



MINNESOTA STATE
Career and Technical Education

FY19 PERKINS GRANT APPLICATION

ANNUAL PERFORMANCE REPORT

Award Year: 2018

Report Period: 7/1/2018 – 6/30/2019

Consortium Name: Oak Land Education Partnership

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

QUESTION: What activities were conducted during the grant year that supported quality Programs of Study (POS)?

- 47 Programs of Study are in place. The consortium generally followed the Perkins IV ten components of Rigorous POS as all pathways were developed. Development and ongoing improvement of POS are facilitated by the consortium POS Coordinator along with POS contacts in local districts/colleges. There is a POS contact in each district to facilitate updating, implementation and improvement of POS. The POS Coordinator meets with local contacts as needed to discuss edits in POS that may be necessary as programs and schedules change over time. The consortium made changes to its previous list of state approved POS when determining which to include in the FY 20 transition application. Six POS were chosen to ensure representation of all six career fields. This listing will potentially change again based on results of the comprehensive needs assessment conducted prior to the FY 21-22 plan. The consortium will continue to maintain a variety of POS opportunities, the scope to be determined by the needs assessment process, and will place additional focus on six primary POS which are to be confirmed/identified through the needs assessment process.
- Opportunities for early college credit are a priority for the consortium. The Articulation Coordinator works with several consortia to review/update all agreements annually, develop new agreements as appropriate, and assist teachers and faculty individually. During FY 19, 13 career cluster articulation meetings were held with a group of six consortia, with nine participating colleges. A multi-consortium website is utilized to provide information and facilitate the articulated college credit process. 123 articulated college credit agreements (duplicated count) in 16 career clusters with 203 different college programs were reviewed and revised. Perkins funds were utilized for the coordinator, teacher subs and travel.

- Improvement of academic and technical skills - Secondary new courses and programs were developed in Communications, Drone Technology, Foundations of Education and IB Career Programme (Medical Careers and Education Careers). Program improvements and expansions were made in several programs including equipment and supplies purchased to better align programs with industry standards, TSA and college programs – Information Technology, Construction, Culinary, Welding, Automotive and Ag. Equipment purchases recommended by advisory committees were given first priority, and teachers complete an RFP for consortium level funding consideration.

Postsecondary equipment and technology was purchased to improve Automotive, Physical Therapy Assistant, Alcohol and Drug Counseling Studies, Business and Welding programs. Postsecondary support services were provided to improve student skills and success. Anoka Technical College offered a pilot summer bridge program called Summer Scholars Academy, which served 20 students (18 successfully completed) and saved the average participant \$1,529 in tuition and fees while also smoothing the transition into postsecondary programming. The colleges funded a Business Programs Analyst, Math Retention Specialist and Manufacturing Practices Coordinator to improve student success and retention. In a student survey, 27/35 students indicated they found the math lab helpful.

- Professional development was provided for teachers in individual districts and colleges focused on new and improved programs. The consortium identified CTE leadership as a priority for professional development during FY '19 and funded attendance at conferences such as CTE Works, MACTA and the State Perkins Coordinators Meeting. Professional development was also focused on POS, TSA and Articulated College credit through a consortium wide initiative to provide building and department level learning and sharing opportunities. All schools and all teachers in the Anoka Hennepin District are required to have math and or reading goals to meet Q Comp and Administrator performance pay goals. The ATC Center for Faculty, started up with Perkins funds, is now funded by the college and continues to provide professional development, support and resources for faculty.
- The Consortium provides centralized coordination for and assistance with Technical Skill Assessment implementation for secondary districts. College partners handle TSA at the individual program level, most often via end of program licensing exams.
- Information and POS access points were provided for both secondary and adult learners. Examples included Anoka County CareerForce services offered on the campus of Anoka Technical College, described under Goal 4. CareerForce staff met with students at both the secondary and postsecondary level, provided information on careers and facilitated a variety of speakers and events. Secondary districts provided career assessment and information via MCIS, campus visits, college fairs, career fairs, test prep and results sessions, and career tours. Career days were held at ARCC and ATC with collaboration from the Chamber of Commerce, Central MN Jobs & Training Services, Anoka County CareerForce and DEED. Five events were held, impacting 1,700 8th graders and 240 11th graders. Industry personnel and college faculty provided hands on experiences. DEED presented data and trends in employment, college costs and income potential. In addition, one district brought over 2,000 9th and 10th graders to colleges to learn about technical options.

