



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: Southwest Metro

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

QUESTION 1-1: What activities were conducted during the grant year that supported quality Programs of Study (POS)?

One of the major processes that led to the highlighted activities below was an intentional exploration of existing or potential POS. This involved detailed discussions with member districts, and business and industry. This was the result of an increased awareness to utilize local needs assessments.

- Education, Health, Criminal Justice
 - Use of Dual Enrollment courses
 - Represented non-duplicative sequencing, credit bearing classes that are required for associate degree completion
 - Business and Industry visits- All Aspects of Industry
 - Targeted speakers representing employment opportunities
- Business, Agriculture
 - Use of Career Wheel in employability training
 - Registration Guidance
 - Business and Industry visits- All Aspects of Industry
 - Targeted speakers representing employment opportunities
 - Business: Hospitality and Tourism Day at Mall of America

- Richfield Technology Education is an example of how efforts are being made by consortium member districts:
 - Classes are increasing efforts to distill the specific skills that prepare students for careers and educational pathways. We look at Apprenticeships, Training Programs at Tech Schools and Colleges, Career Paths, Internships and do Projects that incorporate those skills. I post jobs and opportunities on bulletin boards and have a Google Classroom that updates students about current opportunities like jobs, grants, internships, apprenticeship calls, spaces to work and share, scholarships, tech resources, etc.. I also brought in Hennepin Technical School program instructors and several speakers to my classes in Small Engines, Engineering, Energy and other related fields. Finally, I have a Visiting Craftspeople program called CrewOUT! that helps students network in related fields while making large projects to learn from. For example, we did a large CNC plasma project with the Chicago Ave Fire Arts Center so that students could build a portfolio with software, design, fabrication and skills like collaborative decision-making and budgeting. Additionally, the district has started a new Autos Career Pathway and is developing the Construction Pathway.

QUESTION 1-2: Describe the impact of the POS in terms of participation, concentrators, student outcomes, etc.

- Some of our districts report that they are unable to give a TSA due to lack of hours, and having no advanced courses to offer students at the high school level.
- CTE classes articulated for college credit including: small gas engines, welding, landscaping, natural resources science, personal finance, web design, and accounting, computer applications, business management, PLTW courses (if transcript college credit is not earned), medical careers - nursing assistant, photography, automotive technology (NATEF), graphic design, EMT, child growth and development, computer repair,
- Programs/Advisory where students meet in groups weekly/monthly and cover information about preparing for college and/or career successes and develop Personal Growth Plans
- Junior class tours colleges once per year and hosts a college and career fair once per year
- College and career panels where guests answer questions that students have about various careers and college experiences
- Help students with tuition for classes while working
- Experiences open to all students
- Add supporting data from Dual Credit classes including grades
 - Though the use of dual enrollment (both concurrent enrollment and PSEO) we provided over 6,300 CTE credits. Due to inadequacies of our systems, we are not able to break these numbers down by participant, concentrators, or completers.

QUESTION 1-3: What activity (or POS) was the most successful, something that you would repeat or share with others and why?

The activity itself was much like our response in 1.1. We determined a strong need for an Education Pathway. We then worked very diligently to reach out to various stakeholders discussing the need and the receptivity of these stakeholders to enter into a focused course of study.

Introduction to Education Course (NCC) has been very successful and is currently being replicated in several of the member districts with various twists (i.e. Jordan teach teaching - education, English), Shakopee and Bloomington are offering the course, SouthWest Metro is offering the course for several of the Districts (112, 110, 288 etc.) The numbers are not huge at this point but are growing which is encouraging in regard to the POS as well as the future of the Teaching profession.

The Hospitality and Tourism Day at the Mall of America was also very successful and heavily attended. Approximately 650 secondary students and educators attended the event. Participants engaged in learning about the hospitality and tourism industry through keynote speakers, industry partners and interactive career sessions. Partnerships included Mall of America, JW Marriott and Radisson Blu. Given this admirable success, consideration is being given to repeating in the future.

