

Minnesota Annual Performance Report (APR) FY20

FY20 Runestone
Runestone

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

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

The past several years our consortia has been invited to participate in the Fall Regional Networking Meetings hosted by the Lakes Country Consortium. This opportunity provides a chance for our secondary CTE instructors to meet with a larger group within their program area (FCS, Business Ed, Ag, T & I, and WBL). Programs of study was one of the key discussions during these meetings. The goal was to assist instructors in how as a school district and as a consortium we can work to improve what we already have in place and where maybe other programs of study are possible for implementation to meet the needs of our region.

With the work surrounding the completion of the CLNA, follow-up with CTE teachers and faculty with regards to programs of study was pushed out to sometime early February. Then came the uncertainty of Corvid 19 and all that was happening there that no more progress was made in this area. Work around programs of study has begun again with the start of this school year. It will be a slow process, as the need to support the teachers and faculty and their work with students and not overwhelm them is key.

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

The Runestone Consortium has always tried to maximize every dollar from Perkins funding to best support the CTE teachers in our member schools and provide opportunities for students to experience pathways into various careers. This past year the majority equipment dollars spent were within those secondary programs that have a manufacturing emphasis, as this is one of our regional needs. Funding was used to provide support for those career explorative activities that could give further exposure to career opportunities in our region, and add enhanced learning opportunities for students from our member districts.

Ways Perkins funds used are listed next to each activity:

- Manufacturing & Transportation Tour Days (grades 9-12): Perkins PS coordinator was one of the tour guides.
- Sneak a Peek (10th graders): Secondary Perkins reimbursed transportation; PS Perkins paid events expenses and Perkins coordinator organized the event and after event summaries.
- Grade 8 National Fluid Power Challenge: Perkins coordinator assisted with organization of event. Industry and National Fluid Power Association funded the event.
- Grade 9 Career Expo: Secondary Perkins reimbursed transportation
- Region 7 HS BPA Competition: Perkins coordinator organized the rooms, judges and proctors for the competition hosted on ATCC campus.
- Women in Manufacturing: Perkins coordinator co-wrote the grant from MN Advanced Manufacturing Center of Excellence and worked with ATCC faculty to organize and host this event. Perkins coordinator submitted after event summary report.

PS Perkins funds were used to support the www.ctecreditmn.com website for our consortium's articulation agreements

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 consortium's secondary CTE teachers have found business and industry partners very helpful with job shadowing experiences, as well as providing sites for mentorship and work-based learning opportunities. Some industries have also donated resources. Pathways impacted at the secondary level: welding, manufacturing, agricultural production, early childhood, culinary arts, business and marketing, and then various pathways through career mentorship. Input from some of the instructors regarding workbased learning this past spring varied in response. In some districts students were able to complete their workbased learning if the business or industry was on board. Some had to change where they were going, or shorten the hours of workbased learning. Others were able to increase their work time with distance learning. One district had to completely shutdown their Career Internship.

Business and industry partners provide internship and job placement opportunities on the post-secondary level which affects all students enrolled in related career and technical programs. Sixty percent of career and technical programs at the college require a student to complete an internship as part of the degree requirement for the program. Some programs such as Mechatronics and Machine Tool Technology do not have an internship requirement, however most students work in the industry prior to graduation. Through donated equipment and supplies the labs at the schools/college are equipped to provide a real world experience while studying at the secondary or postsecondary institution. Students gain experience on the actual equipment they will be using once they graduate and begin their careers.

Business and industry partners provide learning opportunities during ATCC's annual Manufacturing & Transportation Tour Days. Secondary students and teachers/counselors/administrators come to the college to gain exposure of the Transportation and Manufacturing programs of study. Each school group are assigned an industry to tour either prior to their coming to the college campus, or on their way back to their district. Industry partners provide tours of their facilities to help the students understand the connection between the college industry partners and the industries where graduates work.

Input from some of the CTSO advisors on the challenges and successes with spring into summer conventions going virtual:

"I am glad our state still chose to have a State FFA Convention even though it had to be in a virtual format. It was important to recognize students who had earned individual awards through Proficiencies and State Degrees. However, a virtual convention could never replace an in person event. My students and myself were greatly disappointed when the State FFA Convention announced it would be a virtual format but we understood. We are keeping our fingers crossed that the 2021 State FFA Convention will be in person!"

"Normally we would have State FCCLA in the spring, but unfortunately that was canceled last year. We did not attend a virtual meeting for state.

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However, we did for Nationals. I thought it went well. It was difficult to enforce the students' attendance during the competition because it was during July and they had several days to view everything."

