

Minnesota Annual Performance Report (APR) FY20

FY20 Minnesota West Consortium
Minnesota West Consortium

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

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

A gap analysis of all 38 consortium member school districts and Minnesota West CTC was conducted to determine which CTE programs existed. Mapping our region's CTE programs will help as we identify needs and strengths for students and parents. This mapping caused us to increase our list of Programs of Study, and there are now 13 identified for the consortium. They include: Accounting, Administrative Support, Health Informatics, Teaching & Training, Production, Construction, Hospitality & Tourism, Marketing Management, Plant Systems, Programming & Software Development, Networking Systems, Facility and Mobile Maintenance, and Animal Systems.

The region has deeply invested in shared learning programs between districts. Many of these courses are being taught as PSEO courses by Minnesota West CTC instructors. Often these college instructors are the same ones teaching their program's introductory courses, again, strengthening the connection between the secondary and post-secondary programs. High school students are receiving college credit either through PSEO or articulation.

Minnesota West CTC faculty often teach classes in our high schools. For example, the Automotive program on the Jackson campus teaches classes at Fairmont High School, hosts tours of their facility on campus, and shares bussing between the high school and college students to the annual Twin Cities Auto Show.

The Minnesota West Consortium supported the CoderDojo program geared to expose students, especially young women, to opportunities in computer support and computer science degrees. The program was run jointly with Minnesota West CTC faculty and members of the Worthington Integrative Collaborative which is housed on the Worthington campus of Minnesota West. Students had the opportunity not only to work with the technology and software they were exposed to the college campus and faculty.

The McKnight Foundation awarded a \$600,000 grant over two years to support the Southwest Minnesota Teacher Preparation Partnership, a unique career pathway model created by Worthington Public School District, Minnesota West Community and Technical College, Southwest Minnesota State University and Southwest Initiative Foundation. This partnership aims to increase the diverse pool of quality teacher candidates in the region. It is also focused on what it takes to support students who want to teach, especially students of color who aren't often seeing teachers who look like them in their classrooms. According to the Worthington Public School District, more than 68 percent of its high school students are from one of over 40 cultures in the area. And more than 78 percent of elementary students in the district are students of color. Only about 7 percent of their teachers are people of color. A director has now been hired to manage the project as well as curriculum finalized and handbook developed. The exposure of the program led to increases in our Intro to Education courses. A total of 96 students participated in the course of which 72 were female and 24 male. 26% of the students participating indicated race other than white.

In responding to employment, education, and housing needs at Lower Sioux, the Community set a goal to bring construction trades training to the reservation in its Phase II Strategic Plan for 2020-2022. Through a collaboration with Minnesota West CTC, SW MN Private Industry Council, SWWC Service Cooperative, and DEED, the first round of training will begin this fall with 10 underemployed young adults who will earn a certificate in construction trades from Minnesota West CTC while also helping build 10 new homes next summer at Lower Sioux. The Cankuya Construction Trades project will teach skills in a high demand career area and provide projects for participants to practice their skills while revitalizing the community.

Fagen, Inc. is an international industrial contractor and engineering company located in Granite Falls. Granite Falls is also home to the Minnesota West campus where the Minnesota River Valley Career and Technical programs are offered. One of the courses being offered is Industrial Construction which is taught by employees from Fagen using curriculum that was written by the company's technicians and engineers. Minnesota West CTC, SW MN Private Industry Council, and SW Adult Basic Education launched the Career Pathways Program (CPP) in 2003. The grant-funded special project initially targeted unemployed, underemployed and ESL individuals. Over the past 17 years, the partnership has grown and evolved to meet the needs of the residents and workforce of SW MN raising more than \$1.5 million dollars. The CPP is an example of shared responsibility and understanding each partner's role. Minnesota West CTC offers technical skills programs, credentialing and industry recognized training. ABE provides support in basic skill instruction, literacy and comprehension skills development. ABE instructors also serve as mentors and tutors to learners. SW MN PIC is our central point of contact for CPP students and provides assistance with employment, career counseling, resume preparation, and job search and placement. Students complete credentialing/credits in Nurse Assistant/Home Health Aide, Community Health Worker, Pharmacy Tech, Welding, Commercial Driver License, and Electrical Controls. Students then have the opportunity to continue education in a number of programs that this training builds on.

