnish the store and provide students with a true, hands-on marketing and sales experience. The St. Francis Learning Center provides high school students with hands-on agriculture programs and FFA. A farm-to-table program is being developed to allow students to learn new culinary skills and develop their science and agriculture skills. Princeton FFA attended the Virtual MN State FFA convention in May, 2020 and won 6th best chapter in the state.

Elk River Area Schools hired a HOSA advisor for the district in order to advance the health services field. The Advanced DECA Class moved to a blended learning model that works with the community to provide ongoing projects for the class. The internship program continued to build partnerships and work experiences with businesses to place CTE students. In addition, ERAS is working to expand the Work Experience program for at-risk students that are not SPED. A job shadowing day was started for every junior at Elk River High School. A Manufacturing Breakfast Event was held in October 2019. There were over 40 people in attendance with representatives from 14 local businesses, ISD 728 staff and local government employees to learn about students in the manufacturing program. ERAS was able to offer mentorship training to employer partners as part of the Youth Skills Training grant.

Many partnerships were formed in the Anoka Hennepin District such as the partnership with Cummins to offer the course Introduction to Diesel Mechanics, implement WBL partnerships, and classroom donations. There was collaboration with a local dental office that provided students with mentoring and field experiences in addition to classroom donations and curriculum development. Rapids Honda in Coon Rapids collaborated with the Coon Rapids and Anoka high schools to provide internships. An E-mentoring program was implemented in 6 high schools. A partnership with Genesys Works was formalized at five high schools. Genesys Works (<https://genesysworks.org/about-us/>) is a model that helps close

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educational achievement and opportunity gaps. While manufacturing students from STEP and Andover High Schools were out of school during Covid 19, they collaborated with local hospitals to develop manifolds and face shields. Students gathered feedback, adjusted the blueprints, and redeveloped the shields.

4. Describe successes and challenges in your efforts to improve service to special populations during the transition year.

4a. Based on the data, what student group(s) did you identify as needing specific attention. What resources were applied to address these concerns?

In the AH School District, Manufacturing and Transportation career clusters were overrepresented by male students. All trade and industry teachers along with their programs determined department and Q Comp goals to increase student enrollment of female students in their courses. Unfortunately, registration for FY21 courses is often prior to being enrolled in the first course, so students many times have not experienced the level I course prior to enrolling for next school year. Additionally, it has been noted that micro messaging professional development is a priority moving forward for many of the trade and industry teachers.

The Anoka Hennepin FACS programming data indicated that students of color perform up to 40% lower than their white peers. All FACS teachers developed Q Comp goals around increasing the performance of their students. This included PD centered around analysis of current materials, projects, curriculum and assessments to include diverse perspectives. A major challenge was Covid 19 and being thrust into distance learning, which made inequity even more evident in our student populations as students continued to struggle in that environment.

The consortium has overwhelmingly offered WBL opportunities for students with disabilities. While this is good, we believe that we need to increase internship opportunities for students in occupational content areas as well. Anoka Hennepin has added 0.5 FTE to Andover HS to grow the internship program as a result of this data. Elk River Area Schools provided a presentation regarding the Pre-Employment Transition Services program from Vocational Rehab Services to the secondary counselors to offer additional services and resources for students.

4b. How did your consortium provide support to students in special populations to ensure equitable access to programs leading to high-skill, high-wage and in-demand occupations?

Consortium colleges hosted the Elk River School District 8th grade students on their campuses for career and program exploration in Fall 2019. The 8th grade visits were extremely well received by the students, teachers and staff of District 728. Hundreds of students had the opportunity to learn about in-demand, technical careers; see live demonstrations of student projects around campus; and experience what it was like to actually work on equipment; and participate in the same type of learning as the college students. These events introduced students to a large number of options they traditionally may not be aware of. The support from the consortium allowed students to explore high-skill, high-wage and in-demand occupations they may be unfamiliar with as possibilities for future careers. This event was also scheduled at Princeton and Cambridge-Isanti Middle Schools but was cancelled due to Covid 19 in Spring 2020. Future plans are to link to the 9th grade registration process into this event and incorporate the exploration into the 8th grade curriculum.