"For DECA we did not have a virtual International competition. It was just canceled which was really disappointing for our students who worked so hard to qualify."

"HOSA March conference at state was cancelled. However, students could complete a few categories by online test. That is what a few students did this spring for HOSA. We had one student then qualify to compete at June Nationals virtually, but she did not participate."

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 Alexandria Technical and Community College (ATCC), one on one tutoring support is provided to students to ensure progress. Study groups were set up in high demand areas such as Chemistry and Anatomy and Physiology, and Law Enforcement.

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?

The largest district in our consortium has an Academy model that helps provide regular guidance and exploration with post-secondary options. All students are provided a wide range of elective options and room within their four-year course plan to fully explore different occupations. Each student has an advisor and a school counselor to help ensure equitable access to programs. Special populations are included in these rich opportunities and support staff (Special Education Teachers, School Counselors, Advisors, ESL Teachers) work hard to make sure every family has equal access.

Another district worked closely with ATCC to develop an opportunity for their students to take a CTE exploration course at ATCC. This course is open to juniors and seniors who are interested in learning more about potential career occupations that are high-skill, high-wage and in-demand.

All students enrolled at ATCC have access to personal, career, and academic professional counseling services. Services are individualized and tailored to meet the unique needs of students. Counseling staff are trained in cultural awareness and sensitivity, social justice, and social inclusivity. This background and training provides culturally relevant support to a diverse student population to assist students in reaching academic and career goals.

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

In one of our district they share: "Academic support is provided to students regularly within their advisory class. Students who are struggling academically, or who are not making meaningful progress, meet with school counselors and social workers for additional support. Students with disabilities have case managers to help support their unique learning needs and abilities. English Language Learners also have a case manager to support their academic progress in performance."

Another district: "Our staff closely monitors academic completion rates and is prepared to provide intervention and academic support when students fall behind, ask for help or demonstrate that they need assistance. We start the Personal Learning Plans in 9th grade and continue to add to it in 10th grade and 11th grade. We continue to have them look back on last year's information to see what (if anything) changed."

ATCC's Support Services Director meets with students one on one as they transition from high school. Students are introduced to the tools they will be using to manage their college coursework (example: Brightspace/D2L training, screen readers, time management planning, etc). Accommodations including: testing accommodations, note takers, accessible textbooks, interpreters, and tutoring support.

Other supports implemented at ATCC:

- Director of Student Success is the a first point of contact for students when referred by faculty to proactively address issues of attendance or poor performance, make referrals to support services for tutoring when applicable, make referrals to counselors
- Multicultural Center on college campus opens the door to all students—resources, activities and events were provided to encourage the integration of all populations (sometimes faculty and public are also invited). Students who feel welcomed, involved in college activities/organizations, and know that they can access services when needed are more likely to find success in completing their degree.
- Director of the Veterans' Center acts as an advocate for military veterans helping them to determine their military educational benefits and complete required documentation to access those benefits. The Veterans' Center provides a place that military veterans can gather and offer support of one another.
- Support Services are always represented at college open houses for parents and students. Schools who call and request a mini college orientation geared for students (grades 10-12) with disabilities, along with a campus tour are scheduled in the spring.
- The Transfer Advising Center is focused on providing dedicated academic advising staff for all students (many of which are part of special populations).
- The Inclusion Network (formally known as DRAA) provides various events on the college campus and for which students, faculty, staff and community are invited. There is usually a time for questions and discussion, providing for a deeper awareness of each other, both in values and differences.
- Monthly dedication to various groups including an appreciation of our military, awareness of special populations, people with disabilities,

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ethnicities, and genders are showcased on campus.

A collaboration project was initiated Fall 2019 to meet students mental health needs. In addition to on campus college counseling, students have free access to psychiatric care through a tele health partnership with Mankato State University. Students are seen through tele medicine for mental health psychiatric evaluations, follow up care, and medication management.

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)

One district's statement: "Every student works with an advisor to help in the selection of courses. This allows a safe place for students to explore careers that may be underrepresented by their gender. We also have women teaching CTE courses in information technology, business, and agriculture. Having a female teacher in these fields helps encourage and normalize girls going into male-dominated careers ("If she sees her, she can be her")."

At ATCC, students can receive free, confidential, professional counseling service. Students enrolled in non-traditional programs who experience adjustment, inclusion, or interpersonal difficulties, can receive access to support, resources, and referrals as needed to address concerns and encourage success.

Through a grant obtain from Minnesota Advanced Manufacturing Center of Excellence fourteen females participated in a day of hands-on learning within the Alexandria Technical and Community College's (ATCC) manufacturing programs. They also heard from a panel of ATCC female graduates working in manufacturing jobs about what it was like, and there was opportunity for questions.