The annual Schwan Food Company Culinary Skills Challenge was canceled due to the onset of distance learning.

The Career Expos and ACE Career Fair are annual events that allow exploration of programs of study. All exhibits are categorized into one of the six career fields. 20 schools brought 1054 students to Southwest Minnesota State University and 12 schools brought 789 students to Minnesota West College in Worthington. 135 exhibitors participated over two days. 22 MN West programs and 10 SMSU programs participated by offering hands-on projects to educate high school sophomores about career options.

The Launch Your Future Today (LYFTPathways) grant advisory committee is composed of representatives from schools and agencies who guide the consortium and help make connections to local employers. Feedback from the committee drives long-term consortium planning.

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

While we are a consortium comprised of small, rural schools, many of our districts offer extensive catalogs of CTE courses. By mapping the courses being offered at the high school and college, we were able to determine our priority areas. An updated secondary application process guides teachers to make requests that align with the consortium's programs of study.

Extensive planning was done by various sub-committees to revise the consortium's application process and reset priorities. We now utilize our local Youth Council as part of our formal consortium governance to ensure we have a broader view and perspective. Virtual meetings were held to update CTE teachers, business managers, and school administrators of the new vision.

Minnesota West CTC works with accrediting agencies, Minnesota State, and advisory committees to ensure that faculty-to-student ratios required are met and maintained as well that curriculum is rigorous and follows industry and accreditation standards. When considering opening new

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programs or overhauling existing programs, Minnesota West CTC vets those through advisory committees, Academic Affairs, and Minnesota State. Analysis of our service area and student demographics in FY19, led to duplication of our Powerline Diploma at the Granite Falls campus and Dental Assisting at our Luverne Learning Center in FY20 which led to 14 students completing the two programs we do not believe would have attended had these not been available.

Currently Minnesota West CTC is in the final year of the open pathway cycle for HLC Accreditation in which we have been reviewing, evaluating, and assessing curriculum to ensure accuracy, curriculum is rigorous and is aligned with industry standards. Minnesota West CTC also engages in formal assessment activities throughout the year to:

Provide opportunities to improve student learning through the development and measurement of learning outcomes at the course, program and co-curricular levels.

Assessment provides both qualitative and quantitative data that demonstrates continuous improvement and accountability to our constituents, community and accrediting agency(s).

Assessment activities provide a culture of continuous improvement by providing feedback on what does and doesn't work well in and outside of the classroom.

Assessment also demonstrates and supports the college's mission to prepare learners for a lifetime of success; the college's vision to be the regional college of choice, and the college's values that promote community engagement, courage, diversity, and inclusion, innovation, integrity, and student success.

Also in FY20 the college implemented a new Academic Program Review process, that includes 6 steps, for all programs, followed by a rotational system for review every third year. Programs designated on probationary status will be reviewed annually until removed from probationary status or discontinued. The review process plays a large role in monitoring the currency and effectiveness of the curriculum in any particular discipline.

Lastly, Minnesota West CTC is in its 3rd year of the College Wide Finance Committee. The committee is made up of division chairs, IT, administration, staff, and students. The committee reviews all proposals and makes recommendations for Leveraged Equipment, Perkins Equipment, and Equipment/Technology funding. Each individual/program requesting funds must complete the proposal with appropriate Dean signature, that explains the need, how it impacts student learning and outcomes, and must be part of the program's 5 year budget plan. The process provides a platform for a much broader view and review of technology and equipment needs and also encompasses a cross section of representation at the college for better accountability.

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

Our secondary Business Professionals of America chapters have strong relationships with the Minnesota West CTC BPA program. The regional competition is held on a Minnesota West CTC campus. Minnesota West CTC BPA advisors and faculty judge the high school competitions. This connection strengthens the relationship between our high school and college faculty. Community members also volunteer to judge the BPA competitions. The college BPA program is strong on both the Granite Falls and Jackson campuses. This year a number of students qualified for the National competition which was cancelled due to COVID.

