

FY19 PERKINS GRANT APPLICATION

ANNUAL PERFORMANCE REPORT

Award Year: 2018

Report Period: 7/1/2018 – 6/30/2019

Consortium Name: Mid-Minnesota Perkins Partnership

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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)?

TECH UP, a new event geared towards high school instructors, which was held on both campuses of Ridgewater College (Willmar and Hutchinson) in June 2019.

TECH UP allowed us to further engage with our high school faculty partners for a day of professional development. They were able to engage with their peers and Ridgewater college faculty while learning more about industry technology trends specifically in the two rigorous program of study areas: Manufacturing and Agriculture.

Other activities that supported quality POS included LYFT grant funding for the development of collaborative programs between consortium school districts and/or brokering with neighboring consortia: Great River (Paynesville Schools) or MN West Consortium (Renville Co West Schools, Benson Schools) See attached grid: [Mid-MN Perkins Partnership LYFT Grant Projects](#). Several consortium schools have either developed/or are in the process of developing new courses in health careers, manufacturing career pathways. LYFT grant funds (\$3 million) were awarded by MN legislature to Mid-MN Perkins Partnership & MN West consortiums schools to develop career pathways/programs collaboratively for in-demand, high wage and high skills workforce areas.

Furthermore, articulation/POS meetings were held to review and update the following career pathways: Carpentry, Agriculture, Business & Machining.

The consortium supported the Ag Expo and Manufacturing Expo for high school students to explore careers and meet with industry/business partners .

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

At the secondary level, total non-duplicative CTE participation has increased slightly from FY 17 to FY 18 (3,576 to 3,692) Perkins data reference. The percentages of student concentrators in career clusters with programs of study have increased slightly for groups that have a program of study: Manufacturing and Human Service increased by 2% & 1%, Finance remained unchanged from FY 17 and Agriculture increased by 2% (See graph below). Perkins data does not separate the concentrators and student outcomes by specific career pathways. For more accurate data, the unduplicated student enrollment in CTE should actually be a percentage of total students in the 9 - 12 grades. For most of our smaller school districts, the number of students in all programs are decreasing and especially in CTE elective courses and many CTE courses do not run due to low enrollment numbers or are scheduled every two or in some instances every 3 years. This has also become an issue when trying to develop a program of study as most small school districts only offer an introductory courses.

Furthermore, the consortium secondary schools completed a comprehensive Program Approval Review process this year which will provide a more accurate listing of courses that should be included in the data collection –“P” file for FY 19 data. For secondary, the online-access to the Perkins data reports has greatly improve accuracy.

Career Cluster	FY 17 % of Program of study career cluster of	FY 18- % of Program of study career cluster of total CTE Unduplicated CTE Students Enrollment	% of Increase or Decrease in Concentrators from FY 17 to FY 18
Agriculture	28%	30%	47 (2%) increase in concentrators
Manufacturing	9%	11%	33 (2%) increase in concentrators
Finance	2%	2%	Unchanged concentrators
Human Services	21%	22%	69 (1%) increase in concentrators

Post-secondary - 2P1 data shows that the Program of study in Ag – nontrad by gender cohort group completion rate continues to be high (77.17 %) for females in Ag programs. However, females in the manufacturing program of study programs continue to be low but the pool of concentrators is low numbers and probably not significant for data analysis. Males in nursing is also low for completers – 10%.

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

TECH UP, a new event geared towards high school instructors, which was held on both campuses of Ridgewater College (Willmar and Hutchinson) in June 2019.

TECH UP allowed us to further engage with our high school faculty partners for a day of professional development. They were able to engage with their peers and Ridgewater college faculty while learning more about industry technology trends.

Ridgewater College programs of study represented were: Agriculture, Auto Body, Automotive Technology, Nondestructive Testing (NDT) Technology, Computer Aided Drafting and Design (CADD), Machine Tool Technology, and Welding.

There were sixteen (16) total attendees across both campuses, with three (3) opting to attend this opportunity on both campuses. Surveys were sent out post-event to gauge engagement, value, and quality of TECH UP. Overwhelmingly, respondents ranked this opportunity highly.

With 13 total respondents, using a 1 – 5 scale (1 being poor / I disagree and 5 being the best / I agree):

‘Please rate the overall quality and value of the workshop’: **average rating 4.46.**

‘The sessions I attended were meaningful and useful as an educator within career and technical education’: **average rating 4.23.**

‘What suggestions or comments can you provide to help us make improvements to the TECH UP workshops?’ (*Open opportunity for expanded answers*):

“Perseverance, this was excellent and word will get out.”

“...I was very satisfied with what was provided to us yesterday. Thank you & please (share) that (with) the instructors.”

“Your training was very hands on & skill building it was very worthwhile for me!”

“Offer these workshops again – DEFINITELY worth it! ...”

This event also met our strategic plan commitments as a college, wherein “we will increase engagement within our college and with external community stakeholders.”