QUESTION: Describe the impact of the POS in terms of participation, concentrators, student outcomes, etc.

- CTE enrollment remains strong in the consortium. FY 18 data shows secondary CTE enrollment of 13,598, up significantly from prior years (11,157 in FY 17 and 10,749 in FY 16). Postsecondary enrollment was 4,677 (compared to 4,742 and 4,755 in the previous two years).

- Technical Skill Assessment is positively impacting programs. Teachers welcome and utilize data for improvement of curriculum and instruction. FY 19 – 1,971 secondary students were assessed with 1,468 passing (74%). This is up from FY 18 when 1,282 secondary students were assessed with 871 passing (68%) according to data collected by the consortium TSA coordinator. Assessments were given in five secondary districts (12 high schools).
- The consortium dedicates a significant amount of funding toward implementation and improvement of technical skill assessment, including a .5 FTE position to coordinate efforts for the consortium and funding to cover costs of assessments for secondary districts.
- Anoka Ramsey Community College and Anoka Technical College continue to pursue improvement on Technical Skill Assessments where state system data is available, and also continue with assessments not currently reflected in the 1P1 data. ARCC reports improvement in NCLEX pass rates, with 89% in the last testing quarter. ATC Machine Technology faculty are becoming certified in NIMS in order to assess students in the future on a variety of technical skills.
- 4,919 Oak Land Education Partnership secondary students earned articulated college credit during FY 19, up significantly from the prior year. Overall in the consortium more students earned more college credits and fewer students remained in the pending status across all high schools. Two high schools declined in the number of credits earned by students.

QUESTION: What activity (or POS) was the most successful, something that you would repeat or share with others and why?

- The consortium-wide program of study, technical skill assessment and articulation coordination have been extremely valuable for all partners and are strengths of the consortium.
- CareerForce/Workforce Center partnerships have provided expanded connections and opportunities for students, teachers, faculty and staff.

QUESTION: Describe any innovative initiatives. Did your consortium award incentive sub-grants for exemplary performance or to promote innovation? If yes, please describe.

- Innovative secondary initiatives included concurrent enrollment programming in Drone Technology with Northland Technical & Community College resulting in UAS Remote Pilot's License certification, recognized by the FAA; approval/accreditation to run IB Career Programme in Medical Careers & Education Careers; and a new concurrent enrolment course with ARCC in Foundations of Education resulting in 75 students earning concurrent enrollment and participating in a 30 hour student experience at local elementary schools. In addition the Saints Manufacturing program at St. Francis formed a unique partnership with MnDOT to fabricate snow plow components.
- Professionalism badges were implemented in the ARCC Business Department providing knowledge and skills transferable to a variety of settings and documented for resumes, applications and interviews.

- ATC offered a Summer Scholars Academy for the first time.
- Secondary partners used an RFP process for distribution of reallocated funds, which provides an opportunity for increased involvement of local teachers as well as opportunities to reinforce Perkins messages and priorities.

If you answer “Yes” to any of the following questions, please briefly describe your activities.

QUESTION: Did your consortium:

- expand the use of technology in CTE programs?

Yes. Technology improvements and expansions were made in postsecondary programs – Automotive, Physical Therapy Assistant, Alcohol and Drug Counseling Studies, Business and Welding as well as in secondary programs - Information Technology, Construction, Culinary, Welding, Automotive and Ag. Also, augmented welding improvements were made in high school welding program to allow CTE teachers to assess welding skills prior to starting on welding machines.

- offer or provide professional development to CTE teachers, faculty, administrators, and/or career guidance and academic counselors?

Yes, including building/department level professional development in POS, TSA and articulation with a consortium provided facilitator. Professional development is also a component of all articulated college credit meetings, including technical skill assessment, industry recognized credentials and labor market information utilizing Real Time Talent or specific industry websites as resources. Industry visits were conducted on a professional development day.

- provide support for CTE programs that improve the academic and career and technical skills of students through the integration of academics with CTE?