As part of our secondary mapping project, we surveyed districts about the student organizations offered in their districts. BPA- 8 districts have BPA chapters out of the 20 schools with approved Business programs. 9 schools have FCCLA organizations out of the 21 schools with approved FCS programs. All 31 schools that have approved Ag programs have FFA organizations. We currently do not have any districts participating in SkillsUSA. Only one district currently has a HOSA chapter, but plans were in place to create a regional chapter that all students participating in Introduction to Health Careers, Nursing Assistant, and Internship courses could join. Distance Learning postponed plans to expand a HOSA chapter. A Perkin's priority area for 2020-21 will allow districts to request funds to start new chapters and support new advisors.

Over 130 businesses participate in the annual Career Expo.

Teachers have the opportunity to participate in Externships that allow them to spend time in local businesses and then bring those new ideas back to the classroom.

Employers attend the annual teacher meetings and serve as regional advisors. Minnesota West faculty also attend and share industry trends and skills that help secondary teachers prepare students for a successful transition to college.

The annual Culinary Skills Challenge is sponsored by the region's largest employer, The Schwan Food Company. High School students may participate in 8 different competitions, and every competition is judged by a professional from the food industry. In addition to the competitions, participants can learn from other professionals through hands-on breakout sessions. Partners who intended to participate in the 2020 event included: SMSU Culinary Program, Monogram Meats, Sleepy Bison Acres, Sons of Butchers Professional BBQ, Cup n' Saucer Restaurant, Farm Girl Fresh, Lakeside Hideaway Restaurant, and Hospitality Minnesota.

A big part of the LYFT Pathways project is the industry connection. Each student is expected to job shadow multiple businesses during their class. Job seeking and keeping are integrated into each course. Most of the districts that participate in shared courses are small towns with few businesses to shadow or tour.

The Career Pathways Partnership program with Minnesota West CTC, SW ABE, and SW MN PIC is another example of partnerships that provide students access to CTSOs and the industry. The Welding program for example has had students participate in the state Skills USA competition.

The SW MN Youth Council, of which consortia leadership are members, seeks to:

Increase awareness of youth employment and partnership opportunities for Youth Council members and youth staff.

Communicate with elected officials regarding the value of youth services

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Utilize the "Guideposts for Success: to increase awareness of youth employment opportunities and resources.

SW MN PIC employs three Youth Career Pathway Navigators that served 38 school districts in FY20. The positions serve as liaisons between the schools and business community for work exploration, job shadowing, internships and work experiences as well as recruiting employers and students and communication with CTE teachers to discover classroom and program goals. In FY20 1259 businesses engaged in work-based learning and other experiential learning activities and 1793 students explored and gained awareness of potential careers in high-pay, high-demand industries.

All CTE programs at Minnesota West CTC have established advisory committees that meet a minimum of once a year. Members of the advisory committees often provide opportunities for students to engage in career exploration, shadow, internship/externship events and also support student involvement with CTSOs through financial support and judging of events. Industry partners and advisory board members provided the college with roughly \$285,000 in equipment donations.

Fifteen programs at Minnesota West CTC provide some type of internship/externship or field experience in 44 different formalized courses. In FY20, 578 students (duplicated) participated in some type of on the job training.

The biggest challenge of 2019-2020 has been the pandemic as it prevented many students from being able to experience CTSO activities and externships. Some were cancelled all together while others were extended beyond initial timelines.

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

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

At Minnesota West CTC we found we were experiencing a large attrition rate for LPN students between first and second semester, as much as 40%. Our Dean of Nursing explored some reasons and resources to assist. The Weaver reading tool was purchased for all new LPN students. Students that were accepted for Fall 2020 were required to complete the program upon acceptance into the program so we do not yet have data regarding the success of the program. The Weaver Reading Tool is being used as a guide to determine the type of services and resources the LPN student might need for completion.

Initial listening sessions with students in 2018 and 2019 suggested students that are economically disadvantaged were at a significant disadvantage. They consistently repeated basic needs, lack thereof, and concerns about them took attention away from their studies. Other themes such as mental health and addiction with legal issues also were apparent. In FY20 we contracted with the SWWC Coop for Social Work/Counseling services for the college. The individual spent one day a week on the campuses, mainly Worthington, to provide resources, support and counseling for students. Data she collected demonstrated that many of our students consistently struggle with basic needs and mental health issues. As a result work commenced and small emergency food pantries have been established on each of the campuses and the Luverne Center and the Blue Jay Emergency Fund was established. Fundraising efforts led to donations of over \$12,000 for the emergency fund. Continuing the work around student support Minnesota West CTC has implemented a student health fee and is in the process of hiring a full time social worker. This person will provide assessment, referrals and help connect students internally and externally to resources for success. We also partnered with SMSU to share an AmeriCorps Health VISTA whose work is strictly on building institutional capacity to meet student basic needs.