Although not Perkins funded, the ATCC Computer Science faculty had an opportunity to offer a Virtual Cyber Camp Sponsored by the Air Force Association. In attendance for the camp was 31 Students with a 67% male population as well as 33% female Population. These students ranged anywhere from 8-12th grade, and were located all around the state of Minnesota, with a few attending all the way from Maryland! During camp students got an opportunity to get a glimpse into what important skills are needed in cybersecurity and were exposed to some of the tools that experts use. Students also had opportunities to get hands-on with these security concepts/tools to see some of them in action. Event URL: <https://www.uscyberpatriot.org/afa-cybercamps/getting-started/afa-cybercamp-overview>

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

One district's statement: "Our CTE classes tend to be more hands on learning experiences that allow students of special populations to gain relevant and up to date skills during the school day to help prepare them for a variety of CTE occupations. This includes CAPS (Center for Applied Professional Studies) courses that place students directly into the work world with community partnerships. If these opportunities were not offered within our high school, it is likely that it would be much more difficult for special populations to access these resources. Further, we have found an increase in academic engagement when a student discovers a skill or passion within the electives we provide."

ATCC statement: "By supporting students mental health through access to care, psycho education, medication, and support, students are able to improve management of their health needs and minimize negative impacts on academic and career success."

"One on one tutoring support was helpful in supporting nontraditional students to give them the study skills needed for success. Study groups were helpful to provide students with the social supports they needed to integrate into the campus community".

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.

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Career and college readiness activities offered in our consortium this past year to secondary students:

- Grade 9 Career Expo
- Take the Next Steps to Your Future session incorporated in Sophomore Sneak a Peek event.
- Use of Minnesota Career Information System within each of the member districts.
- Consortium-wide college fair during the day at Alexandria Area High School—other districts bussed their student over.

Transition for students within our consortium have opportunities for early college credit in various ways (along with AP courses that some of the member schools districts offer):

- Articulated agreements with all MN high schools = 44 high schools in 24 different courses (plus PLTW crosswalk chart for any PLTW high school in Minnesota)
- PSEO students at ATCC (duplicate head count): Fall 2019 = 203 (2388 credits); Spring 2020 = 277 (2541 credits)
- Concurrent students with ATCC (duplicate head count): Fall 2019 = 542 (1689 credits); Spring 2020 = 751 (2294 credits). Students from consortium high schools who participated in ATCC concurrent courses (unduplicated head count): Fall 2019 = 364; Spring 2020 = 410
- Online College in the High School students (duplicated head count): Fall 2019 = 984 (2976 credits); Spring 2020 = 855 (2572 credits). Students from consortium high schools who participated in OCHS courses (duplicate head count); Fall 2019 = 89 (266 credits); Spring 2020 = 76 (224 credits).

Partnership with the Workforce Center and Adult Basic Ed as well as Workforce Solution's involvement with industry continues to support transitions for both high school and adult learners.

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

See answer 5a.

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?

Due to Corvid-19 and the need to transition to distance learning for the remainder of the academic year, our consortium had to regroup and look at where remaining dollars could benefit the most. Discussion of a partnership between the college and one of the member districts had been in the works. The administration at that high school approached the college earlier in the year and asked about a new course that they wanted to add where students would complete part of the coursework at the high school and part of it on the college campus in the various manufacturing and transportation programs. While on the college campus, the college instructors would do the instruction, but the high school teacher would be there to assist and to also gain knowledge learned within each program. The course CTE Exploration was in the final phase before implementation Fall 2020. There was a need for toolbox kits that students would use during the Powersports section of this course.

Postsecondary Perkins funds were used to supply these tool boxes so students would have industry approved tools to use rather than bringing over whatever was available from the high school. The program areas focused on throughout the semester are:

- Mechanical Drafting, Design, Engineering
- Machine Tool
- Carpentry
- Welding
- Mechatronics
- Diesel Mechanics
- Powersports

Since this is a brand new innovative course in our consortium, we will have to review after fall semester the barriers and challenges. It may take a few years to see the impact.

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?

Due to Corvid 19's impact on schools and college campuses moving to distance learning in the spring and limited traveling several professional developments opportunities were cancelled and so the funding was down FY20.