Yes, with a primary focus on math. ATC funded a Math Retention Specialist position, there was involvement of math teachers on secondary CTE advisory committees, and also math department leader visits to manufacturing facilities.

- use Perkins funds to support CTE programs that offer experience in and understanding of, all aspects of an industry for which students are preparing to enter?

Yes. Advisory committee activities are funded and the committees provide information on all aspects of the industry information which is then used for program/curriculum improvement.

- use Perkins funds to support the improvement or development of new career and technical education courses and initiatives, including career clusters, career academies, and distance education?

Yes. The consortium places a priority on funding new courses and programs. Examples included secondary new courses and programs in Communications, Drone Technology, Foundations of Education and IB Career Programme (Medical Careers and Education Careers). Anoka Technical College offered a pilot summer bridge program called Summer Scholars Academy to smooth the transition into postsecondary programming.

- use Perkins funds to provide activities to support entrepreneurship education and training?

Yes. One district implemented a student run poster business called “True North” for special populations students and utilized Perkins funds to help fund start up.

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

QUESTION: How did your consortium support partnerships among local educational agencies, institutions of higher education, adult education providers, and, as appropriate, other entities, such as employers, labor organizations, intermediaries, parents, and local partnerships, to enable students to achieve state academic standards and career and technical skills?

- The consortium funded CareerForce workshops and partnership activities.
- The ATC Director of Partnerships Position focused on providing a consistent and stable partnership presence for area school districts and Workforce Centers including facilitation of PSEO, concurrent enrollment and coordination of employment/career related workshops and the Anoka County Career Fair.
- The ERAS district has increased partnership activities via a CTE Coordinator position funded at the local level.
- ARCC locally funds a Dean level position for community outreach.
- ARCC partners with ABE in developmental math courses to offer in-class support to students throughout the semester. A dedicated ABE staff member attends ABE classes with students and offers tutoring assistance.
- Anoka Hennepin schools utilized different unions and industry partners to redevelop construction curriculum at all five high schools.
- Anoka Hennepin is a member of the Anoka Area Chamber of Commerce Manufacturing Cohort. This group meets every 2-3 months and plans coordinated professional development for education and manufacturers to develop a better workforce.

QUESTION: Do business and industry partners help connect students to experiential and work-based learning opportunities? If so, what type of experiential/work-based learning is available to students in which programs? How many students were impacted in specific career pathways?

- Business and industry partners are critically important to consortium programs.
- Approximately 1,480 students (duplicated count) across secondary CTE program areas participated in visits to business and industry. These visits help guide students and instructors alike.
- Over 4,700 students (duplicated count) participated in college tours and fairs.
- Internship programs are available in seven program areas at five high schools in the Anoka Hennepin District.
- All Anoka Hennepin District college and career tours include a nontraditional career component to inform students about these opportunities.
- Anoka County CareerForce organized a large Job Fair at ATC. Special coordination with six local high schools to bus in over 200 youth to this event. Prior to the fair starting, the youth met in an

auditorium to hear from four key sector employers learning about their fields, hiring requirements, job needs and what they look for in new hires. The overall attendance at the Career Fair was over 800, with 230 employers present.

- Anoka County CareerForce coordinated events and encouraged promotion to students, such as an Apprenticeship Fair, Healthcare On-Site Hiring Event, and Manufacturing Career Intent Signing Day.
- Secondary and postsecondary representatives participate on Workforce Development Councils/Boards and Youth Committees.
- A new internship program was introduced at ERAS, funded by Perkins, with 38 students participating in FY 19.
- Anoka Technical College offered workshops in resume building and resume/material prep in partnership with the Anoka County CareerForce.

QUESTION: Describe the status and activities of CTE advisory committees in your consortium.

- There is cross participation of secondary and postsecondary partners on advisory committees.
- CTE programs at ATC and ARCC held two advisory committee meetings during the year.
- Secondary districts utilize different models for advisory committees, based on what best fits the local communities. Some hold individual program committee meetings, others hold large group meetings and some gather business and industry feedback using a variety of methods, both formal and informal.
- Programs of study are shared with advisory committees for review and revision to ensure skills match to high wage, high demand occupations and all aspects of the industry.
- The advisory committees provide direction for curriculum, new course development, equipment recommendations and purchases, tours, internships, funding and advocacy.
- Advisory committees are used in Anoka-Hennepin to change curriculum, identify equipment purchases and donations, etc. Advisory committees facilitated donated equipment and vehicles during FY 19, and recommended that the Blaine HS house project move to STEP, which will happen for future years. In addition, four focused meetings were held for Communications Technology in FY 19 to look at program pathways and provide direction for curriculum.
- Elk River added four advisory committees after splitting the industrial tech committee into more focused program areas. Goals are defined for all advisory committees focused on program improvement, student participation and broader industry involvement.