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

CoderDojo was offered to area middle and high school students, especially young women, to expose students to opportunities in computer support and computer science. Minnesota West CTC also offers a number of exploration activities throughout the year to students in special populations. These include Breaking Traditions, Technology Day, College Knowledge Day, 9th Grade Day. Unfortunately many of these were cancelled due to COVID 19.

Minnesota West CTC continued our 17 year partnership with SW ABE and SW MN PIC to provide the Career Pathways Program. This initiative orchestrates adult and youth career pathway training programs for manufacturing and healthcare careers incorporating integrated instruction model, competency based skills development, employability skills, job placement, industry credential attainment, and college credit/certificate program completion. Students earn college credits, complete credit certificate programs leading to diploma and AAS degree completion to provide the individual with nationally portable, industry-recognized credentials to advance along defined employment career pathways across industry sectors.

Youth Career Pathway Navigators through the SW MN PIC were successful in engaging more than 1000 businesses and almost 1300 students from 38 school districts in work-based learning and other experiential learning activities.

Project Search is a transition high school where special needs students participate in three 10-week internships at a local hospital. The program has been to capacity each year with 8 students. A second Project Search site was being explored in the Worthington area, but local unions at the hospital had concerns that couldn't be overcome. Unless another employer with multiple internship rotation options can be found, those students will have to continue to travel to the Marshall site which is an hour away or not receive a transition option at all.

Project Discovery provides career exploration opportunities for special population students. There are over 40 careers for them to investigate in our career exploration lab. Approximately 140 students attend in a typical year. Last year, that number was 80 due to cancellations because of the switch to distance learning.

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

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Expansion of tutoring services on the campuses of Minnesota West CTC. We had people physically on 3 of the campuses and the Luverne center and expanded to ensure a person is available at least one day a week on each campus. Students of course have access to tutors via Zoom, email and phone during business hours and 24/7 access to our online tutoring service Tutor.com. Every fall semester we provide a week of activities for new and returning students called Get Connected. These events get students, staff and faculty together to get to know each other. Community members and businesses are invited to be on campus and present information about their business so students are aware of community resources. Other activities that week include community scavenger hunts, Success Boot Camps and more.

Minnesota West CTC employed work groups in the areas of Developmental Education Strategic Roadmap (DESR) and Multiple Measures Course Placement (MMCP) in FY20. More information can be referenced in question 11.

Also already referenced are the efforts that Minnesota West CTC we implemented to support basic needs for students. While this is outside of academic support we know that the correlation between student basic needs, mental health and academic success are strong. To address technology and access issues for students during COVID we also implemented a Chromebooks rental for students not possessing appropriate computer technology to continue courses online or hybrid.

Minnesota West CTC also continues to utilize Grades First not only as our early alert for students but also as a vital communication tool. COVID highlighted the need to communicate differently with students and to keep them informed. This past spring and summer we have utilized it to keep students informed of changes in hours of operation, resources available and so on.

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

Employers who attend the Career Expo are encouraged to explain the benefits of non-traditional careers. Students who attend the Game Show portion of the day learn what non-traditional careers are and why they should be considered.

Grades First, contracted social worker services, creation of BJEF, Chromebook rentals, and emergency food pantries are efforts we have utilized to support our non traditional by gender students. As we continue to do our program, course, and co-curricular assessments, map out our regional efforts around CTE, the work of our new Student Support Manager and AmeriCorps VISTA will provide us with further evidence and information to assist us in supporting out special populations.

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

This year Minnesota West CTC is engaging in the #RealCollege Survey to better understand our student needs. Also relatively new is co-curricular assessment of advising and student services. We are looking to these to inform us about the current efforts we have in place and looking for the gaps and where we can provide better service to our students.

Challenges- Due to COVID, Project Search students were not able to complete their rotation at the hospital. Classes were moved to the Project Discovery classrooms and students found jobs to do around the SWWC Service Cooperative offices. Project Discovery groups were canceled when distance learning went into effect. COVID created access issues for many students, especially economically disadvantaged students.