Elk River Area Schools CTE-WBL coordinators worked closely with SPED WBL coordinators to explore opportunities for SPED students to move from Work Experience to career specific, high level CTE internships. The Indian Education Support department in the Anoka Hennepin School provided careers tours in high skill, high wage, and in demand occupations for Indian Education students, as well as mentoring and college and career planning. A WBL program was developed and implemented for developmental cognitive disability students in the Anoka Hennepin District. The Summer Bridge Program that addresses overall college readiness of first-time college students in a workshop format was hosted by Anoka Technical College (ATC). The funders of the Summer Scholars Academy was suspended with the onset of Covid 19. However, with the great success of the 2019 program and the heightened need for this program, ATC moved forward with a completely online version called Summer Bridge Academy. Eleven students were registered and 9 students persisted to completion. Eight students successfully passed the program and were deemed ready to be successful in college level coursework. In the current environment, with an extremely high touch program, the eight students who continued to college courses found great success and appreciated the Summer Bridge Program opportunity.

ATC planned and piloted youth/parent career workshops to build awareness of and support for CTE offerings and student participation. The planning and staff/faculty participation of the Interactive Family Workshop Series went very well. There was a lot of interest in and a variety of different workshops offered. Workshops ranged in subject matter and duration and all were in hands on, interactive formats. However, with the onset on Covid 19, this series was suspended. The goal is to offer the same or similar series in the spring 2021, or when it is allowed. In addition to the Interactive Family Workshop Series, the Tech Explore Camp was run virtually in partnership with the MinnState Engineering Center of Excellence.

In FY20, Holistic admissions through MANE was approved for nursing programs across the state. Students are now not evaluated solely on TEAS test scores and GPA. These only count for 20% of the admission criteria. The rest of the criteria is based on experience (work, internships, training not related to a degree outside of the academic setting, etc.) and attributes (degree completion, general education credits complete, etc.), a personal essay question where a student shares their journey to nursing school, and an essay to describe situations related to collaboration/teamwork. These items count toward 80% of the application approved process metrics. ARCC will be implementing Holistic admissions in full for spring 2021.

4c. How did your consortium provide academic support ensuring all CTE students made meaningful progress in performance, including subgroups of students?

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Anoka Hennepin CTE programs established Q Comp and department goals based on performance of students in order to reduce achievement gaps. All academic materials in those departments were analyzed for bias and racial inequities. During the spring distance learning, student performance was analyzed and additional supports were made available to students who were struggling. The consortium continued to review data to identify subgroups during the CLNA in order to offer a multi-tiered system of supports for students who need academic support. In FY20, it was noted that ARCC students who did not pass the 2800 level of nursing did not consult with the CLA-2 Nursing Student Tutor in the 2700 level of the program. Students who did consult with the CLA Nursing Tutor were successful in the semester the tutor was available, and even more successful in subsequent levels of the program. ARCC was able to provide both groups one-to-one student consultations and tutoring. Additionally, the Weaver reading program was utilized again in the 1st semester of the Nursing program. The Nursing program had a reduction in attrition for students of color after implementing Weaver. Students commented that the Weaver Reading Program is helpful, and the previous student comments from earlier semesters regarding 'reading is a problem' in their classes have ceased. Data mining was difficult to pull from Spring 2020 due to Covid 19 related circumstances. In March 2020, the NCLEX prep program (with practice tests embedded) was required for all graduating students in the Nursing program. Those students who took the NCLEX exam after utilizing the prep program have passed at a rate greater than 80% so far. The previous year's passing rate was 75%. The Physical Therapy Assistant program at ARCC utilized Perkins funds to make home-made "send home kits" to serve students remotely in order for students to successfully complete the program in the Spring 2020 semester. The pass rate is well above 90% for the board scores.

4d. How did your consortium support non-traditional (by gender) students (For example, women in traditionally male-dominated careers and men in traditionally female-dominated careers)

In the AH School District, Manufacturing and Transportation career clusters were overrepresented by male students. All trade and industry teachers along with their programs determined department and Q Comp goals to increase student enrollment of female students in those courses. Unfortunately, registration for FY21 courses is often prior to being enrolled in the first course, so students many times have not experienced the level I course prior to enrolling for next school year. Additionally, it has been noted that micro messaging professional development is a priority moving forward for many of the trade and industry teachers. The ERAS Communications Course, (comprised of mostly female students) are provided class time in the ERAS shop areas to create designs in metal or wood, which is a way of creating exposure to manufacturing and carpentry careers.

