



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: Dakota County

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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)?

In the Northfield School District:

DECA had 41 members last year. 36 competed at the district competition, and 26 qualified for the state competition. Of these 26, 10 were top 12 in their events and 4 were called up on stage: one first place and three 5th places in the entire competition!

DECA had 2 students run for state office

Julie Wolner, Business Teacher, was recognized for being an advisor for 10 years

Randolph High School Business teacher was able to order curriculum to update how he teaches to be more in line with Industry standards.

Hastings High School:

-Field trip to Delta Airlines maintenance facility to show students career options that exist in that field.

-Field trip to City of Hastings planning / zoning meeting to show architecture students the process that architects and project managers go through to get city approval for plans.

-Vinyl cutting machine to add to our screen-printing class to create a more business like graphics program.

-Steff development and state Tech Ed. conference for curriculum, classes, and networking.

DCTC expanded tutoring support through collaborative work with Washington County Adult Basic Education (ABE) and imbedded tutors. For example, spring 2019 DCTC hired two Karan tutors to support such students with the English language in the automotive programs.

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

Northfield High School had one qualifying student who passed the TSA in Advanced Accounting (Precision Exams).

Randolph High School AG Teacher, Ed Terry, was AG Teacher of the Year in Minnesota.

At Hastings High School these activities and purchases help us to create a more realistic view of what opportunities exist for students outside of high school. The more we can show and demonstrate “real-life” experiences, the better students are to make post-secondary employment and education decisions.

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

At Hastings High School anytime we can upgrade our teaching with industry standard and relevant equipment, we are better suited to address the needs of our students. With that same thought, anytime we can bring students out to experience or tour a facility or process, the more meaningful it is to them.

The most successful activity for DCTC was/is imbedded program tutors.

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

As a consortium we began the process of creating a new Mechatronics/Industry 4.0 program. Within this development we provided professional development for all our members staff, college staff, and certain industry partners. The development of this program included training for teaching staff at Gateway Technical College in Wisconsin and Alexandria Technical College in Minnesota. The consortium supported staff members from multiple districts to take part in a training day that took place at Dakota County Technical College. The development of this program used money from our Perkins Grant to purchase equipment, technology through e-learning, and training options. We visited Ashley Furniture in WI to see firsthand industry training and use of the Mechatronics program to produce skilled workers. We visited and toured the mobile classroom that provides instruction to high school students as well. We also sought out and were granted funds from a local Rotary group to purchase pieces of training equipment.

With all this being done, ISD 917 had an instructor by the name of Lynn Morris achieve licensure in CTE under Communication Technology. She worked closely with MDE, MnState, and other consortium staff to attain this license. She will now be teaching under this new program for ISD 917, but this includes students from any member district who want to take the program. She has also worked with the Northfield Schools to help with a summer institute to introduce Mechatronics and Industry 4.0 to students from Northfield.

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?

DCTC launched the Next Gen version of Accuplacer in FY19 and used funding to add captioning for students who needed it to be successful in their program of study.

The consortium used funds to purchase new technology and equipment for the Mechatronics program offered at ISD 917.

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

The consortium offered a Mechatronics/Industry 4.0 training date for all members, including DCTC staff and local industry partners on April 24-25 at the DCTC campus.

Simley High School sent 2 CTE teachers to MN CTE November 2018

Simley sent 3 teachers to MNACTESNP (February 2019) to learn about work-based programs and support for youth with IEP’s

Nick Wallace, Dean of Liberal Arts and STEM, attended professional development activities through the CPIP grant funding. DCTC’s goal is to have an increase in representatives attending the 2019 CTE Works! Conference.

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

The students at DCTC are required to take liberal arts courses to complete their program of study. DCTC included tutors in the areas of math, writing and general education courses along with an embedded tutor in biology (supporting students in nursing, medical assisting, and other healthcare related fields.). The expected outcome is improved student persistence, completion and success in the program areas.

Simley’s work program uses a social skills curriculum to develop and to provide practice social skills and social scenarios that could occur in a workplace setting. These are used particularly with youth with IEP’s.

Simley Work Program uses math and reading skill-based materials and simulated practices that could be transferred to a work-based setting.

- 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?

- 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?

Equipment (robotics station) was purchased to support the civil engineering technician program.

The consortium purchased portable trainers to support the implementation of the Mechatronics/Industry 4.0 course offered through ISD 917 and introduced at Northfield Schools.

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

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?