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

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

The LYFT Pathways grant received in 2017 continues to be the most effective project we've worked on to expand CTE courses in our region. In 2019-20, 36 CTE courses were offered as both PSEO and regular high school classes. 6 additional experiences were also offered. 4425+ students were impacted last year by LYFT Pathway funded projects. 267 students earned 580 college credits. We continue to add courses that match the needs of our local labor market. In 2020-21, 18 new courses were offered.

1,732 students were helped with career advisory and WBL experiences through our partnership with the Southwest Minnesota Private Industry Council.

Students through the SW MN CPP partnership had access to Certified Nurse Assistant/Home Health Aide, Community Health Worker, Pharmacy Tech, Welding, Commercial Driver License, and Electrical Controls courses receiving industry recognized credentials and/or college credits.

Minnesota West CTC has robust concurrent enrollment (REACH) and PSEO programs and participation. Nineteen school districts in the region provided REACH courses at their high schools. In FY20, 43 different courses in the subjects of AG, ART, BIOL, BUS, CHEM, EDUC, EMS, ENGL, GEOG, HC, HIST, HLTH, MATH, PHYS, PSYC, SPAN, SPCH, THTR were offered in high schools. Duplicated student count for REACH was 1082. 1,476 students (duplicated count), from 61 high schools including a number of home schools, participated in 240 different courses from ACCT, ADVA, AG, ART, AUTO, BIOL, BUS, CDEV, SHEM, CJS, CMAE, CMHW, COSM, CRPT, CSCI, CST, ECON, EDUC, ELCO, ELEC, ELPL, ELUT, ELWT, EMS, ENGL, ENGR, FBMT, GEOG, GSCL, HC, HIST, HLTH, HSER, LAWE, MATH, MECH, MEDA, MUSC, NSCI, PHED, HIL, PHRM, PHYS, PLHT, PRSP, PSCI, PSYC, RNEW, SBMT, SOC, SPAN, SPCH, STSK, THTR, TRAN, and WELD.

The Minnesota West Consortium participates in the Southern Minnesota Articulated College Credit system. In 2019-2020, 419 students from across the consortium registered on the www.ctecreditmn.com website. Minnesota West offers 37 articulation agreements.

Our partnerships provide multiple access points for students thereby providing transition assistance to well over 4400 students. One of the biggest challenges with these programs on the post-secondary side is ensuring students are accurately admitted and tracked. Also in the year of COVID-19 secondary and post-secondary were challenged with guaranteeing students completed, given ample time to complete, pivoting delivery models, and ensuring students had access and technology to be successful.

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

See 5a.

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

COVID created a challenge in that many of our activities were canceled but also provided an opportunity for us to explore innovative ways to provide service and academics to students including Zoom advising, tele-health, simulated software/programs.

The partnership the Consortium has with SW MN PIC and Career Force has longevity and is vital to the work we do within the consortium. In completing the CLNA for our latest application, it was apparent that the consortium governance structure was lacking and was in need of a broader view of the region and the efforts supporting CTE initiatives. We have added the SW MN Youth Council as part of our formal governance structure and review Perkins activities at quarterly meetings. In these conversations it also became apparent there are numerous activities and efforts around CTE that we are not aware of or have understanding of. This creates some barriers for the consortium to leverage our talent, time and finances. It is our intent to map out and inventory the projects in the region.

Exciting for the consortium is a newly established relationship with the Lower Sioux Indian Community (LSIC). Through a collaboration with Minnesota West CTC, SW MN Private Industry Council, SWWC Service Cooperative, and DEED, the first round of training will begin this October with 10 underemployed young adults. Students participating will be able to finish the 19 credit Carpentry certificate at the Jackpot Junction property completing projects the LSIC has developed based on their needs and curriculum provided. The certificate builds on the diploma. Students wishing to complete the diploma could then complete it on the campus.

The consortium is leveraging LYFT Pathways funds to create a video for high school students and parents. The video highlights the 3 Es- Exploration, Exposure, and Experience. The video compares college costs, addresses the myth that more education always means higher pay, and highlights skills needed to get a good job. The video will take care to address non-traditional careers and cultural diversity. The video will be shared with teachers, parents, and students. It should be available for distribution in October 2020.