ARCC created a student professional development program. Overall, the program was developed to support student cohorts with common academic interests and career goals. The pilot program was offered for up to fifteen students enrolled in the fall of 2019. An overview of the program was provided for the recruited students in September 2019. Five students went to BITCON in October of 2019 to attend a Blacks in Technology Conference at Metro State University. Some of the sessions attended were: panel discussion about what it is like to be a black woman in an IT and augmented reality. In January of 2020, eight students toured the TCF Bank IT department in Golden Valley. Along with the tour, employees from various departments described what they do in their positions, how they got there, and gave advice on starting the job/internship search. Medtronic tours were in the planning stages; however, scheduling was an issue. The three options being considered were: Physiological Research Labs that would show what Medtronic's therapies look like and how they train physicians. This would have included a facility tour and demonstrations of imaging systems; CRHF TDS was another option. They have groups working across MDT and are well versed at sharing their job skills from anatomical modeling and simulation, 3D printing to several testing labs; The MECC option would have provided polished tours of batteries, capacitors and other device components. In addition, ARCC reached out to Xcel Energy to tour one of their power plants, but in March, the tour was postponed to FY21. The ARCC club leader struggled with arranging the tours due to varied teaching and student schedules on aligning well. Many other functions were cancelled due to Covid 19.

4e. As you reflect on your service to special populations, what strategies were successful? What strategies were not successful and why?

Many strategies planned for spring 2020 were immediately halted due to Covid 19. During distance learning, the equity gap became more evident and showed us that our previous efforts to special populations have not been completely successful. Additionally, the social injustices felt by our students following major events in the community have been expressed by our youth and families. We have learned that there is a significant amount of work to be done in this area. Anoka Hennepin has partnered with the district homeless liaison, and Jes Lipa is now on the Yellow Ribbon Committee that supports our students of military status. ERAS staff population does not reflect the student population. However, ERAS hired an administrator of color. The vision is to continue to move in this direction in order to change our culture. Please refer to the bullet point questions (4a-d) above as well.

5. Describe successes and challenges in the consortium's efforts to improve transitions for students from high-school to college and/or career.

5a. Examples should include articulation, early-college credit, career and college readiness activities, transition of adult learners into the workforce, and brokering with other consortia.

CareerForce and the Anoka Hennepin District partnered to hold a Health Care Career Camp. This was not held due to Covid 19. An E-mentorship program was established with field trips to workplace mentor sites. The Anoka County/DEED career fair was planned, but cancelled due to Covid 19. The Anoka Hennepin Schools developed a College Now program in FY20 in partnership with Anoka Technical College to offer partial-PSEO and partial concurrent enrollment for students. However, the launch was set for the fall of 2020. College Now has been postponed due to Covid 19. Anoka Hennepin provided 25 opportunities for college visits, college and career fairs, and business industry tours that impacted 10,850 students.

Cambridge-Isanti HS purchased MCIS to be used for career exploration. In addition, CIHS provided several career exploration experiences such as: Construct Tomorrow; Forecast Your Future at SCTCC Health Careers; and Forecast Your Future at SCTCC Manufacturing Careers. Projects cancelled due to distance learning were the Arrow Tank Industry tours as well as career speakers and showcases.