In the Northfield Schools:

The Industrial Tech department expanded their PLTW course offerings to match business partnership needs in manufacturing and mechatronics. This was the result of business/industry tours funded by Perkins

The Tri-District(Inver Grove Heights, ISD 197, and S. St. Paul) students and staff attended multiple college and career fairs, including a summer hiring fair in collaboration with local business partners, Dakota County Libraries, and the Dakota-Scott county workforce development board's youth committee membership.

The Tri-District Partners with local and regional chambers of commerce and community members to provide mentors for 350+ 9th graders at Henry Sibley High School.

South St. Paul High School had roughly 100 juniors and seniors visit 4 different college campus' in the spring of the year – students toured Metropolitan State University, St. Paul College, Dakota County Technical College, and Inver Hills Community College to help them aware of post-secondary options. Transportation was provided thru Perkins funding.

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?

Although not utilizing Perkins funds, Northfield's career exploration day held each year in May utilizes consortium partnerships with DCTC and businesses in the transportation, autos, health care, and manufacturing industries.

The Dakota County Consortium held its 5th annual Career and College Fair at Hastings High School. This fair includes industry/business, training centers, military branches, county service branches, and post-secondary institutes. This year we had over 100 representatives from all these groups. We had over 1200 students represented from all 9 consortium school districts.

The Tri-District schools placed 40+ students into internship/volunteer/mentor/service learning/work-based learning experiences.

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

As part of our regular consortium advisory committees, we have used members of different committees to help support our monthly meetings and facilitate tours/visits. Each of our programs have advisory committees that meet twice a year. Through these we have been able to establish a partnership that now helps fund the construction of a house for ISD 917 Construction Trades program. We have gained access to local rotary groups that have provided support for the development of our Mechatronics program through a small grant. We use the advisory groups to help continue to facilitate ways to improve our articulation credits between secondary and post-secondary programs.

#917, #197, and #199 have a combined Advisory Committee that focuses on Work Opportunities for Youth with disabilities and Youth labeled disadvantaged. We met 3 times last school year. We plan to continue and expand this advisory committee. Since the 3 district are in Dakota County and tend to use the same support serviced agencies, and similar employers for placement, we decided to combine so members came to one advisory meeting instead of multiple meetings for the same reason.

Program advisory committees at DCTC play an integral role for curriculum development and program implementation. While all meet in a face-to-face meeting at least once per year, several programs use a different strategy for the second meeting. Some programs (e.g., Early Childhood) conduct a comprehensive spring survey, with questions related to coursework, program revisions, or new awards. Instructors collect the results from their board members and produce a summary report that is sent out to all the members. Other programs (e.g., Marketing) conduct an online Zoom-based meeting, whereby the instructor uses a PowerPoint presentation with real-time discussion to cover new developments and collect feedback from the members

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

We did use some funds to support staff who participated in SkillsUSA state and national competitions. We used funds for staff to attend DECA programming and events.

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.

No. Any of our connections at this point have been voluntary or supported through industry with no cost. Typically the partnerships include site visits, tours, inclusion in training opportunities, participation on advisory boards, or classroom activities that support students learning more about careers.

Goal 3: Improve Service to Special Populations

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

We have continued to offer a Career Exploration course, Food Industry course, Work-based Learning programs for handicapped and disadvantaged, and developed a new Mechatronics course that is available to all students that would breakdown any barriers for special populations and gender. The consortium works closely with each other to provide special population students the opportunity to participate in all programs offered through ISD 917 CTE programs. The Tri-District schools have started new programs in Medical Careers, Transportation, and Business that would offer a wide-range of options for all populations.

Simley has a work skills training room to provide pre-employment training to youth with IEP's. Included in the work skills room are simulated areas and work skill boxes in hopes to provide training for all youth with IEP's. The simulated areas, materials used, work skill boxes, and training objectives are continually modified to meet the learning needs of students to prepare them for possible community-based training or employment.

DCTC worked with South Washington ABE to integrate instruction and tutoring labs focused on reading and writing to give students stronger foundation skills. These skills will allow the students to successfully move into the technical education programs, including the required liberal arts curriculum, available at the college.

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?

DCTC has a strong interest in serving non-traditional adult learners and uses the College Student Inventory and Starfish to support this work. Both of these efforts are currently being developed and implemented with Title III federal grant funds and personnel with the goal of increasing services and elevating the outcomes of the individual advising meetings with students.

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?

A check-in system in the DCTC TRIO/Student Support Services area, student tutoring, and testing services area was developed and implemented by year-end of the 2019 grant. Data to show use and outcomes will be available by June 2020. A check-in system has been in place to track the number of students utilizing accessibility services. This data can also be available for Perkins grant reporting purposes.

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?