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

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

Secondary- Professional development activities for teachers and Perkins staff amounted to \$27,416
Post Secondary - Professional development activities for instructors and staff amounted to \$12,980.52

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

Ag Teachers and Instructors, Business Teachers, FCS Teachers, Trade and Industry Teachers, Work-based Learning Teachers, School Counselors, District Business Managers, Dean of Ag and Business, Interim Associate Dean of Student Services, Electrician, Diesel, Auto, Carpentry, Plumbing, Precision Machining and Medical Coding Instructors, Enrollment Specialists.

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

The consortium, along with partners from SW MN Private Industry Council, DEED, and area Chambers of Commerce, held what we hope to be an annual School Counselor Workshop. Some workshop goals included sharing information about Career and Technical Education and local labor market information.

Discipline-specific meetings are held for consortium teachers to allow time to network, share Perkins-specific information, help teachers navigate program approval and meet with post-secondary instructors and advisory board members.

The consortium partnered with Southwest Minnesota State University's Culinology program to offer ServSafe training for FCS teachers.

The consortium supported teachers' attendance at professional organizations like MBITE, MAAEE, CTEWorks, MAFCS, NBEA, MTTIA, ACTE, Ag Educators Summer Conference, Ag Tech Conference, and AHIMA National Conference. The consortium covered expenses for up to 15 CTE teachers, instructors, and staff to attend the CTEWorks conference.

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

Local PD meetings focused on completing program approval and the changes in the Perkins V law. Since Regional Labor Market information was such a big part of the CLNA process, our local labor market specialist provided local data.

Teachers who attended the ServSafe training are now certified to offer the training for their students.

CTE Works provided opportunity for staff, instructors, and teachers to collaborate with other CTE educators and professionals as well as learn new approaches and technologies related to CTE.

The faculty member attending the national AHIMA conference was able to apply information for accreditation for the Medical Coding and learn the new coding platforms.

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

Minnesota West CTC is a long term partner with the Southwest Minnesota Career Pathway Partnership in collaboration with the SW MN Adult Basic Education and SW MN Private Industry Council, Workforce Center partners and area employers. The Career Pathways initiatives orchestrate adult and youth career pathway training programs for manufacturing and healthcare careers incorporating integrated instruction model, competency based skills development, employability skills, job placement, industry credential attainment, and college credit/certificate

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program completion. Students earn college credits, complete credit certificate programs leading to diploma and AAS degree completion to provide the individual with nationally portable, industry-recognized credentials to advance along defined employment career pathways across industry sectors. Students, in FY20, had access to the following training programs: Certified Nurse Assistant/Home Health Aide, Community Health Worker, Pharmacy Tech, Welding, Commercial Driver License, and Electrical Controls. Students not only receive training in these occupations they receive support in the areas of employment skills, reading, writing, math, and computer skills. This similar model is being explored for the LSIC construction project.

In partnership with SW MN PIC, we were also able to provide training for 4 students interested in Diesel technology. Two of the 4 completed full certificates and are continuing Fall 2020 to complete their diplomas. Our partners from PIC are also present on our campuses several days a month to provide support to students utilizing both our services and recruit other eligible students.

Industry employer relationships also play a vital role in assisting students' return to education and learning new skills. JBS, Bedford Industries, Chandler Industries, Bedford Technologies, AGCO, AMETEK Avicenna Technology, Schwan's Global Food Chain, and Monogram Meat Snacks have been employers that dedicated time and resources for their student employees to attend MWCTC as an effective "grow our own" talent development strategy. Student employees were able to participate in certificates and diplomas in Mechatronics, Electrician, Precision Machining and Welding.

Currently Minnesota West CTC is in the final year of the open pathway cycle for HLC Accreditation in which we have been reviewing and evaluating curriculum to ensure stackable credentialing within programs at the institution. Historically we have offered certificates, diplomas, AAS, and AS degrees within program areas that allow students to gain credentials and return later for further degrees. For example, Diesel Mechanics offers 3 certificates that can be taken separately but transition well into both the diplomas and AAS degree. MWCTC also has a number of articulated degrees with a variety of institutions for ease of transfer. In recent years, we have added agreements in Office Management, Law Enforcement, Nursing, and now our Teacher Preparation Pathway with SMSU. With the Minnesota State initiative for Transfer Pathways, MWCTC continues to work towards and strive for ease of transfer for our students looking to further their education.

