



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: Lake Superior Consortium

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

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

Lake Superior College and the participating high schools in the consortium make a concerted effort to connect the high school programs through articulations, CITS and with our College Lab Assistants in construction, integrated manufacturing, and cybersecurity. Our LSC summer camps help connect youth to our CTE programs at the college. Based on our success, we will continue to offer and promote industry-recognized credentials. Our consortium went over 100 TSA/industry-recognized credentials received.

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

Our consortium meets the requirements of POS throughout many of our sites, with Duluth offering a program in all career fields. Consortium offers three RPOS, with Duluth offering two of them; one in automotive and the other in Health Occupations. William Kelly offers the other RPOS in agriculture. The push to have more programs meet the expectations of CTE by being sequential, tied to college and offer industry experience will continue as we transition to Perkins V. Classroom enrollment for these classes has steadily increased for these programs.

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

We have a number of activities that have been successful. We have a yearly Welding competition that continues to grow. The schools from around the consortium meet at LSC and demonstrate their ability to cut, fabricate, and show off their welding skills. Interest in the competition has grown outside the consortium as well, as schools in WI have wanted to participate. We also have had success in our, Fired up about Welding Event. This event started with eleven woman and has attracted a lot more interest. The program continues to draw interest from nontraditional students.

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

Fired up About Welding: All girl cohort that was ran in collaboration with LSC. Provided afterschool welding exposure to 11 girls from any school in the region. Last year had representation from: Two Harbors, Duluth Denfeld, Duluth East, Proctor, Superior. Also, all funding for the project was covered by industry and donations for the first time. We had used Perkins for previous years.

Esko Introduction to Trades course: Esko put into place a plan to create a high school union/trade exposure course, that is rolling out this year.

Community Builds: Duluth and LSC built a Habitat House last year; Two Harbors has built various projects for their school, city and region; Proctor builds a house a year in their community; Silver Bay/Cook County/Two Harbors take on a large Timber frame project for a community group a year.

Duluth CAN/HOSA: got press for their community events and also the empathy simulators

Denfeld Culinary: Provides community catering in which students prepare and cater events through out the Lake Superior College consortium.

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

QUESTION: Did your consortium:

- expand the use of technology in CTE programs?

Each school in the consortium continues to expand their use of technology. We continue to add equipment that is in alignment with industry and college training. 3D printers, Design Software, CNC equipment, and more have been added to districts throughout the year.

- offer or provide professional development to CTE teachers, faculty, administrators, and/or career guidance and academic counselors?
- provide support for CTE programs that improve the academic and career and technical skills of students through the integration of academics with CTE?
- use Perkins funds to support CTE programs that offer experience in and understanding of, all aspects of an industry for which students are preparing to enter?

The Tour of Industry takes students inside industry as they get to tour the facilities to see the different processes and jobs available in CTE.

- 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?

Perkins funds provides College and Career Readiness pathways for students in every consortium school by providing each school the MCIS to help students track their progress from middle to high school.

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

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

QUESTION: How did your consortium support partnerships among local educational agencies, institutions of higher education, adult education providers, and, as appropriate, other entities, such as employers, labor organizations, intermediaries, parents, and local partnerships, to enable students to achieve state academic standards and career and technical skills?

Lake Superior College offers a CNA/Home Health Aide course through CITS for our consortium members. This class is offered three mornings a week on campus. In addition, we offer two online Allied Health courses: Medical Terminology (1 credit) and Med Law and Ethics (1 credit) for our consortium members. Duluth's year-long program provides all credits listed above along with home health aide, CNA and EMR certifications. Duluth/Two Harbors/Proctor all worked with industry and the college to build habitat for humanity homes.

QUESTION: Do business and industry partners help connect students to experiential and work-based learning opportunities? If so, what type of experiential/work-based learning is available to students in which programs? How many students were impacted in specific career pathways?

Yes, Business and industry partners have opened their doors for our students to come and participate in the Tour of Manufacturing Event. They provide our consortium with data and information of industry needs, and help us make data driven decisions on purchasing equipment and curriculum that meets state standards and industry needs. We have also started the process to create pathways for apprenticeships which will provide students with the work based learning. We have had around 300 students participate in the Tour of Industry.