Richfield Schools Business Education: I discussed with administration the Program of Study and how we can align it to the Career Framework. I created a visual aid and added it to the registration to show the pathway students would take within my department. We also provided Tiers of rigor to help students make decisions on the right approach to the course. In discussions on the goals of my Program of study, we wanted Tier 1 to be a discovery class, Tier 2 Technical Mastery, and Tier 3 to be either a paid internship to a specific Career Cluster or a college credit for a degree in a specific Career Cluster.

QUESTION 1-4: Describe any innovative initiatives. Did your consortium award incentive sub-grants for exemplary performance or to promote innovation? If yes, please describe.

288: expanding scope of study: EMR, EMT, NAR, Medical Terminology. We are creating more opportunities to earn certifications and/or credit.

Shakopee EMR, moving to concurrent in 19-20.

Expansion of Educational fields to paraprofessionals, Multiculturalism, Technology Culinary program in Shakopee, Medical program at 288 adding courses to the POS, Jordan team teaching programs (education, business), Food Science in Ag for Chemistry credit at Central, Food Science course in Science/FACS in Bloomington.more kids than ever in Welding at Central.

The innovative Hospitality and Tourism Day at Mall of America was designed to promote awareness and education in the hospitality sector for secondary students and educators. The over 650 participants heard first-hand about the hospitality sectors including career growth and opportunities delivered by highly engaging speakers. Student and educator tracks were provided to enhance learning outcomes. Students participated in ‘behind the scenes’ activities with the partnering hotels while the educators workshop provided direction on articulated credit, curriculum, and additional hospitality opportunities.

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

QUESTION 1-5: Did your consortium:

- 1-5-1 expand the use of technology in CTE programs?
 - We purchased a blanket access to Precision Exams. This allowed unlimited use of all Precision Exams materials in the consortium. This allowed for unprecedented access to our students to take these exams. Also as mentioned below it was utilized by school staff as well.
 - Dental Hygiene, Technology in Education. Belle Plaine instructor certified pilot for Drones (crop scouting, video, facilities maintenance)
- 1-5-2 offer or provide professional development to CTE teachers, faculty, administrators, and/or career guidance and academic counselors?
 - Precision Exams, MCIS, Concurrent Enrollment PD, all conferences paid by Perkins, Articulation meetings
 - Hospitality and Tourism Day at MOA: sector and articulation training for secondary educators
- 1-5-3 provide support for CTE programs that improve the academic and career and technical skills of students through the integration of academics with CTE?
 - We had the opportunity to combine CTE classes with the general education class of Freshman Composition.
 - Jordan combined Introduction to Education and Freshman Composition = ~20 students.
 - Prior Lake (MnCAPS) combined two pathways with Freshman Composition
 - § Health = ~ 63 students
 - § Business = ~ 37 students
 - Jordan and Prior Lake: Freshman Comp, Business and Health (over 115) Precision Exams - check standards.

- 1-5-4 use Perkins funds to support CTE programs that offer experience in and understanding of, All Aspects of Industry for which students are preparing to enter?
 - Field trips, Camps, etc. The All Aspects of Industry Framework (attached) is a template to assist teachers and Work Based Learning staff to support learning prior to engaging in experiential activities.
 - Experiential learning opportunities (attached). Curriculum content prepares students for experiences as defined in the attachment through the various pathway models being developed in member districts, many classes embed work-based learning. Advisory committee members have assisted in finding placements in welding and plumbing (Belle Plaine)
 - Learning experiences including but not limited to: field trips to business and industry, (MN Manufacturing Month, Construct Tomorrow, county fairs)
 - Business experiences related to specific pathways - Carver County jail, Target Field; internship/mentorship opportunities (BestPrep, BrandLab, Genesys Works)
 - Practicum hours required in Introduction To Education (local school districts) and NAR courses and the Shakopee CAPS program (Valley Fair, Canterbury, Shutterfly). Also the Shakopee CAPS program has a special year long course that has students studying a specific field of study during the first semester. During the second semester, students then participate in an internship program in their area of focus.
 - The two areas of focus are:
 - Business = ~25 students
 - Health = ~ 20 students
 - Industry speakers (various local business partners), job shadowing, paid work experience (various local businesses), entrepreneurship
 - School stores run by Business and Marketing Education students, service learning embedded in curriculum, CTSO activities, and student volunteerism
 - Participation on Advisory Committees
- All Aspects of Industry Components:
 - Business Planning, Management, Finance, Technical and Production Skills, Principles of Technology, Labor Issues, Community Issues, Health, Safety and Environment, Personal Work Habits
- 1-5-5 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?