The ARCC Business Advisory Committee shared the need for students to develop not only the content skills and knowledge they will need to

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successfully navigate a career in the industry, but also the professionalism skills necessary to be successful. For that reason, the Business department embedded Professionalism Badges into their curriculum for students to complete online modules in professionalism, workplace etiquette, workplace communication, teamwork, self-management, and customer service. Students provided feedback on the training in a survey, the majority reporting that they saw value and benefit in their future careers for having these badges as a part of their LinkedIn profiles. Unfortunately, the ARCC - Cambridge Campus Early College for IT, which was to be an after school program resulting in a Computer Helpdesk certificate was not able to come to realization. ARCC is planning to offer this program to students in the spring of 2021. However, ARCC was able to ready the NETLAB virtual lab environment. This resource is available to all students at no cost. NETLAB enables us to host real IT equipment, virtual machines, and lab content on the Internet to support IT coursework. NETLAB includes all the software needed to provide an environment through which students may schedule and complete lab exercises. With this technology, students are no longer confined to the classroom for completing course labs and can work on labs from anywhere at any time. Furthermore, the remotely accessible labs enable ARCC to offer lab time to our partnered secondary schools through our Concurrent Enrollment program and other pathway initiatives. The transition to online learning over the past six months would have been very difficult without NETLAB. Our students need hands-on experience and we're very fortunate that we haven't had to compromise the quality of skills training.

Based on input from the ARCC Pharmacy Technician advisory committee it was discovered that industry in Pharm Tech prefer to hire students with courses in theory and train them individually. ARCC reworked their certificate program in order to remove the clinical semester. Students now graduate sooner and begin earning an income with less educational cost.

The College Central job posting system assisted college students and graduates with transition into the workplace. Student activity by College Central is tracked by 'Submissions', which is the amount of times a student submits their resume and/or portfolio to a job posting online and by 'Resume Reviews' which is the amount of times a student resume is reviewed by an employer. During the Academic Year of 2019 - 2020 (August, 26th 2019 - August 24th, 2020) at ARCC, there were 70 submissions for jobs online and 310 resume reviews by employers. A total of 10,355 students were pre-registered by the college for the 2019-20 academic year. Challenges include the shift to mostly online student services and engagement brought on by Covid 19. Outreach initiatives for students to activate and use the system are limited to email messages and virtual postings on web pages. However, an overwhelming success of the system is the constant engagement by local employers that are highly motivated and interested in working with our colleges in hopes of recruiting our specific students. Anoka Ramsey averages about 7-10 weekly employer submissions for recognition on the Online Job Board. Through intentional networking outreach efforts by the Job Readiness Center coordinator, the goal is to grow the amount of weekly submissions significantly. At Anoka Technical College from July 1, 2019-July 1, 2020, there were a total of 106 new registrations. This is a decrease of 20 students from the previous year.

Articulated high school to 2-year college credits continues to be a priority. The Oak Land Education Partnership brokers with 5 consortia and tracks credit awards on the www.CTEcreditMN.com website. Due to Covid 19, the number of awards were greatly reduced. The integrity of the agreements is of utmost importance, therefore, the high school teachers in many CTE classes were not able to meet the outcomes of the agreements.

5b. In addition to the narrative, please provide numbers of students participating in these categories.

Many student participant numbers have been provided throughout this APR. Additional student participation numbers are included below. At the college level, a new Director of K12 Partnerships and Programming position was created to design and develop programming based on current needs and also facilitate secondary-postsecondary collaboration for successful student transitions. The Director of K12 Partnerships and Programming position primarily serves our high school partners, and oversees student admission, orientation, and registration for high school students taking college credit through Anoka Technical College (ATC). The HS partnerships over the last year have been strengthened and will be expanding, due to this position being a consistent and stable presence for our high school partners. This year, the Director was able to achieve NACEP Accreditation, and this is the first time that ATC has been awarded accreditation for the Concurrent Enrollment (CE) program. During FY20, the Director admitted and enrolled 70 PSEO students and 130 CE students, for a total of 200 high school students enrolling at ATC. ATC expanded their audience base through digital marketing. A digital marketing campaign was run for the Tech Explore Camp. The ATC Connections Coordinator position has responsibilities such as ABE placement tracking and Pre/Post Accuplacer test advising. The Connections Coordinator position had the most contact with ABE in planning a program for the summer of 2019. However, with low enrollment, that program did not run. There has not been much contact between the two entities since. Based on student Accuplacer scores, the Connections Coordinator advised potential Summer Bridge Academy students and recommended programming and eligibility accordingly. ARCC hosted a fall Career Fair in 2019, with 70 students in attendance. Due to the Covid 19, the Career Fair that was originally planned for Spring of 2020 was cancelled. Covid 19 proved to be a particular challenge for employer outreach and event planning.

