

# Minnesota Annual Performance Report (APR) FY20

FY20 South Metro Consortium  
South Metro 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.

At the secondary level, we continue to support existing programs of study through professional development, student organizations, career exploration activities, curriculum review w/ industry alignment and TSA's, and advisory committees. Additionally, we focused on the development of new programs such as Certified Nursing Assistant, robotics and Emergency Medical Technician.

IHCC Concurrent Enrollment Program implemented the Nursing Assistant course at Burnsville and Rosemount HSs and continued the NA course at Simley HS. In addition, IHCC continued the EMT course at Burnsville HS. The goal is to expand these offerings in as many high schools as possible due to the workforce need and the opportunity for the students to find out if they are interested in pursuing health careers after they complete high school.

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

At the secondary level, data from our CLNA supported the courses and programs that we currently offer. We will be reviewing all aspects of our POS to target areas of continued improvement. The CLNA also supported the expansion of our health care and STEM programming.

IHCC worked with the high schools to determine which courses (NA, EMT) would work best for their students, with their teachers and in their buildings.

## 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?

At the secondary level, we continue to expand and revise our advisory committee model. Increased relationships with business and industry partners has results in opportunities such as Lakeville Robotics working with Chamber and local businesses to present programming at local events, DECA seeking judges and mentors for competition preparation from the community and Burnsville EMT partners with Burnsville Fire Department to prepare for exams and HOSA competitions. Participation in CTSO's was negatively impacted by COVID in the spring.

## 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 the secondary level, we see gaps in participation for students of color, English Learners and gender for some courses. We have had success with offering activities targeted at increasing female students in STEM and TechEd including having female students attend conferences such as DigiGirly and having female industry professionals speak at career exposure events (194-Opportunities Day, Career Seminar, mentor programs). We also focused on engaging more BIPOC students in CNA programs and females in EMT programs. Our primary challenge is seeing the efforts made reflected in our participation data.

There has been an increase in students who have used Perkins funded tutoring services over the two years examined. The largest group of majors using Perkins' tutoring services were nursing, criminal justice, EMS and paralegal students. The data shows that the students who use the Perkins tutoring services are more likely to succeed in their coursework than students who do not use the Perkins tutoring services. The difference in success was larger in general education subjects than in major subjects.

### 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?

At the secondary level, we work with guidance counselors so they understand the importance of providing all pathway options to students. Increasing the enrollment of special populations in CTE classes is challenging. Students don't know what they don't know, so we need to investigate ways for students to 'try out' CTE programs. In District 196, we identified the institutional barrier of transportation having an impact on student participation in our Career Development programs; In 20-21, using district levy funds, transportation has been made available to all students to attend these programs.

IHCC funded an academic coach focused on students with disabilities. The students reported that having an academic coach was helpful and that they would like to continue with the services. The main areas of coaching were in the use of D2L and time management and scheduling.

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

CTE teachers collaborate with service providers to ensure that appropriate accommodations and modifications are made for students along with differentiated instruction to support all learners. Teachers have requested additional training in supporting English Learners and special education students which will be provided in 20-21.

### 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)

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There was a concentrated effort towards the students interested in applying to and then continuing in the paralegal certificate program. The vast majority of these students were adult learners who have extra challenges. Follow up with these students was more frequent and included checking in with them often over the phone and via email. In addition to providing support in the application process, they were connected with adult-learner specific resources such as credit for prior learning and broad student services such as advising and counseling.

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

At the secondary level, we have not made a significant impact on our participation data yet. It will be interesting to see if the change in who qualifies as a participant/concentrator makes a difference and to utilize the data from the CLNA workshop to strategically target programs and student groups.

#### 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.

At the secondary level, we are challenged by overcoming the "4-year for all" mentality. We offer the range of articulation, concurrent enrollment, and certifications throughout our programs and are continually looking for ways to expand upon these options. New in 20-21, Burnsville High School and Lakeville Schools, in collaboration with the Chamber, will offer a Parent Forum to assist parents with navigating the postsecondary choices for their student, including skilled training, 2-year, 4-year, and military training options. Many articulation agreements and certifications were not completed in 19-20 due to COVID.