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

In FY 19, consortium schools continue to develop collaborative programs through the LYFT grant opportunity (\$3 million) Consortium schools continue to be involved in conversations/planning meetings to develop collaborative courses with consortium schools or with neighboring consortia schools (brokering). For example, EVW, ACGC are partnering with Paynesville Schools and Centra-

Care Health to offer a nursing assistant course for area students. MACCRAY schools has partnered with other non- consortium school and MN West Technical College for nursing assistant programs. Child care and manufacturing projects were also in process: CDL, heavy equipment training, First aid/CPR training. Although Perkins funds have not been used specifically for the development process (LYFT grant were available), sustainability of new programs and courses will require targeting Perkins funds and developing program approvals for all new courses. (attached *Mid-MN Perkins Partnership LYFT Grant Projects*)

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? YES**

The TECH UP event allowed us to further engage with our high school faculty partners, who learned more about industry technology trends through our college programs and faculty. Furthermore, at the secondary schools, Perkins funds were used to expand knowledge of new technologies through the following: MBITE conference, IT conference, TIES workshop, and attendance at Robotics workshops. At post-secondary, Perkins funds along with other college funds were used to develop *Create-A-Space*. Create-A-Space is a collaborative work space for students to use high tech equipment for project-based learning. The Create-A-Space project was presented at the Counselor Encounter for high school counselors. At the post-secondary, Perkins funds were also used to expand technology in the Automation/Robotics programs.

- **offer or provide professional development to CTE teachers, faculty, administrators, and/or career guidance and academic counselors? YES**

TECH UP allowed us to further engage with our high school faculty partners for a day of professional development. They were able to engage with their peers and Ridgewater college faculty while learning more about industry technology trends in Agriculture, Auto Body, Automotive Technology, Nondestructive Testing (NDT) Technology, Computer Aided Drafting and Design (CADD), Machine Tool Technology, and Welding.

The Counselor Encounter workshop, annual event for high school counselors, focuses on high school to college transition, admission processes, new programs/new careers. The focus for FY 19 was the new Ridgewater College Business Cluster (administrative assistant, legal assistant, accounting, marketing, sales, multimedia design, photography)

Secondary schools attended the following professional development opportunities: Ag- MAAE Summer conference, Briggs and Stratton workshop, Ag Tech conference, MBITE business conference, FACS to The MAX, MAFCS conference, ACTE National conference, Work-base Learning Summit, CTE Works conference, MAAE Welding workshop, Pro-Start Training, MTEEA conference, MN Farm to Table Conference, Serv-Safe training, Food Chemistry curriculum development workshop, AAFCS state conference/workshop.

In FY 19, high school instructors/administrators attended the Program Approval workshop which included training on advisory board development.

The annual Perkins partners meetings also includes training on career pathway development, best practices, data analysis and DEED updates on workforce trends.

Post-secondary and secondary instructors attend the regional and local articulation meetings for specific career clusters reviewed every two years. The consortium has combined the regional articulation meetings with a review of the program of study career pathways.

Post-secondary level, instructors attend the Center of Excellence Manufacturing & Ag workshops, and industry specific training for credentialing.

- **provide support for CTE programs that improve the academic and career and technical skills of students through the integration of academics with CTE?**

To further enhance and encourage academic and technical skill attainment, Skills Fest was held on the Ridgewater College Willmar campus ([see attached Skills Fest 2019 flyer and competitions](#)) The event was for over 250 high school students from 15 school districts to compete in 21 technical skill events. To market CTE programs, the college sends photos of the top three place winners to their home town newspapers.

Moreover, consortium schools continue to develop courses that meet the requirement for graduation: Animal Science, Economics, Graphic Arts, Plant Science, Engineering (PLTW), and Food Science. Consortium school districts have also developed early college credit opportunities through concurrent agreements; Entrepreneurship, Animal Science, Agronomy, & Welding with Ridgewater College.

CIS courses are also offered at many consortium high schools: Willmar- Microeconomics, ACGC- Intro to Ag, Intro to Health Professions, Medical Terminology, Intro to Computers, Computer-Assisted Drafting, Child Development, Legal Environment, Print Reading, Intro to Criminal Justice, Principles of Nutrition; MACCRAY- Medical Careers, Intro to Manufacturing, Intro to Education, Information Technology Concepts & Industrial Construction Methods; BOLD- Digital World, Intro to Business Management, Intro to Computer Science, Essentials of Computing. PSEO Technical Programs at Ridgewater College – consortium students -76 (90% are in nursing assistant program). Three consortium high school continue to offer Project Lead the Way courses. The Intro to Engineering courses is offered as dual credit with University of Minnesota. Consortium schools, Willmar and New London/Spicer have First and Best Robotics teams. Willmar Schools has a POS in Manufacturing Production Processes and the consortium uses the end of PLTW course for the technical skill assessment

- **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?**

Yes. TECH UP allowed us to support our high school faculty partners on campus to learn more about industry trends in: Agriculture, Auto Body, Automotive Technology, Nondestructive Testing (NDT) Technology, Computer Aided Drafting and Design (CADD), Machine Tool Technology, and Welding. The consortium also hosts regional career events on both college campuses for all consortium 10th graders to learn about careers. The event usually draws 50+ community and business presenters. In FY 19, the Hutchinson chamber of commerce approached Ridgewater College about coordinating a new event “IGNITE” which will be much more business focused and promoted.