QUESTION: Did your consortium use Perkins funds to support CTSOs? If so, how?

- The consortium actively supports and promotes CTE student organizations. All consortium districts have student organizations, including Skills USA, FCCLA, HOSA, DECA, FFA and BPA. Some districts use Perkins funds while others are able to fund the CTSOs locally. Funds are used for student transportation to in-state events and advisor travel to national competitions. Students competed in various service learning projects, held meetings, attended leadership activities and events. Districts reported that students qualified for nationals in BPA, DECA, FACS, FCCLA, and Prostart. St. Francis High School has started new FFA and DECA chapters.

- A new BPA chapter was started at ARCC, made possible by Perkins funds. In FY 19, three students won at the state competition level and two students placed at the national level. Monthly meetings were held, with additional frequency in preparation for state and national conventions.

QUESTION: Did your consortium use Perkins funds to support partnerships between education and business, or business intermediaries, including cooperative education and adjunct faculty arrangements at the secondary and postsecondary levels? If yes, please describe.

- Funds were used for advisory committee staffing support and meeting supplies/materials.
- Funds were used to develop a new Internship program at Elk River Area Schools, with the opportunity available at all three high schools and participation of 38 students during FY 19.

Goal 3: Improve Service to Special Populations

QUESTION: What strategies were adopted to overcome barriers for special populations and non-traditional (by gender) learners?

- Administrators, teachers, faculty and staff work to ensure equal access to all courses and successful participation. All consortium partners have goals and policies in place to ensure strategies and service to address needs of special populations, as referenced in the FY 19 approved Consortium Plan.
- A Tech Explore Camp was held at ATC. 13 students explored 8 careers during the three day camp (Drones, Welding, Automotive, Virtual Reality, Woodworking, Architectural CAD, Judicial Reporting, Legal Administration)
- A Scrubs Camp was held at ATC. 36 students explored 6 careers during the three day camp (Dentistry, Medical Assistant, Surgical Technology, Senior & Dementia Care, Emergency Medical Services, Occupational Therapy Assistant)
- A Health Care Career Camp was held at ARCC. 24 participants explored 9 careers at a Saturday event (Physical Therapy Assistant, Occupational Therapy Assistant, Emergency Medical, Surgical Technology, Nursing, Medical Assistant, Massage Therapy, Sterile Processing, and Pharmacy Tech). ABE partnered on the event and individuals ages 12 – 58 participated.
- Q Comp and department goals focused on improving data for black and brown students after reviewing data. Recommendation to look at assessment and curriculum for bias.
- Elk River started a student run poster business called “True North” for special populations students.
- Saints Agriculture at St. Francis partnered with Bar None Treatment Facility to build planter boxes and start a gardening program onsite.

QUESTION: What support service was provided during the grant year that was most successful in increasing special population and/or non-traditional learner recruitment and retention?

- ARCC utilized the Weaver Instructional System and a Nursing CLA resulting in improved retention rates. N2700 retention rates improved to 86% from 81.25% the previous semester and the numbers from prior to the start of the position indicate first semester retention rate up from 73.75%. Retention rate for students of color increased from 57.69% in fall of 2018 to 80% in spring of 2019. The CLA worked with 247 students in spring 2019.
- The consortium also feels that the college visits implemented for 8th graders will increase recruitment and retention over time.
- Anoka High School tours all 10th grade students at ARCC and ATC for students to understand college and career choices available at local college with the focus on increasing special populations recruitment and retention.

QUESTION: Describe how your consortium uses data-driven decisions to target consortium activities to the needs of special populations. What impact have these efforts had on success of special populations?