Elk River Area Schools provided over 1200 8th grade students the opportunity to go to both the ATC and ARCC campuses to learn about career paths, college programs, job responsibilities and requirements. Over a period of two days (one in October 2019 and November 2019) over 1,100 8th graders participated in campus tours at ATC and ARCC. Additionally, there were 5 manufacturing field trips and tours that impacted 194 students: Alliance, CDI and Tescom (4 Internship Students); Anoka Technical College and RMS (38 High School Students); Caterpillar Paving (32 High School Students); St. Cloud Technical & Community College Manufacturing Department (103 Middle School Students); and Caterpillar Paving (17 Juniors). For the past four years, Anoka Hennepin has brought all 10th grade students in the district to either ATC/ARCC or HTC/NHCC to expose students and staff to opportunities at our local colleges.

Articulated College Credit (ACC) Data is listed below.

ACC Meetings

- 12 career cluster articulation meetings were held for high school teachers and college faculty from 6 consortia: Hennepin West, Minneapolis, Northeast Metro, Oak Land, South Metro, & Southwest Metro.
- Agriculture/Food/ and Natural Resources career cluster articulation meeting did not meet in FY20 due to participant conflicts. Most teachers could not attend the meeting due to the FFA National Convention so it was cancelled.
- Participating colleges were similar to past years: Anoka Technical College, Anoka-Ramsey Community College, Alexandria Technical & Community College, Century College, Dunwoody College of Technology, Hennepin Technical College, Normandale College, and Minneapolis

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College.

- Administration from North Hennepin Community College (a member of Hennepin West Perkins consortia) expressed strong interest in participation in ACC meetings. Three ACC meetings were held on the NHCC campus in the fall, 2019 - Health Science; Human Services (Early Childhood Education & Hospitality/Tourism); Business, Management, & Administration (Administrative Support/Finance).
- Overall attendance remained strong at each Articulated College Credit meeting averaging between 25-35 educators attending the meetings. We were very pleased with meeting attendance and participation!
- Industry-recognized certifications and technical skill assessments for each program or course in each career pathway were identified and included in the ACC agreements.
- As in past years, labor market information was shared with teachers & faculty at all meetings. Real Time Talent or specific industry websites (e.g. ASE, American Welding Society) was used as a resource.
- Industry-recognized certifications were also promoted at each meeting relevant to the career pathway, career cluster, and/or career field.
- Individual website training for new teachers was held throughout the year. Questions/concerns from teachers or faculty were addressed on a regular basis.

Total Articulated College Credit (ACC) Agreements in FY20

The number of articulated college credit agreements increased slightly in FY19 - from 150 to 153 Articulated College Agreements in 16 Career Clusters were reviewed/ revised/ available to high school programs.

Agriculture, Food, & Natural Resources - 6

Architecture & Construction - 17

Arts, Audio-Video Technology, & Communications - 14

Business, Management, & Administration - 11 (Increase by 1 - from 10 to 11)

Education & Training - 1

Finance - 2

Government & Public Administration - 0

Health Science - 14

Hospitality & Tourism - 7

Human Services - 3

Law, Public Safety, Corrections, & Security - 5

Information Technology - 15 (up 2 from 13)

Manufacturing - 16

Marketing - 8

Science, Technology, Engineering, & Mathematics - 20 (duplicative count in other clusters)

Transportation, Distribution, & Logistics - 14

College Credit Awards

Oak Land Education Partnership includes all the consortia schools and colleges as well as brokered colleges with Oak Land high schools and brokered high schools with consortia colleges.

6,875 enrolled in ACC courses on the website

4,191 students were successful in earning ACC

1,214 students were unsuccessful in earning ACC

1,486 students are in pending status which means one of the following:

The instructor did not approve the student or make their status unsuccessful.

Student is in 9th grade & not able to earn the credit per the agreement.

Students must take two high school courses in order to receive ACC. In this case the student may have only taken one of the two-course sequence.