- Many of the member districts are restructuring their high school offerings to align with career pathways/career clusters. Collaborative funding and use of Perkins dollars for these initiatives.
- 1-5-6 use Perkins funds to provide activities to support entrepreneurship education and training?
 - We have articulated agreements in Business and Hospitality entrepreneurship with 19 different school districts. Unfortunately we do not have access to the data identifying the exact number of credits this totals.

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

QUESTION 2-1 : 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?

Normandale has a special liaison that works part time with outreach to various community based organizations such as Project for Pride and Living, HIRED, and AVIVO. In addition this liaison also works with Metro South ABE, and the South Bloomington Workforce Center.

Consortium participates in partnership with Chamber of Commerce, Multicraft Core Curriculum, Ford partnership, required Advisory Committees, PPL, MnCAPS, CAPS, CTSOs and others with specific definitions coming through CLNS in 2020-2022.

QUESTION 2-2: Do business and industry partners help connect students to experiential and work-based learning opportunities? Yes. 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?

Examples include CTSOs, high school WBL courses, Intro to Education (25 hour practicum requirement), Hospitality courses, most CTE courses due to interactions with Advisory Committee members.

Each student in WBL programs had working relationships with at least one area employer. Here's the breakdown of their areas of work:

- engine and heavy equipment mechanics
- care providers – retirement homes, another as area PCA worker
- assistant at a building inspection company
- building trades areas – masonry, flooring installation, framing for new homes
- food service, cook at an area restaurant, promoting recipes and cooking through managing a blog
- ag production, area organic dairy farm
- customer service at area retailer, area bowling lanes

Training took place for staff and students in the use and flying, of a drone. One staff member is now “legal” to fly the drone as part of his curriculum, which allows students to fly as long as they are under direct supervision.

A variety of job shadows from farmers, to vets to floral shops and trucking Cambria this in the CAD Department

Jem Technical and they accept interns, give tours, and work with our students to help them with their career choices.

Jordan Business Management/Economics course works on projects with the community and “Shark Tank” tpe experiences

And again the Shakopee CAPS program through its internship program.

QUESTION 2-3: Describe the status and activities of CTE advisory committees in your consortium.

All CTE programs in the consortium are aware of the advisory committee requirement. There are many iterations of the advisory committee as one size doesn’t fit all. Each district runs things a little bit differently but we have found that joint secondary/PS advisory committees for a regional area are a very effective way to operate. We have these operating very successfully in the Business, Education, Hospitality, Criminal Justice, and Vacuum Technology pathways.

The ag ed advisory committee is doing well and actually taking on an even bigger role. In the spring of 2019, the ag advisory committee combined with the newly formed FFA Alumni group. Now the program has a greater amount of power, advocacy potential, and stronger involvement. The advisory team helps the community understand the role of our CTE programs, fosters support within the community, hosts field trip visits, and much more.

- Assist in finding resources (donations of \$5000+ this year)

- Assist students with job shadow opportunities.

- The Advisory team is the one that has influenced CTE discussions with the school board
- We learn about the job employability in Minnesota and what employees are looking for in today’s workers.

QUESTION 2-4: Did your consortium use Perkins funds to support CTSOs? Yes. If so, how?

Advisor support for registration, travel expenses, etc., Student bus transportation to conferences and events, curriculum supports for advisors to utilize with students.

List districts: Belle Plaine, Bloomington, Edina, Eastern Carver County Schools, Jordan, Mound Westonka, Norwood, Orono, Richfield, SouthWest Metro Intermediate District, Waconia, Watertown.

At the postsecondary level, we support the Physics Rocket Club by providing supplies that students use to build rockets that they then use in competitions.

QUESTION 2-5: 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? Yes. If yes, please describe.

Shakopee CAPS program is supported by the Normandale Liaisons and supplies have been provided to the programs through PS funding. Bloomington Career Academy utilizes college faculty to provide education in the criminal justice and medical careers pathways. They also have partnerships with business and industry. Perkins funds were not used in this partnership.