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

- We have increased the number of shared committees between Lake Superior College (LSC) and high school programs to include: Automotive, Healthcare, Manufacturing, Construction, Business/Marketing
- We're seeing a better representation of industry and noneducation membership
- Increase in industry support and guidance in both curriculum and capital

The Lake Superior Consortium has partnerships with ABE, Business and Industry and Workforce Centers:

- Leadership serves on a variety of workforce and industry boards to include: Duluth Workforce Development Board, Regional Workforce Development Board, Arrowhead Manufacturing and Fabrication Association, Talent Forecast (regional workforce needs assessment), Emerging Workforce Committee, Healthcare Career Pathways subcommittee, Construction Career Pathways subcommittee, Construct Tomorrow Planning Committee, Worlds Best Workforce Advisory, MDE Career and College Readiness Taskforce, MDE Trades and Industry Framework Taskforce, Fired Up About Welding Leadership and Coordination, Light Manufacturing Committee, Duluth Aero Alliance
- Lake Superior College offers in collaboration with ABE, Community Action Duluth, SOAR, Career Force and AMFA course offerings in: Women in Manufacturing, Light Manufacturing

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

Yes, Perkins funds has been used to support CTSOs, Experiential Learning and WBL:

- Experiential Learning Opportunities: High School Welding Competition, Robot Wars, two student-run restaurants at Duluth, multiple pop-up restaurants at Proctor, LSC's

automotive program works on community vehicles, LSC's dental hygiene program participates in "Give Kids a Smile Day", summer internship opportunities for students in trades and industry, collaboratively building homes for Habitat for Humanity in Duluth, Timber framing projects for communities in Two Harbors, Silver Bay and Cook County, Proctor's Construction program builds a family home every year.

- WBL: Duluth currently provides work-based learning in disadvantaged, diversified occupations and handicapped work-based learning program. Duluth's hybrid online and seat-based program continues to grow. Duluth's reintroduced a CTE internship program that is growing every year. It provides students the opportunity to earn credit for career cluster programs in paid and unpaid experiences. Examples include: Aerospace manufacturing, architecture, education careers, culinary, automotive and horticulture. Two Harbors and William Kelly also provide a diversified occupation and handicapped work-based learning program.
- CTSOs: LSC supports both our SkillsUSA and BPA and other CTE focused club's Secondary clubs include SkillsUSA, BPA, DECA, HOSA, FCCLA, FFA, ProStart, First Robotics, and Super mileage

QUESTION: Did your consortium use Perkins funds to support partnerships between education and business, or business intermediaries, including cooperative education and adjunct faculty arrangements at the secondary and postsecondary levels? If yes, please describe.

Yes, The Woman in Welding program provides nontraditional students cooperative learning experiences between secondary and postsecondary levels. The other areas include the nursing program and the ability to transfer credits to postsecondary training or even go right into the workforce. The Automotive program also offers high level classes that count for college credit, and prepare students to either go right into industry or continue their postsecondary training.

Goal 3: Improve Service to Special Populations

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

Strategies to Reach Special Pops in CTE:

- College for a Day: This event is hosted at LSC by Disability Services. Area high school students in SPED explore CTE programs on campus and learn what it's like to be a college student for a day.
- Program Improvements in Duluth Work-based Learning Handicapped program to scaffold career exploration and activities that allow students early entry into the fields prior to CTE programs.
- Perkins Leadership involvement in promoting non-trad and special populations to construction and/or skilled industries through our work with workforce development subcommittees.

- For SPED, some programs are experiencing great success in scaffolding programs to allow students to stay in courses until basic proficiencies are proven before allowing them into more advanced courses.
- All member sites provide additional resources to promote success for students with special needs as needed, but not directly tied to Perkins funding.
- LSC hosts a transition conference/dinner in the fall. This conference is for education training, community networking, and recruiting and preparation of transition of students with disabilities.

QUESTION: What support service was provided during the grant year that was most successful in increasing special population and/or non-traditional learner recruitment and retention?

Lake Superior College offers programs that get nontraditional students excited for welding and machining. The MAC trailer and having a non-traditional Certified Lab Assistant (CLA) have been the greatest influences for the recruitment and retention of non-traditional students. Nicole's strong support for the program and her ability to teach the Fired up about Welding with non-traditional students is irreplaceable.

QUESTION: Describe how your consortium uses data-driven decisions to target consortium activities to the needs of special populations. What impact have these efforts had on success of special populations?

The Fired up for Welding program creates pathways for woman into welding. The program started with a couple of women in welding and has grown to eleven. This all girls summer program continues to excite students for welding and machining throughout the consortium.

QUESTION: How did your consortium provide preparation for non-traditional fields in current and emerging professions and other activities that expose students to high-skill, high-wage occupations?