February 2019, Simley High School sent a group of students that included youth with IEP's, disadvantaged youth, and general education youth to a College and career Fair hosted by our Consortium. Bussing and subs were provided by the consortium to allow students and staff to attend.

DCTC actively promoted the career and technical programs to women through high school visits, workforce center visits, college fairs and open houses. This resulted in an increase of 4 women in the 19/20 welding program. DCTC expects to continue recruiting women for the non-traditional areas.

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

Simley High School's Work Program has created a work skills training room that provides pre-employment training for skills in retail, floral, general office, general collating and packaging of products, and general hospitality. This is specifically for youth with IEP's. Each of the areas has businesses within Dakota County that are looking for people with skills. In addition, students participating in the work skills training are prepared for additional training in the community, or may be prepared to find employment (perhaps with little or no support) in the community.

Private testing areas with cameras were installed in DCTC to address accessibility needs of students. Two tutors were embedded in the automotive department in spring 2019 specifically to help with the ESL barrier of the Karan students in the program. Funding for this came from the college general funds.

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?

DCTC has a strong history of developing articulation agreements for its various programs, however, student participation in accessing the credits comes in at a very low rate. DCTC has included a new full-time and part-time position for developing concurrent enrollment programming and expanding PSEO offerings to assist high school student participation. For our Secondary programs we have access to CTEcreditmn for our articulated credits and post-secondary partners. Students and staff are made aware of this process through the classroom teachers who have built these agreements. We spend time annually during our monthly consortium leadership meetings making staff aware of these options. We look for ways to update any current or possible future articulation agreements. Although these agreements are not utilized by many students we continue to make them aware of the possible credits that could be accessed. With our CLNA we will look at new and innovative ways in which we can partner with our post-secondary institutes to look for concurrent enrollment options and we will continue to provide input on the PSEO options. DCTC and ISD 917 will explore the feasibility of submitting our Early Middle College application for renewal this spring.

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.

The consortium continues to offer articulated credits in a variety of programs to students who remain in the regular high school setting. Through ISD 917 students can attain a Certified Nursing Assistant, ASE Certifications, ServSafe, and multiple articulated college credits in conjunction with DCTC. Through ISD 917 CTE and ALC programs students can take part in the early middle college program offered through DCTC.

Perkins funds were used to contract two people to maintain agreements and keep the CTEcreditmn website current.

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.

The consortium as a whole has agreed to use funds to purchase VirtualJobShadow for all our member schools. This program provides multiple options for students and staff to explore a wide range of career awareness opportunities for students. It is formatted to show video clips of people in careers, it allows for resume building skills, career interest inventories, and post-secondary programs from both local and national perspectives for training.

Randolph High School FACS Teacher, Amy Burke facilitated a trip to take students to visit a technical college through Perkins funds, opening their eyes to opportunities that are out there for them.

Hastings High School uses Naviance for career awareness and exploration.

Simley Work Program used Virtual Job Shadow with some of its students.

Success booklets were purchased for DCTC's TRIO/Student Support Services and Bounce Back programs. Bounce Back has been implemented for students on academic warning and probation.

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.

DCTC - no

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?

DCTC transitioning activities span from outreach to the high schools, administration of the Next Gen Accuplacer in the high schools, required New Student Orientation and Registration sessions, Ready, Set, Go! and other activities that help students successfully transition into college. Additionally, DCTC helps students transition to post-secondary work experience and job placement through the Career and Transfer Resource Center. Perkins funding supports aspects of these activities based on need and/or special circumstances.

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.

During the past year we included members of the MN Transportation Center Of Excellence into our monthly meetings to help provide an new perspective on industry needs. We held our monthly meetings at a few different locations. In November we partnered with RMS/Komatsu to host our meeting and field day experience at Extreme Sandox in Hastings. We learned about Heavy Equipment careers through RMS/Komatsu, as well as, through North Dakota State College of Science. We held a meeting that included members of MDE CTE Specialists to explain our program approvals. We also held a meeting at Randolph HS and participated in the community Tractor Day Parade. Finally, we held a meeting at Uponor, Inc in Apple Valley that included DCTC/IHCC Interim President Michael Berndt and members of the Dakota/Scott Youth committee.

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

Our leadership team consists of a member from each of our 9 school districts, DCTC, MN Transportation Center of Excellence, Superintendents, and various guests from DEED, Dakota County CareerForce, and a variety of industry partners.

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.

We used some funds to help a staff member from ISD 917 attain her CTE Licensure through participation in training activities related to Mechatronics. She was able to attend CTE Works, training at Alexandria Tech, and other workshops to help build her portfolio for review by PELSB. As of September 16, 2019 she was officially able to attain her new license.