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

We partnered with 5 other southern Minnesota consortia to commission a survey for CTE teachers and administrators to examine their perceptions regarding effective recruitment strategies, structures of support and professional development, perceived factors influencing CTE teachers' decision to leave or stay and challenges faced in recruiting, developing and retaining high school CTE teachers. 153 teachers and 47 administrators responded making the response rate 31%. The survey solidified our resolve to continue job-alike workshops and emphasize their importance to school administrators. We will continue to support professional development for teachers and instructors so they can develop networks and mentors.

At Minnesota West CTC Human Resources uses a number of venues to attract and recruit instructors. We are part of the Higher Education Recruitment Consortium which reaches a much broader range of candidates. If available, we also utilize trade and industry organizations for recruiting. Where we have seen some success in recruitment for hard-to-fill positions such as Powerline instructor, we run reports of graduates from 4+ years out and recruit directly from our alumni pool. Also in reviewing separations from the past two years, the majority of people left due to retirement or changes in program offerings. Salary is consistently one of the biggest challenges to recruitment of instructors especially in programs such as Powerline and Diesel Mechanics.

To retain our talent, Minnesota West CTC has a new instructor mentor program in which new instructors are paired with a "seasoned" instructor in the same program or division if possible. The mentor/mentee term is for one year and they meet formally at least once a month and then at their discretion outside of the formal meetings. Weekly faculty advising training was scheduled to start spring 2020. Topics such as reading DARS, Student Code of Conduct, Satisfactory Academic Progress were to be presented. Unfortunately, COVID occurred and faculty attention to curriculum shifts took precedence and just a couple training sessions occurred. We hope to reinstate this sometime again in FY21. Minnesota West CTC has also maintained the model of Center for Teaching and Learning (CTL) in which we provide college wide professional development opportunities to faculty and staff as well as campus based opportunities. These include assessment, technology resources, tutoring, transfer information, CSSE data, cultural competence, using technology to name a few.

The work with our LYFT Pathways Program and the Teacher Preparation Pathway (TPP) with SMSU has expanded interest in our Intro to Education course in the region, which we hope will provide students with excitement, interest, and access to a degree and career in Education. After some delay in hiring a coordinator for the TPP, the coordinator is now on staff and a handbook and curriculum in place.

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

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Mapping of existing work-based learning programs is helping find gaps in the consortium where schools aren't offering work-based opportunities for their students. Conversations between regional organizations like Adult Basic Education, SW MN Private Industry Council, SMSU, and Minnesota West CTC to improve career exploration experiences for English Language Learners has led to planning for a regional workshop dedicated specifically to EL students and their needs.

Currently the SWMN PIC funds three Youth Career Pathway Navigators with the hope to add a fourth this year. The coordinators serve MACCRAY, YME, Lakeview, Montevideo, and RCW as one cohort of schools, another supporting Benson, LQPV, Dawson-Boyd, Canby and Minneota as another cohort of schools and then lastly the third in the south is currently supporting Worthington, Windom, Luverne, Adrian, Pipestone, Slayton, Fulda, and Wabasso. The proposed fourth position would focus specifically on Worthington, Windom and Jackson. The positions serve as liaisons between the schools and business community for work exploration, job shadowing, internships and work experiences as well as recruiting employers and students and communication with CTE teachers to discover classroom and program goals. The coordinators are also responsible for promotion, marketing, and sustainability. They use websites, social media, traditional media, service organizations, community groups, local employers, and Chambers of Commerce to promote the opportunities. Accomplishments in this project include:

38 high schools were served by the navigators.

1259 businesses engaged in work-based learning and other experiential learning activities.

1 navigator obtained their Tier 1 Teaching License with WBL endorsement and delivered an internship course serving 4 students. Students obtained academic credit plus 80 hours of work experience.

1793 students explored and gained awareness of potential careers in high-pay, high-demand industries.

454 students participating in PIC Career Pathway Trainings and/or CTE courses earned industry recognized credential and college credit through their participation that incorporates WBL.

A 4-5 minute animated video designed to give high school students and parents some tools to set career and college goals is nearly complete. We are currently working on some companion materials for the video that will be located on our www.LYFTpathways.org website.