Our schools offer many Technical Skills Assessments and certificates that can be used directly in industry or as a platform for continued postsecondary learning. The construction courses in Duluth/Proctor/Two Harbors/ and Cook county work directly with the colleges to help them earn college credit in high school. The Duluth Health and Nursing programs prepare students to be CNA's, which allows for the student to go to work and continue to move to higher degree jobs as doctors and nurses. Our manufacturing programs in Two Harbors, Hermantown, Esko, Proctor, and Duluth introduce students to Design, CNC, and provide them the introductory skills needed to continue in college or industry.

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

Tour of Manufacturing, Construct Tomorrow, Fired Up Welding, The Lake Superior College Manufacturing Trailer have all provided students with experiences for industry. The tours provided insight to careers in all these fields. Fired Up Welding: provided welding and

machining opportunities for woman in welding. The trailer improves training in all areas of manufacturing as it provides opportunities for all the schools in the consortium the use of equipment that might not readily be available for them.

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

QUESTION: Describe the kinds of articulation, dual enrollment, and transfer credit courses offered. What was the level of participation? How are these advanced credit courses transcribed on the student's high school record and on college transcripts?

College Credit Opportunities:

- Allied Health Cohort
- Duluth's CNA and Home Health Aide

The articulated schools have the students credit placed on their school's transcript.

QUESTION: Did your consortium use Perkins funds to establish agreements, including articulation agreements, between secondary school and postsecondary career and technical education programs to provide postsecondary education and training opportunities for students? If yes, please describe.

Articulation Agreements:

- Each school in our consortium, except for Cook County have articulations with Lake Superior College.
- Our consortium is committed to keeping expanding and promoting articulations with staff, students, parents, and administration.
- We plan to keep improving tracking of articulations by utilizing CTE credit software, with continued training and awareness.
- Current articulations are in welding, Engineering/CAD, Machine Tool, EMR, Carpentry, Accounting, and Automotive

The Lake Superior Consortium has articulations with Lake Superior College as well as other Colleges in the area.

QUESTION: Did your consortium use Perkins funds to improve career guidance and academic counseling programs and/or to support occupational and employment information resources? If yes, please describe.

- Lake Superior College supports campus visits from area high schools to explore CTE programs

- Explore LSC Day (for high school students) where students navigate the halls of the campus like college students, learn about student support services and programs by participating in hands on sessions or demonstrations
- Construct Tomorrow
- Career Nights (industry specific open houses throughout the year to include Aviation, Fire Fighting and Truck Driving, Integrated Manufacturing, and Healthcare)
- MCIS for consortium members (secondary and postsecondary)

QUESTION: Did your consortium use Perkins funds to support initiatives to facilitate the transition of sub-baccalaureate career and technical education students into baccalaureate programs? If yes, please describe.

Yes, The programs related to the medical fields have received books and equipment that is aligned with LSC, that helps them provide seamless transition to the baccalaureate or the next level of education required. Perkins funds also supports the construction and manufacturing programs that allow students to take credit in high school that is transferable to college level, trades level, or technical college level.

QUESTION: Describe other transition activities (secondary to postsecondary; secondary to work; postsecondary to work), courses, or services you provided. What were the lessons learned from these activities?

- Interview Stream software for LSC students in CTE programs preparing to graduate
- LSC hosts
- Working with various community agencies such as Workforce Centers, Customized Training, SOAR, Community Action Duluth to provide services to community members interested in career skills and training.
- Working to educate our regional employers on available funding, programs and supports for skills training for adults and students.
- Job postings are posted to Lake Superior College's job board
- Lake Superior College's Career Service office offers resume and cover letter assistance, gives presentations in classrooms, facilitates employer visits to campus or in classrooms, and hosts job search workshops.

Goal 5: Sustain the Consortium

QUESTION: What activities were conducted that helped to improve and sustain the consortium? Are you considering changes to your consortium structure to better serve students? If yes, please describe.

Our consortium has made the decision to eliminate the position of the rural liaison. This position was originally created to serve as a check and balance between the rural schools and the much larger LSC and Duluth. As the board and leadership have developed, our understanding of

the consortium model has proven this check and balance unnecessary. Moving forward, all previous job duties and expectations of this role will be assigned to the secondary coordinator. The board will also look at the need for a finance subcommittee to monitor spending practices at the secondary level. Another way we are being bold and innovative besides the subcommittee to drive the needs assessment, our consortium has committed resources to allow leadership to promote non-trad and program improvement activities throughout the year.