School District Total Students Enrolled Earning College Credit Not Earning College Credit Pending

Anoka-Hennepin - District #115986367510751242

Cambridge-Isanti - District #911 298 192 17 89

Elk River Area Schools - District #7289675174

Princeton District #477 103531634

St. Francis District #1539219689117

TOTAL in FY20 6875419112141486

Total in FY19 963566162214808

Difference -2,760 -2,425 -1,000 +678

In FY20, numbers were greatly affected by Covid 19 beginning in February, 2020.

- Enrollment and college credit earnings were strong during the first half of the school year.
- There was a significant decline in student enrollment and awarding college credit from mid-February to June, 2020.
- Pending awards also increased in FY20. This was due to a conscious decision by high school leaders and teachers not to offer the credit in spring, 2020 as students were not able to fulfill the outcomes and goals of the articulated college credit agreements.
- Increases in student enrollment and awards in FY20 occurred in 2 school districts:
 - Cambridge-Isanti - District #911
 - St. Francis District #15

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- Anoka-Hennepin District, Elk River Area Schools, and Princeton declined in FY20.

6. Describe the consortium's efforts to BE BOLD during the transition year and beyond. What innovation took place during the reporting year and what was the impact? What were the barriers or challenges to innovation?

As for most consortia in the state a major barrier to completing strategies was the Covid 19 virus. However, it is especially important to note that the racial and economic inequities became more pronounced during this time. Conversely, Covid 19 allowed opportunities to be bold and innovative. We made great strides in developing our online learning capacity and working collaboratively, which is noted throughout the APR.

7. Describe Perkins-funded professional development (PD) that took place in the consortium during FY20.

7a. What was the total Perkins-funded investment in PD for the year?

In FY20, The Oak Land Education Partnership spent approximately \$90,000 for professional development.

7b. Who (positions, not specific names) benefited from professional development?

Local District CTE staff (counselors, teachers, coordinators, job coaches, curriculum specialists, WBL coordinators)
Oak Land Leadership
College CTE Leadership, Faculty, and Staff
Oak Land Stakeholders
Community Members
Business & Industry
Students
Parents
Participants at the CTE Works Conference

7c. What professional development activities were conducted/sponsored?

CTE Works - (FY20)-Fall 2019
MACTA - (FY20)-Fall 2019 (spring 2020 - cancelled due to Covid19)
Regional III Virtual Conference
ACTE memberships that include: MnACTE/MACTA memberships & affiliate memberships;
CLNA stakeholders Meeting
Collaborative Team Meetings
IB Training
Curriculum Writing
Local district PD - Curriculum and Instruction
Webinars
Professional Learning Communities
Hybrid and Online Learning Workshops
Advisory Committee Meetings
CTE Teaching and Learning Cohort

7d. What topics were addressed and what were the related outcomes?

Faculty from ARCC were invited to participate in a CTE Teaching and Learning Cohort focused on pedagogies that reduce the student success gap of under-represented students and first-generation college students in CTE courses. The goal of the cohort was to provide ARCC faculty members with the resources, support and expertise development to create an inclusive and equitable CTE classroom. The model focused on two major complementary components that occurred concurrently: course transformation, and culturally responsive pedagogy workshops. These 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 knowing our students. The workshop occurred in May 2020 with 20 faculty participants.

There were a wide array of topics addressed in the Oak Land PD such as: Innovative Programming, Curriculum Support, Industry Updates, Content Specific Training, Distance Learning Support, Implicit Bias in Curriculum Content, Perkins V Updates, WBL, Articulation, Cultural Differences between Industry needs and Future Workforce, Licensure, Legislation, CTE Trends, Empowering Educators for the Future, Equity and Access in CTE, Identified CLNA Themes, Gap Analysis, Achievement Gap Strategies.

8. Recognizing that some students need multiple entry and exit points to CTE programs, describe how your consortium has helped students return to the education system to complete their GED or secondary school education, or to learn a new skill following job loss.

AH offers the Anoka Hennepin Technical High School (AHTHS) on the Anoka Technical College campus. This high school program is for students who are 18-21 and have missed their high school graduation year. Students are able to access ATC college classes at no cost. Additionally, STEP offers courses to students at AHTHS to access CTE courses in a cohort model. In addition, AH also offers Adult Basic Education by consistently partnering with ABE and Anoka County to provide opportunities for students.