- The Leadership Team 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.
- Secondary Perkins P File data is utilized to help identify access and achievement gaps.
- DEED data on employment gaps in various industries is accessed to help understand context and needs.
- Available consortium and local information (anecdotal as well as data reports) was discussed by the Leadership Team as decisions were made regarding overall plans for improvement.
- Professional Learning Communities analyzed data and developed goals for improvement.

QUESTION: How did your consortium provide preparation for non-traditional fields in current and emerging professions and other activities that expose students to high-skill, high-wage occupations?

- ARCC offered a health care career fair in partnership with the Workforce Center and ABE. Participants spent the day experiencing a variety of health care related fields and were provided with employment information including wages and educational requirements. Ages 12 – 58 participated, including adults referred by ABE. Experiences were provided in Physical Therapy Assistant, Occupational Therapy Assistant, Emergency Medical, Surgical Technology, Nursing, Medical Assistant, Massage Therapy, Sterile Processing and Pharmacy Tech.
- All Anoka HS 10th grade students attended tours to ARCC, ATC, NHCC and HTC to explore careers and college programs.
- Cambridge-Isanti HS purchased Raspberry Pi kits to introduce female students to Computer Programming. They enable students to explore computing and learn how to program in languages such as Scratch and Python.

- Elk River District offered field trips with 137 students participating, as well as having 73 students participate in Job Skills Day.

QUESTION: How did your consortium provide support for programs for special populations that led to high-skill, high-wage or in-demand occupations?

- Ongoing participation in Reimagine Minnesota.
- New programming and work coordinator specific to DCD students gaining employment to meet goals of Olmstead Act.
- Anoka County CareerForce activities include informing students about high growth industries and in demand occupations. The availability of career pathway training options is offered as staff guide youth in their career exploration. Every presentation, workshop and class includes assisting young people access the tools they need to research and explore the careers that match their skills and interests leading to an occupation that is in high growth high demand occupations.

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

QUESTION: Describe the kinds of articulation, dual enrollment, and transfer credit courses offered. What was the level of participation? How are these advanced credit courses transcribed on the student’s high school record and on college transcripts?

- The consortium continues to make articulation efforts a priority because of the opportunity and smooth transition it provides for students. 123 agreements in 16 career clusters with 203 different college programs were in place at the close of FY 19. The Oak Land Consortium partners with other consortia, colleges and high schools to offer the most opportunities possible to students. All agreements were reviewed during FY 19. See www.ctecreditmn.com, a website made possible via a partnership of multiple consortia, for more information on partners and offerings.
- 4,919 Oak Land Education Partnership secondary students earned articulated college credit during FY 19, up significantly from the prior year. Overall in the consortium more students earned more college credits and fewer students remained in the pending status across all high schools. Two high schools declined in the number of credits earned by students. Articulated college credit is not listed on transcripts but it documented through a web based certificate system (www.ctecreditmn.com). This system, a partnership of several consortia, allows secondary teachers to approve articulated college credit and students to access credit certificates on demand. One district includes a notation of ACC on the student transcript to identify the potential for college credit.
- Consortium colleges (ARCC and ATC) reported the following FY 19 acceptance of articulated college credit from Oak Land Partnership high schools – 70 at ARCC and 19 at ATC. These numbers are not significant given the number of certificates issued and the Leadership Team continues to look for ways to increase usage.
- For concurrent enrollment/college in the schools, each school district is responsible to contract with various colleges within the Oak Land Education Partnership and outside of the consortium. Agreements are handled individually by each district/high school. Fiscal responsibility is between the secondary and postsecondary partners, except in the event of a consortium pilot concurrent enrollment project. Consortium campuses serve high school students from both within and

outside the consortium. Concurrent enrollment/college in the schools courses are reflected on secondary and postsecondary records. Students are provided with instructions on how to order a college transcript.

- During FY 19, ARCC reported 301 concurrent enrollment students from Oak Land Partnership high schools (up from 236 the year prior), and ATC reported 154 (157 the year prior). Concurrent enrollment remains a popular option for students and opportunity for POS partnering between secondary and postsecondary.
- ATC funded a Director of Partnerships position with part of the position focused on serving PSEO and concurrent enrollment students. A NACEP Accreditation application was submitted for ATC in FY 19.
- College partners work with incoming students to make the most of credit for prior learning. All new students at Anoka Technical College are required to attend an on-campus orientation. Topics include how to use articulated college credit from high school classes to work toward ATC degree completion.
- Across one district, teachers are being encouraged to develop SAG (Student Achievement Goals) for Q Comp that align to college credits and industry certifications.