Goal 3: Improve Service to Special Populations

QUESTION 3-1: What strategies were adopted to overcome barriers for special populations and non-traditional (by gender) learners?

One of the major strategies at the postsecondary level was to partner with other Normandale departments to deliver assistance to our special population students. This would include:

- **The Veterans' Resource Center**
- **The Office for Students with Disabilities**
- **Advising and Counseling Department**
- **Outreach and New Programs (liaisons)**
- **Continuing Education and Customized Training (ABE and WorkForce)**

Special populations such as ELL, Special Education participate in Edina college field trips. They explore careers by field trips to UW Stout Polytechnic programming, Hennepin Technical College, Normandale Community College, Minneapolis College. and MN State Mankato. Students who attend the field trips share in their classrooms about the programs that they visited on the campuses. We also provide the Accuplacer college placement test at Edina. We had more than 300 tests that were taken by our Special Education, ELL and Options students as they explored technical education for their next step after Edina High School.

Special Pop includes Homeless Youth. We are working to make a connection. within districts and CTE related programs/activities such as PPL and Richfield ALC.

QUESTION 3-2: 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?

It is hard to determine which particular service was most successful. As a result, we have included a number of initiatives that we believe led to subsequent improvement and success.

All programs are open to and marketed to all students regardless of gender. Normandale designed and delivers summer camps for students in nontraditional areas. The students

also fill out surveys regarding their experiences. Female Faculty in STEM areas speak to groups of students to explain the opportunities available in their areas.

Liaisons at Normandale include non trad by gender in Health Sciences, Business and Law Enforcement, in essence trying to provide role models that are non traditional by gender. The liaisons are tasked with presenting to the high schools and middle schools regarding careers in their specific programs of study. Liaisons also conduct specialty class visits for underserved and underrepresented populations including Transition to College (T2C), AVID, and Bloomington Career and College Academy (BCCA). Visits aim to encourage students to better understand their pathway to college and CTE as educational options.

The Office for Students with Disabilities started a program called the Access Program. It's goal is to provide intensive support to assist students in their integration into college and careers. We also formed a Captionist Team to provide accessible career and academic materials to students.

QUESTION 3-3: 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?

At the postsecondary level, we rely heavily on data generated by EPM 11 and our department of institutional research. This data helps us identify areas where gaps in participation exist. We hope in the future to be able to have the time and capability to delve more deeply into gaps that include achievement and performance among various special population groups. For instance, EPM 11 data helped us identify the areas that were successful in recruiting underrepresented persons as well as those career fields that were not.

The Southwest Metro Consortium is involved in all areas and projects put out ??? by communications are pushed out to member districts' representatives as well. Carl Perkins Core Indicator data from the individual member districts and the Southwest Metro consortium is used to identify strengths and challenges. By improving services for all students while emphasizing participation and support for special populations, the plan will support an increase in dual credit opportunities and certificates and degrees awarded.

QUESTION 3-4: 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?

We explored and applied for a Men of Color Grant that would provide in-depth support and information for this population especially in relation to the education field. Unfortunately we did not get this grant but continue to explore ways to create such programming on a smaller scale. We also provide exposure to younger students in STEM fields by hosting a couple of STEM camps annually. End of camp surveys indicate that students are more favorably disposed to consider STEM fields and are better aware of the requirements that are needed.

The Multicraft Core Curriculum is a comprehensive pre-apprenticeship training curriculum. It was developed and approved by the Building Trades National Apprenticeship and Training Committee in 2008 and is being offered at Kennedy in Bloomington. There is 1 female in its inaugural course offering.

QUESTION 3-5: How did your consortium provide support for programs for special populations that led to high-skill, high-wage or in-demand occupations?

We have highlighted a variety of activities and strategies in the above four questions that speak to this question.

The Consortium did a pilot of the use of Precision Exams (Bloomington, Richfield, Belle Plaine) to engage teachers in the use of standards-based curriculum development, third party assessments and the use of student data. Because of the positive response by teachers, the Consortium contracted to provide unlimited use of Precision Exams. Work Based Learning programs (at-risk and special education) became interested in validating employment skills. Further use in 2019-2020, will provide additional data as to the use and earned certifications for all populations.