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Oak Land Consortium

NOTE: This APR is reporting on the Perkins V transition year, FY20, 1 July 2019-30 June 2020 and corresponds to the funding opportunity FY20 Strengthening Career and Technical Education for the 21st Century Act (Perkins V) in Amplifund.

9. What actions did the consortium take to advance teacher recruitment, retention, training, and education? What were your successes and challenges? What would you change in the future?

The AH District offers Educators Rising in partnership with the North Suburban Integration District, Anoka County and Adventures Plus. Educators Rising promotes interest in the field of education to high school students while incorporating racial integration, community involvement, and hands on experience. AH also offers the Future Leaders program. The Future Leaders program is two-pronged. High school students are matched with elementary students, who are identified by their classroom teacher as needing an extra service. These high school students will help support and strengthen elementary student skills in the areas of reading, writing and math. The goal is to increase the academic and social achievement by developing study habits, mentoring, empowering students with positive communication skills, conflict resolution and offering a variety of social/emotional extra-curricular enrichment activities. At the same time, high school leaders will be learning the value of employment, how to apply for a job, interviews, work with student achievement advisors (SAAs) and principals. Students experienced teaching elementary students. The goal is to help high school students prepare for careers in education, enabling Anoka Hennepin to recruit and hire more teachers of color. High school students will be trained to support elementary students in reading, math and writing as well as listening and responding to the emotional needs of the students. In order to support recruitment and retention efforts, AH is working with Black Men Teach. In addition, the education pathway was strengthened as students were not enrolling in these courses. New courses were developed within the education pathway to attract more students. Elk River Area Schools is advocating for additional CTE instructor pay as a way to retain CTE teachers. Anoka Technical College, Anoka Ramsey Community College, POS Coordinator as well as local districts work closely with CareerForce. The Oak Land Education Partnership also has CareerForce representation on our leadership team. ARCC developed and received MinnState approval to offer Transfer Pathway AS degrees in both Special Education and Elementary Education. ARCC partnered with the Anoka Hennepin School District to offer 3 CE courses introducing HS students to the career of education.

10. What actions did the consortium take to expand equitable access and opportunities for work-based learning for all students? How were students made aware of these opportunities?

Students were made aware of WBL opportunities through website updates (e.g. <https://www.isd728.org/Page/4889>), speaking to parents at student conferences and marketing opportunities varied based on capacity and size differences of districts. WBL is offered in Elk River Area Schools (ERAS) CTE classes. ERAS provides opportunities for internships in the following Career Clusters: Arts, Communications & IT; Business, Management and Administration; Engineering, Manufacturing & Trades; and Health Science & Human Services. The following are the WBL opportunities within the Anoka Hennepin District.

Anoka HS: Business (BPA), Marketing (DECA), T&I (Skills USA), ACTE-SPED

Andover HS: ACTE-SPED, Diversified Occupations

Coon Rapids HS: ACTE-SPED, Marketing (DECA), T&I (Skills USA), Health/Service Occupations (HOSA)

Blaine HS: ACTE-SPED, Health Occupations (HOSA), Business (BPA)

Champlin Park HS: ACTE-SPED, Health/Service Occupations (HOSA), Business (BPA)

River Trail Learning Center: ACTE-SPED

Anoka Hennepin Regional High School: ACTE-SPED

Anoka Hennepin Technical High School: ACTE-SPED

Pathways/Bridges: ACTE-SPED

TEAM: ACTE-SPED, Student run store

11. What actions did the consortium take to improve integration of academic and technical skills in CTE programs? Please provide specific examples in your response.

The Anoka Hennepin FACS department engaged (and is ongoing) in training to reduce the achievement gap. TSA data is analyzed, Q Comp goals are developed, and school goals are implemented annually. All high school principals are required to develop CTE specific performance goals in their schools. The Elk River Area Schools provided training for an instructor to certify students for OSHA 10 certification. The FCS added the industry recognized credential ServSafe.

12. Reflecting on your FY20 work, what "points of pride" or highlights would you like to share?

All Anoka Hennepin high school principals are required to have CTE related performance goals to increase enrollment in CTE courses. Our consortium made it through distance learning:')