QUESTION: Did your consortium use Perkins funds to establish agreements, including articulation agreements, between secondary school and postsecondary career and technical education programs to provide postsecondary education and training opportunities for students? If yes, please describe.

- Yes, funds were used to contract with an articulation coordinator in partnership with other consortia and were also used to cover costs of secondary substitute teachers, teacher travel to meetings and curriculum writing time. Details on articulation agreements and credits earned are provided above.

QUESTION: Did your consortium use Perkins funds to improve career guidance and academic counseling programs and/or to support occupational and employment information resources? If yes, please describe.

- See Goal 1 for information on career days held at ARCC and ATC.
- MCIS site licenses were purchased at Cambridge-Isanti and Princeton.
- College Central job posting system was funded at ARCC/ATC.
- ARCC Career Services reported 122 activities with 1,846 students participating, as well as 245 individual meetings.
- Anoka Hennepin has College & Career Specialists at all five high schools and STEP. Each career center works together to offer a variety of information sessions including ACT, SAT, Accuplacer, ASVAB, etc. and offers information nights for parents/students on college admissions, FAFSA, scholarship sessions, etc. as well as career tours in each career cluster

QUESTION: Did your consortium use Perkins funds to support initiatives to facilitate the transition of sub-baccalaureate career and technical education students into baccalaureate programs? If yes, please describe.

- No, colleges funds activities at the local level.

QUESTION: Describe other transition activities (secondary to postsecondary; secondary to work; postsecondary to work), courses, or services you provided. What were the lessons learned from these activities?

- Anoka County Career Force provided weekly staff presence at ATC with services including one-on-one assistance with career exploration, research in-demand occupations, educational opportunities and funding possibilities and resource and referral to community resources; serving as a resource to college staff and other partners located on-site regarding CareerForce programs and services; assisting youth that have dropped out of school and are trying to return and youth who are applying and are new to the college setting and need help navigating the system; partnering with the Financial Aid office to ensure information is provided to prospective students that may need financial assistance; coordination with college staff to identify and assist students that want to return to school through the appeal process; partnering with Accuplacer staff to identify individuals that could benefit from additional support and career guidance and connect them with services.
- The lesson learned is that partnerships continue to be crucial to delivering the services, experiences and tools necessary for student success.
- Anoka Technical College held its first Summer Scholars Academy (described under Goal 1).

Goal 5: Sustain the Consortium

QUESTION: What activities were conducted that helped to improve and sustain the consortium? Are you considering changes to your consortium structure to better serve students? If yes, please describe.

- Six Leadership Team meetings were held during the year, with additional meetings and conference calls of subgroups as needed.
- The Leadership Team continued partnership with the Anoka County Workforce Center. Central MN Jobs & Training Services provided expertise on a project by project basis.
- Meeting materials and minutes are posted on ARCC's Desire 2 Learn (D2L) site. Leadership Team members have passwords to access the information. The consortium's Policy and Procedures Manual is also posted on the D2L site. The consortium also maintains a Google Drive for shared documents.
- A Perkins Strategic Planning Retreat was held for consortium partners on April 10, 2019. Participants included principals, curriculum staff, teachers, faculty and deans; along with members of the Leadership Team. The goals of the retreat were to: begin the transition into Perkins V, review data, develop ideas to close gaps, evaluate and prioritize ideas, and begin to build a budget outline. Networking and sharing of approaches and best practices were also important outcomes.

- Leadership Team members were encouraged to attend professional development opportunities such as MACTA and CTE Works.
- The consortium structure will change slightly to incorporate the comprehensive needs assessment process. A third party will be contracted to handle the process and the consortium's traditional planning retreat and Leadership Team agendas will evolve as part of the needs assessment process.

QUESTION: Provide an overview of the consortium leadership team (i.e. are they representing all districts, colleges, business and industry, and other community partners)?