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

The consortium researched a variety of transition curriculum products to be used in work-based learning CTE classes. Seven schools will pilot the NextUP Transition Curriculum during the 2020-21 school year. We expect over 600 students will use the curriculum.

Minnesota West CTC employed work groups in the areas of Developmental Education Strategic Roadmap (DESR) and Multiple Measures Course Placement (MMCP) in FY20. We implemented the first phase of the MMCP starting on January 31, 2020. We also realigned our developmental education so that students could complete their developmental education in a year if need be. This is done by using a co-requisite model and also accelerated developmental courses so students can complete more than one in a semester. Our Career Pathway Partnership is a model that includes the college, SW ABE, and Career Force. Students in this program can earn industry recognized credential and/or college credits in Mechatronics, Welding, and CNA while working with ABE on reading, writing, math, and computer skills and Career Force on soft skills and employment skills. The CPP model is also being explored for the LSIC Construction project.

Minnesota West CTC worked extensively with SW ABE to develop a Summer Bridge program and curriculum for students starting Fall 2020. This did not occur as the events of COVID moved attention elsewhere and concerns of having students on campus this summer.

The SWWC Service Cooperative hosts meetings in which secondary and post-secondary faculty in career and technical education (CTE) pathways can share learner outcomes and transition paths. There are 37 articulation agreements with secondary and post-secondary courses within the consortium in which 419 students, in FY20, registered for college credits. Planning also began to host an Integrated Academics Conference for both secondary and post-secondary partners to explore opportunities to do such. This was slated to occur in FY21 but is being postponed likely to FY22.

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

The onset of COVID-19 caught most districts and teachers off guard. The SWWC Service Cooperative hosted weekly discipline-specific Zoom meetings for the first few weeks of the shutdown. Shared Google folders were created to house resources teachers could use so they didn't have to research everything themselves. COVID also highlighted some of the disparities that exist for students which pushed faculty, staff, and administration to think differently about how we deliver education and support to our students. It led to procurement of specialized curriculum and software so students could engage in hybrid/distance learning, development of food pantries on all 5 campuses and the Luverne learning center, the Blue Jay Emergency Fund and Chromebook loan program.

The success of students has always been a priority for Minnesota West CTC, and we have continually worked to provide better service and evolve as our students evolve. This past year, we contracted for counseling/social worker services to not only provide direct service to students but also gather data regarding student needs. This has resulted in the creation of a full time Student Support Manager position for the college of which we are currently hiring. This person will be responsible to assist students in overcoming barriers such as mental health, housing, food, and transportation through support and referrals to college resources and larger community resources.

The Minnesota West Consortium is excited about the new partnership with the LSIC which will provide members the opportunity to engage in education directly on the reservation. Students will be able to complete the 19 credit Carpentry Diploma on site and opt to continue for the diploma on campus.

Minnesota Annual Performance Report (APR) FY20

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While compiling the CLNA, we worked with our DEED local labor market analyst to determine the best way to help teachers focus their attention on our region's high need, high wage, and high demand careers. Through that work, the Occupations In Demand Dashboard was created. The dashboard is now a primary labor market source teachers must use when making Perkins requests. We also worked closely with our local SWMN PIC Youth Council to establish a formal advisory relationship to provide input to our CLNA and Perkins V applications. Consortia leadership have long been members of the Council, but we will now be utilizing their expertise as part of our formal governance.

A new application process has been created that will help teachers focus their requests to meet the consortium's priorities. Innovation will be emphasized and labor market data must support each request.

We were the first region in the state to pilot "Learning Blade" an online program that helps teachers connect students to careers in the context of academic subjects. The pilot is now in year two and has expanded to other parts of Minnesota.

We are especially proud of our partnerships and our region has a long and strong history of cooperation. Every project requires collaboration between a variety of organizations with similar goals. We collaborate, share resources, and leverage funds to offer the best programs and services for our districts and employers. Examples of this include our LYFT project (2017-present) and SW MN Career Pathways Project (2003-present) which have brought industry partners, community resource agencies, post-secondary and secondary institutions together and more than \$4 million to the region to rebuild and highlight career and technical education. The Minnesota River Valley CTE consortium is in its 5th year of that partnership.