The consortium also used funds to conduct a professional development activity for staff members from our consortium to be trained in Mechatronics/Industry 4.0 programs. Some of the staff members are currently teaching in a CTE program, while others are exploring the option of attaining CTE certification. We also used funds to provide a tour and site visit to help with implementation of these programs that would help with the development of a portfolio for a staff member at South St. Paul Secondary Schools and Northfield Schools.

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.

The ISD 917 programs were able to attain a small grant to help obtain Mechatronics training equipment through Lab Midwest and Amatrol. This grant was provided by the West St. Paul, S. St. Paul, and Inver Grove Heights noon rotary group.

DCTC uses Title III grant funding to help special populations (Starfish, CSI) and CPIP grants. They are currently in application status for Minnesota Local Partnership Grant funding to support a summer school program for credit recover high school students.

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?

As we begin our CLNA process we have been very open and honest with all our members about the need to look closely at what our current and possible future programs would look like for our students and schools. We have begun in the past year to look at what future ready skills and programs we could help to create or continue to support through training and new equipment. We made an effort to provide input from DEED, local industry, DCTC/IHCC, and CareerForce Centers on what the true local industry needs are and how those relate to what we are currently offering in our programs. We wanted to continue to support those programs that have strong participation and relevant information for current students as it relates to local and regional economic needs.

In our FY20 plan we will continue to make a concerted effort to have each of our schools and programs provide relevant information regarding the economic and future ready needs of our school programs. We will include information from DEED, local industry partners, and student interest to determine what our future programs need to include. According to our members that biggest challenge we will face in the future is getting qualified and licensed teaching staff for any or all of our programs. A big part of our quality assessment will be how we support the development and recruitment of new CTE teaching staff for all our members.

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

As our leadership team meets monthly, when we host Superintendent meetings, and through out communication with our school board representatives we will ask for feedback and observations of what our current programs look like. We will then use this information, as well as, we will reach out to business, college, and community organizations to determine what our programs need to look like in the future. We will seek input from our member districts to find out what new or innovative programs they are seeking to establish and how Perkins funds may help to support those programs. We will look intently at what our current equipment and materials look like in comparison to current industry ready needs so that we can plan to upgrade for best practices. We will also seek the support and input from DEED and our local CareerForce Centers to look at future trends in our local business needs.

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?

One area we have not been able to fully implement is the Middle School curriculum and activity involvement with our members. Main reason is that our member middle schools have not been able to find the time to commit to these types of activities. We have been part of a few career day activities, which include middle school age students, but we haven't been able to create a sustainable option. One way we could use support is through continued awareness for local districts about the options or possibilities for middle school CTE activities. Perhaps a professional development option for middle school staff who either teach a CTE related area or who might want to work on gaining CTE licensure.

We were not able to conduct all the professional development options we had hoped for with our consortium members teaching staff and leadership staff. The main issue was finding a date that would work for a variety of people. Many schools cannot allow enough time for counselors or career advisors to be out the building for PD. Once again this could be a unified effort by MDE and MnState to offer a PD day for school counselors around CTE programs and post-secondary options related directly to CTE programs.

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

Going forward with our plan for 2020 we will look for ways to incorporate more consortium wide events and professional development. We will work to find more ways to encourage and promote recruitment of new CTE teaching staff within our programs. We will continue to seek input from statewide and metro data related to current and future career opportunities in a variety of fields. We will work hard to be forward thinking in planning for what future ready skills and careers our students will need. We will work to evaluate how we can better adapt our current CTE programs into what the future may require. We will research and seek input from local industry and through best practices, what types of equipment or training materials we should be implementing into our programs. We will seek support from all available resources on how we can better serve students with disabilities to find sustainable and performance-based career options for these students. We will continue to explore how we can better pool our resources for students, staff, and programs so that we can be most effective for a wide range of students in all our districts. We are going to keep exploring how we can imbed CTE experiences for our 5-8 grade students that will foster interest in future HS level programs of study.

State Staff Review:

Congratulations on the expanded tutoring support accomplished through the collaborative work with Washington County Adult Basic Education and the embedded tutors. We are pleased to read the progress made on the new mechatronics/industry 4.0 program that included the professional development to staff with the industry partners. Your work to conduct a three-district combined advsory committee for youth with disabilities and other disadvantaged youth is a wonderful partnership example that benefits students.

Opportunities:

We look forward to hearing results from the VirtualJobShadow software and how that project might be scaled-up and maintained. There continues to be opportunities to partner with neighboring consortia especially as you now share staff. Combining aspects of the CLNA might be a starting point for cross-consortium work.