- The consortium structure includes a leadership team and executive team. The leadership team meets at least five times per year (from July 1 through June 30). WebEx meetings and conference calls are scheduled as needed. The executive team meets in addition to the leadership team meetings as needed.
- All colleges and districts are represented on the Consortium Leadership Team. Colleges: Anoka Technical College (ATC), Anoka Ramsey Community College (ARCC) (Fiscal Agent). School Districts: Anoka Hennepin District #11; Cambridge-Isanti, Princeton, St. Francis, Elk River Area Schools; Anoka County Workforce Center; Consortium Grant Facilitator; Articulation Coordinator; POS Coordinator; and TSA Coordinator.
- The Executive Team consists of 4 representatives. Postsecondary - 2 representatives (to include fiscal agent); Secondary - 1 representative (to include fiscal agent); Consortium Grant Facilitator - 1 representative.

QUESTION: Did your consortium use Perkins funds to improve the recruitment and retention of career and technical education teachers, faculty, administrators, or career guidance and academic counselors, and the transition to teaching from business and industry, including small business? If yes, please describe.

- No, these activities were funded at the local level.
- Anoka Hennepin does not use Perkins funds for activities, however, the district has hired a Recruitment and Retention Specialist who works with CTE to identify needs, personnel, and work on barriers.

QUESTION: To what degree does the consortium seek additional grants (federal, state, or local) or braid various funding streams together to support consortium activities? Please provide examples.

- Consortium partners leverage Perkins funds with other funding sources and initiatives focused on student success. Examples include secondary CTE levy, the ATC Corporate Center, secondary-postsecondary sharing of funds, Workforce Center funds, Transition Disabled funds, Title I funds, and Health & Safety. Elk River Area Schools partnered with Monticello CareerForce on a retail grant, providing funds for student internships and work experiences.

QUESTION: How would the new definition of size, scope, and quality change the way you spent your Perkins funds this past year? What changes will you need to make in your next submission regarding size, scope, and quality?

- The definition of size, scope and quality will now likely be used as part of any RFP process to distribute funds to the local level.
- The comprehensive needs assessment process will drive changes in the next submission but some changes are likely to be in Programs of Study – how many stay active and which ones?

QUESTION: How is your consortium planning to conduct the comprehensive local needs assessment required for submission with the two-year Perkins V application?

- The consortium held its annual planning retreat in April 2019, with an agenda modified from past years to begin the transition to Perkins V. A significant amount of time was dedicated to Labor Market Information on two regions served by the consortium, an overview of Perkins V was provided, and small group discussions focused on Perkins V, secondary/postsecondary partnerships and labor market data. The consortium is contracting with a third party for completion of the comprehensive needs assessment during FY 20, to work in partnership with the Leadership Team.

Other Summary Comments

QUESTION: If you were unable to accomplish activities in your plan, indicate reasons why and what you might do differently. How can state staff better support your efforts?

- Consortium members have appreciated the opportunity to contact state staff for assistance as needed, and plan to continue especially as changes related to Perkins V are implemented.

QUESTION: What lessons-learned will you incorporate into your two-year application due May 1, 2020?

- A lesson learned over time in this consortium is the critical nature of balancing activities and prioritizing resources for the benefit of all districts and colleges with drastically varying sizes and local situations.

State Staff Review: Your APR documentation provides evidence of the consortium's priority of providing opportunities for early college credit. The increase in participants is impressive as is the addition of new courses and programs in communications, drone technology, education and medical careers. The consortium continues to support upgrades in equipment and technology. Partnerships such as the Anoka County CareerForce involvement and the DEED data and trend presentations position you well for the CLNA work of Perkins V. We continue to see evidence of innovation in partnerships such as the brokering the drone program with Northland Technical and Community College and the St. Francis partnership with MnDOT fabricating snow plow components in addition to business and industry visits, internships and job fair activities. Partnerships in general and the leveraging of Perkins funds with other sources continues to be a strength of the consortium.

Opportunities: We look forward to seeing more results from the Professionalism badges implemented in the ARCC Business Department. The consortium has been very active in providing camps for CTE learners- Tech Explore, Scrubs, Health Care Career as examples. There's an opportunity to review the measurement of success of these camps as you complete your CLNA. Would 13 students (just an example) meet your requirements for size, scope, and quality?

Thank you for all the work you do for our students!