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

QUESTION 4-1: 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?

We had a variety of CTE courses that were offered through dual enrollment. There is a list of the majority of those classes in the Appendix.

Between PSEO and Concurrent Enrollment students, there were over 6,300+ CTE credits earned involving over 80 distinct courses.

What is worth mentioning is that the 3,000+ CTE credits generated by PSEO students represented approximately 11% of all earned PSEO credits at the college while the 3,200+ CTE Concurrent Enrollment credits represented approximately 58% of all earned Concurrent Enrollment credits at the college.

When comparing the Concurrent Enrollment numbers from AY18 we find that during that Academic Year the number of CTE credits earned were ~2,600 which represents about 47% of all Concurrent Enrollment credits.

We have demonstrated a marked increase in both raw numbers and percentage of CTE credits. Unfortunately, we only have duplicated student numbers. This number is over 2,100 students.

The major POS areas that we more heavily utilized were:

- Health
- Criminal Justice / Law Enforcement
- Education
- Computer Science
- Business

PSEO and Concurrent Enrollment courses are recorded both on a college transcript and a separate high school transcript.

Articulated agreement awards earned by our consortium school districts totalled 492. This represents a slight increase over the prior year's number which was 482. The two districts that were most active were SW Metro Intermediate and Shakopee. The pathways that were most utilized were:

Transportation = 117 Awards

Business = 60 Awards

Health = 44 Awards

Engineering = 43 Awards

An example of district continuum of service efforts, similar to other consortium district efforts, is Jordan. Many districts have similar offerings.

All 9th grade students are required to take a career course. Throughout the semester long course they study various careers and use pathways to help them determine what classes are the most helpful to take while in high school.

Students in 9th – 12th grade use Ramp Up to Readiness once a week. Each grade level has different activities to do helping them to gear up to graduation and life after high school.

We have Concurrent enrollment courses through Normandale and Minnesota State, Mankato.

We have College in the Schools courses through the University of Minnesota, Twin Cities. In total we offer 33 college credits. We also have 3 AP courses. Students can also gain credits through articulation in our CTE courses.

QUESTION 4-2 : 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. Perkins funds were used to establish and maintain articulated agreements, conduct meetings between secondary and postsecondary instructors, and maintain the ctecredit.org website.

Funds were also used in regard to concurrent enrollment. This ranged from the purchase of books to the development of curriculum; from equipment to technical skill assessments.

QUESTION 4-3: 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.

Career Wheel media

Yes. We reached out to a number of the career and guidance counselors in our consortium districts and discussed ways to improve our activities. We also have counselors as some of our district's Perkins representatives. The postsecondary liaisons work closely with the advisors and counselors at Normandale Community College. This relationship helps facilitate the exchange of information as well as being a continual reminder of the importance of CTE pathways.

We also used MCIS and MnPOS systems, as well as information generated by the MN Department of Labor and Real Time Talent. Some of the funds that supported these activities were staff time used to explore and update these resources.

Advisory time models varied by district. Activities included but weren't limited to: one-on-one conversations with students and with parents during conferences, resume writing, goal setting, college and financial aid applications and presentations of activities to stakeholders. Mentors also support the dissemination of resources and information.

QUESTION 4-4: 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.

Yes. At the postsecondary level, our liaisons interacted with both high school and current college students. Part of this interaction involved discussions around career pathways and sequencing of classes and degrees all the way through the baccalaureate level. Also Normandale offers on its' campus a couple of baccalaureate programs including Education and Engineering.

QUESTION 4-5: 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?

- CAPS - real world experiences PBL? Mystic Lake.
- Students have been hired directly into the workforce for welding. Companies have agreed to help students with tuition for classes while working.
- Students complete the plumbing programming at Hennepin Tech prior to HS graduation and now work with the plumbers union.
- We currently have 20 students in our College Accounting class. The students get 4 college credits for financial accounting and many go on to take the online managerial accounting class in the summer and 3 credits for our computer application course.