Secondary: \$1,891,49

Postsecondary: \$964.63

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

Secondary CTE teachers, counselors, administrators and Perkins coordinator

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

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1. Regional Networking Meetings at Lakes Country Service Cooperative (Ag, Business, FCS, Trades & Industry and WBL)
2. Support for Perkins coordinator to attend State Perkins Leader Meeting, CTE Works! Conference, Fall MACTA Meeting.
3. Support for one FCS instructor to attend CTE Works! Conference
4. Runestone Counselors meetings on college campus
5. Runestone Administrators meetings on college campus
6. Briggs and Stratton Engine Training for CTE teachers (sponsored by ATCC Powersports and Briggs and Stratton)

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

1. Regional Networking Meetings at Lakes Country Service Cooperative (Ag, Business, FCS, Trades & Industry and WBL)—Topics surrounding Perkins V, transition year, funding, programs of study, CLNA process/progress/input, and other MDE and Minnesota State updates
2. Support for Perkins coordinator to attend State Perkins Leader Meeting, CTE Works! Conference, Fall MACTA Meeting.
3. Support for one FCS instructor to attend CTE Works! Conference
4. Host Runestone Counselors meetings on college campus-- Topics surrounding Perkins V, transition year, funding, programs of study, CLNA process/progress/input and consortium grant plan updates, and other MDE and Minnesota State updates. Also updates from college with regards to Transfer Pathways, program admission changes in Law Enforcement, Culinary Arts with FCS license, and PSEO changes.
5. Host Runestone Administrators meetings on college campus-- Topics surrounding Perkins V, funding, programs of study, CLNA process/progress/input, CTE teacher licensure, consortium grant plan updates, data review, other MDE and Minnesota State updates, and presentation on LYFT program by Bruce Bergenson.
6. Briggs and Stratton Engine Training for CTE teachers (sponsored by ATCC Powersports and Briggs and Stratton)—training by ATCC Powersports faculty with secondary CTE teachers.

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.

Alexandria Technical and Community College (ATCC) works with Adult Basic Education (ABE) on campus to support learners without high school diplomas. In addition, ABE offers developmental courses in prep math, computer skills, and writing skills for college students.

ATCC admissions department is currently working with CareerForce to provide enrollment information to laid-off workers to encourage enrollment in retraining into a new career path at the college.

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

The biggest challenge we face is CTE teacher shortage when a teacher moves on. In speaking with just a few of the CTE teachers on the secondary side, they are feeling very overwhelmed with all the formats of teaching they are being asked to do and to stay flexible with face-to-face, hybrid, distance learning. With hands on components, this comes with challenges. Not being able to see a light at the end of this is making some pause and wonder if they want to stay in teaching. The real fear is that we may end up with an even greater teacher shortage than we have now.

Our consortium's emphasis is on retention, training and education. Here are actions that have our consortium feel are successful:

- The secondary coordinator met with all new CTE instructors individually to make sure they had a basic understanding of Perkins V and funding, CTE licensure, and to go over their courses to identify if any new ones were added so that process for those courses to be approved by MDE could take place.
- Any new secondary CTE instructors were encouraged to take part in the Regional Networking Meetings so they could connect with other teachers in their program area.
- New hires that did not have correct licensure, the secondary coordinator connected them to Troy Haugen to review what was needed to obtain that licensure.
- All secondary CTE instructors were given a number of opportunities to attend professional development if it fits in their schedule, and where Perkins V FY20 funding was able to provide support, it did.
- Alexandria Technical and Community College's (ATCC) technical program instructors provide professional development opportunities for secondary CTE faculty annually in welding, machine tool technology, mechanical drafting, mechatronics, and powersports. In addition, some of the other technical programs at the college provide curriculum for secondary CTE instructors.
- ATCC recently added the Early Childhood Education Transfer Pathway AS degree, creating a pipeline and a seamless pathway to a bachelor's degree in Early Childhood Education within the Minnesota State College and Universities system.
- ATCC provides industry internships to current faculty to upgrade their technical skills in discipline. Two-three faculty per year take advantage of this opportunity to return to industry to gain additional knowledge.

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?

Our consortium does a good job in providing work-based learning opportunities for all students who are enrolled in CTE courses at the secondary level, as well as CTE programs at the post-secondary level. I believe the answer to question three helps to explain this best.

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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.

When you looked at our consortium's data, you will see that CTE students show steady improvement in reading. Math dropped some from FY18 to FY19. We will have to look to see how FY20 looks once all the data is in.

Should not the question be: Do math and reading instructors understand how what they are teaching already "is" integrated within these CTE programs. How can that be improved upon?

As for technical skills, our consortium has used Precision Exams and PLTW as a couple of ways to assess. In FY20 we will be looking at industry certifications to better integrate and improve on the technical skills.

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

When looking back over what has already been written in this Annual Performance Report, I feel it there is nothing more to say.