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

We have leadership representatives from all the consortium schools, Lake Superior College, Counselors, and industry. We are looking to the Perkins V subcommittee to add more depth as we increase the number of Deans, Administrators, Students, and Industry leaders to the team.

QUESTION: Did your consortium use Perkins funds to improve the recruitment and retention of career and technical education teachers, faculty, administrators, or career guidance and academic counselors, and the transition to teaching from business and industry, including small business? If yes, please describe.

This is a serious issue that our consortium is dealing with at the secondary and postsecondary levels. Careers in industry are readily available and getting teachers has become difficult. This past year our postsecondary programs had multiple postings for instructors and lab assistants that took months to get enough highly qualified candidates for an interview pool. At the secondary level, the administration has been forced to recruit industry professionals, college instructors, and educators licensed in other areas to teach courses. As a consortium, we have provided CLA positions at the post-secondary level to help with programs but also with hopes of growing our own potential future teachers and instructors. Our consortium will also continue to support requests for teacher professional development, training, and opportunities to connect with industry. This year our consortium is piloting an opportunity for program improvement facilitated by secondary coordinator.

QUESTION: To what degree does the consortium seek additional grants (federal, state, or local) or braid various funding streams together to support consortium activities? Please provide examples.

As a complete consortium, I am not aware of anyone seeking additional grants. I am aware of specific programs working to gain additional grants. I am also aware that some grants get passed on to other consortium schools that might better qualify for the grant.

QUESTION: How would the new definition of size, scope, and quality change the way you spent your Perkins funds this past year? What changes will you need to make in your next submission regarding size, scope, and quality?

The change in expectations for the consortia will affect our Perkins V submission. We currently meet the minimum requirement of one school district and one postsecondary; and a

minimum of six programs of study in the 4 career fields required. Leadership has concerns with the requirement of 4 POS provided within the consortium and the career field component. Currently, we have programs of study in all career fields, however, we only have stable programs tied to LSC in Engineering, Manufacturing and Technology, Health Science Technology and Business, Management and Administration. Our concerns are that the career fields in which our HS programs do not currently tie to LSC, are due to reasons beyond our control. For example, digital art and media are on the Liberal Arts side, new Eco-entrepreneurship program is on Liberal Arts side, LSC does not offer Human Services, Education or Public Administration programs outside of Liberal Arts. For cybersecurity, member schools haven't found a way to make it a program. Our consortium does have all six career fields represented or meeting the minimums if brokering was included.

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

Each year our consortium has had a past practice of creating a sub-committee of members to draft our budget, activities, and priorities. From there we have all eligible members use rank choice to prioritize their needs. From that process, we have tracked our budgeted spending in each area as well as justifications as to why other areas were not addressed. With the transition planning for Perkins V, our consortium held an informational and listening session with our members on February 13th, 2019. At that meeting, leadership presented expectations and as well as changes to members along with providing every member with at least one copy of the Perkins V Official Guidebook. Moving forward, leadership has recommended that the consortium forms an additional sub-committee that will be formed and tasked with running the Needs Assessment in the Fall of 2019. That group will be made up of education members and leaders, DEED and Workforce Development members, Industry reps, and hopefully community. Leadership plans to work with DEED and regional workforce groups to gather data for our region. School leaders and consortium leadership will also pull data from resources such as SLEDS, MN Report Card, P-file and other sets to help create a manageable pool to look at workforce and program needs. Leadership will also utilize an informal Program Improvement survey to schools and programs to gather information on what areas they feel will help them meet the new expectations of Perkins V. Hopefully from there, the subgroup will draft recommended priorities list for the consortium to discuss at its February meeting for approval and RFP Submission.

State Staff Review: Congratulations on the increased enrollment in your rigorous programs of study and the work that you have undertaken to have more sequential courses tied to college programs that also offer industry experience. Your aggressive approach to increase the awareness of and participation in non-trad offerings is recognized- Fired up About Welding, Intro to Traces and Community Builds and the Denfeld Culinary community catering as examples. These also represent the innovative approaches this consortium has taken to increase student awareness and participation. There is also good documentation of your transition activities.

Opportunities: The need to recruit and retain CTE teachers and faculty will continue to be an opportunity for innovation and investment. The CLNA on a regional basis will provide data and analysis to review that balance between very rural districts and the urban district. As your new leadership team develops we look forward to more innovative solutions as we have come to expect from this consortium. The finance subcommittee implementation would be an example.