There is a strong interest by students to enroll in the Nursing program at IHCC. IHCC has successfully implemented the Nursing Assistant course in four high schools, which will allow the high school students to learn the basic skills while getting a clearer understanding of whether it is a career path that is right for them. Additionally, the implementation of the EMT course in two high schools allows the students to earn the college credits so they can transfer into the Paramedic program at IHCC when they complete high school.

IHCC has seen very little response to articulated credit offerings over the past 5 years. While the college remains open to participating in the program, there is little interest in creating new agreements.

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

EMT - 9  
Nursing Assistant - 77

#### 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?

This is a difficult question to answer because the terms BOLD and INNOVATIVE are subjective. We believe that we have been making BOLD and INNOVATIVE changes in regards to Perkins and CTE programming for the past 3-4 years. We have increased the number of courses offering early college credit, increased the number certifications and industry recognized credentials, increased the opportunity for CTE aligned professional development, increased the work based learning opportunities for students, increased partnerships with business and industry, and increased CTE course offerings for students. All of these actions take a tremendous amount of planning, will and resources to get in place. Rarely does a substantial change in programming just happen without bold and innovative thinking.

#### 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?

At the secondary level, we dedicated approximately \$52,000 or 22 % of our budget to Professional Development. Activities included: Annual Back to School Kickoff, participation in state/national CTE organizations, CLNA focus groups, advisory meetings, CTSO, curriculum review and staff identified professional development aligned with their content area. Unfortunately, due to COVID we did not spend as much as we planned; approximately \$15,00 was spent.

IHCC - 5000.00

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

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At the secondary level, CTE teachers and leadership team members participated in professional development. Additionally, CLNA focus groups included equity personnel, school liaisons, administration, EL, special ed, and CTE teachers.

Perkins consortium high school teachers, IHCC faculty and high school Concurrent Enrollment teachers  
IHCC faculty and staff

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

South Metro Kick Off  
Advisory Committees  
CLNA focus groups  
Curriculum development/use of technology in distance learning during COVID  
Concurrent Enrollment Professional Development Day  
CTE works  
College Reading and Learning Association Conference  
Accreditation Council for Business Schools and Programs Conference

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

Perkins V, South Metro Priorities and Goals, Program Approvals, alignment of programs with business and industry, CLNA data and teacher feedback, curriculum development/use of technology in distance learning during COVID, and early college credit.

## 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.

This has not specifically been a focus of the South Metro consortium, however, our high schools, alternative learning programs and Adult Basic Education programs work with these learners to support their needs

## 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?

At the secondary level, CTE positions continue to be difficult to fill. We utilize Tier 1 and Tier 2 licenses as we are able and then support staff to complete the teacher license or portfolio process when possible. Access to CTE focused professional development for staff is one of our successes, however, COVID created many barriers this past year for staff to participate in training.

## 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?

At the secondary level, 191 and 194 applied for and were awarded YST Grants which will start in 20-21. In order to get the grant, a collaboration with industry needed to be established with paid work experience model created. Additionally, we are working on ways to identify and enhance WBL experiences through our CTE courses and programs. We are working together as a consortium along with Dakota County Vocational Rehabilitation Services to find ways to increase employability skills and opportunities for all learners.

IHCC expanded opportunities by incorporating more work-based learning activities into the classroom and through co-curricular programming. The goal was that all students could participate and not have to overcome barriers such as transportation and childcare. Students were made aware of these opportunities through academic advisors, the Center for Career Development, Counseling, Student Life, web site, social media, campus flyers, and more.

## 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.

This was not a focus in 19-20, however, following our CLNA we have included a focus on math from 20-21 and 21-22 and a focus on reading for 22-23 and 23-24.

The expansion of concurrent enrollment programming at IHCC included adding nursing assistant courses in two high schools.

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

As a consortium, in addition to our robust CTE programs and amazing staff, we are proud of the working relationship of our leadership team. Because of the collaboration and team effort, we believe we produced a solid CLNA and FY21-22 Plan that will guide our work.

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