Goal 5: Sustain the Consortium

QUESTION 5-1: 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.

No. None of us were allowed to retire and we were able to add Crystal Svoboda to assist with activities. We began exploratory efforts to move to semi-regional planning activities as evidenced by our conversations with Hennepin West and to our regional needs.

QUESTION 5-2: Provide an overview of the consortium leadership team (i.e. are they representing all districts, colleges, business and industry, and other community partners)?

Each school district has one or two coordinators in charge of handling the Perkins requirements in their respective districts. These representatives are comprised of CTE teachers, counselors, curriculum directors, etc. determined by the district. Consortium meetings are held quarterly and site visits are completed when desired. We have not added business and industry or other community partners as of yet. However, we (Perkins reps at the district level) do meet separately with those groups to promote desired programming.

QUESTION 5-3: 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.

Yes, the coordinators in their roles do this work in several directions. Perkins money is spent on the salary of coordinators thus, Perkins money is utilized for this work. Some examples of advocacy include: LVD licensing, MACTA and MnACTE work, PELSB, general overall advocacy for CTE, participation on ACTE regional and national committees.

QUESTION 5-4: 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.

Districts seek out support from Business and Industry to assist in purchasing equipment to supplement the dollars available in the Perkins grant. District funds for CTE support programs as well.

Business and industry participation in CTSO activities supplement curricular and out-of-school activities.

QUESTION 5-5: 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?

Real Time Talent proposal is being developed. We have also started discussions with West Hennepin to collaborate our contract, encompassing but not duplicating efforts in similar geographic regions.

Promotion of the Minnesota State CTE Vision takes place at all levels of leadership. Our Carl Perkins consortium meetings create a space to share the vision, and examine all POS and partnerships within the secondary and postsecondary organizations. Secondary and postsecondary consortium leaders meet frequently and connect via email regularly to manage the multitude of Consortium activities. Southwest Metro Consortium instructors and teachers are invited to attend the CTE Works! Conference to interact with a broadly represented CTE group and learn best practices in CTE. Consortium Coordinators meet with Administration, School Board Members, and new CTE teachers to review the Consortium model and vision of CTE. Consortium leadership meets with postsecondary CTE administration and faculty, as well as Student Support Services to promote the guiding principles for CTE in Minnesota.

CTE Guiding Principles

- Career & Technical Education and academic education must be integrated in a more comprehensive way.
- College and work readiness skills are one and the same.
- Each student needs at least some education or advanced training past high school, whether community and technical college, university, industry certification, or advanced training through work.
- Federal Perkins funding for Career & Technical Education is not an entitlement at either the state or local level. All education spending must be connected with student success outcomes.
- High schools and colleges should continue Career & Technical Education programs and activities that have worked well. Career & Technical Education must be strategically placed within the broader vision, mission and goals for education within the State of Minnesota.

QUESTION 5-6: How is your consortium planning to conduct the comprehensive local needs assessment required for submission with the two-year Perkins V application?

FY20 plan will have this laid out for your reading pleasure.

Other Summary Comments

QUESTION 1: 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?

The one thing that we didn't explicitly highlight but rather implied (perhaps an aspirational goal) was to try and get a liaison out to the articulated agreement classes. We simply did not have the staffing capacity to pursue this goal. In review of our articulated agreement numbers there were ~ 12 classes that could have benefited from such a visit. We are also aware that we would like to reach out and encourage districts to make use of the agreements that they have in place.

We were not able to figure out how to retire gracefully or ungracefully , so we are all still here.

QUESTION 2: What lessons-learned will you incorporate into your two-year application due May 1, 2020?

We will definitely be working toward our strategies to include Comprehensive Local Needs Assessment.

State Staff Review:

Thank you for your well documented intentional review of POS including work on all aspects of industry for the education, hospitality and business education pathways. Your partnership work is commendable especially the outreach to community organizations and agencies such as Project for Pride, HIRED, AVIVO, ABE, WFC and your strong support of CTSO including SKILLSUSA!

Opportunities:

We look forward to reviewing the progress with the EMR, EMT programs as well as support for professionalisms and multiculturalism activities. How the CLNA progress unfolds with your neighboring consortia is another opportunity.