All consortium school districts have local advisory boards that provide business/industry perspective, opportunities through field trips, business tours, work-base learning opportunities, on OJT training for special population learners. Many secondary school instructors also attend the

post-secondary advisory board meetings. Furthermore, the Willmar chamber of commerce has a career/job fair for students to meet employers for possible summer job experiences.

- **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?**

Yes. The development of the Business career cluster which combines similar courses (administrative assistant, legal assistant, marketing, photography, multimedia design and accounting). Students work with college advisors to select courses that best meet the career focus. For example, a photography student wanting to start their own photography business may take entrepreneurship, accounting along with photography courses. Ridgewater College is considering other cluster groups to better serve students. Ridgewater College programs fully offered online include:

[Accountant](#)

[Activity Director](#)

[Computer Aided Drafting and Design](#)

[Computer Programming](#)

[Early Childhood Certificate](#)

[Early Childhood Special Education Certificate](#)

[Health Information Technology / Medical Coding](#)

[Law Enforcement](#)

[Legal Assistant Certificate](#)

[Legal Assistant AAS Degree](#)

[Liberal Arts AA Degree](#)

[Multimedia Design Technology](#)

[Web Developer](#)

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

Yes, at the post-secondary, the Business Cluster model was developed to provide students with training and skills to start their businesses. For the secondary schools, Creating Entrepreneurial Opportunities (CEO) is a formal program for students to develop their own businesses. ACGC, Willmar, & NLS Schools have been offering the program for several years. KMS, MACCRAY and RCW Schools are planning to apply for LYFT grant funds to develop the CEO model. Business/industry guide the process and fund the coordination of the program. Perkins funds promotes the program and has also coordinated the development of a concurrent agreement for Entrepreneurship with Ridgewater College.

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?

The consortium works closely through community partners such as the LYFT advisory board to discuss and plan for workforce development. The LYFT advisory board is comprised of staff from DEED, Career Force agencies, Private Industry Council, Adult Basic Ed, Economic Development agencies from Hutchinson and Litchfield, college administrators, Perkins coordinators, and high school counselor/teachers. Consortium members are also involved in local advisory boards and/or college advisory boards which include not only business/industry partners, but students and relevant community organizations. YMCA, for example, for Early Childhood Education.

Furthermore, the consortium staff continued work with local Adult Basic Education (ABE) agencies and Career Force Centers, both of which are represented on each of our respective campuses. Moreover, consortium staff have partnered with Latino Service Providers Network (LSPN) by attending monthly meetings. The meetings focus on activities across Ridgewater College campuses; including events, visit days, information sessions, workshops, etc. to enhance CTE education and initiatives. Other efforts have included meeting with Somali and Pan-African communities and engaging with the Community Integration Center in Willmar.

Perkins staff have also developed a presentation, "Navigating Higher Education," which details how to get started with the college search and understanding the overarching programs within technical education. While intended for our adult-learners or those changing careers, the workshop would be beneficial to anyone for whom career and technical education is of interest.

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?

Work-based learning is required of students in several college programs including nursing, medical assistant, paramedic, veterinary technology, education, health information technology, and activity director. It is elective in many other programs including carpentry, welding, machining, automated systems and robotics, administrative assistant, nondestructive testing and audio technology. Local advisory boards assist school districts with work-based learning sites/connections (youth service, internships, mentorship programs, work experience) with most assistance occurring in the agriculture, business courses; 486 students were placed in agriculture-related work sites and 324 students placed in business-related sites. Other sites/program areas: health - 167 students, manufacturing- 345 students, human services-245 students, technology - 45 students. The CTE advisory board for Litchfield Schools assists the school district in offering mentorships at the local hospital, law enforcement, and day care center.

The consortium partners support the regional career exploration events on both RC campuses. This event draws over 1500 tenth graders from area schools to learn about careers through hands-on activities. Presenters for event are from local business/industry, college instructors both from RC and other colleges (St. Cloud Tech College, Alex Tech College and MN West Tech College), and representatives from the Career Force Centers who do sessions on job seeking/labor data/interest assessments. The business presenters connect with the students for job shadowing, business tours, possible mentoring, etc. Survey results from the 2019 Regional Career Exploration events: *My event experience was positive (FY 19-91%); I gained more direction about a future career by attending this event (FY 19-89%); This event will help me choose high school courses to prepare for my future (FY 19-83%); I am more likely to pursue post-secondary education because of my experience at this event (FY 19- 81%)*

For post-secondary programs, the collaborative efforts of faculty, industry partners and students with over 700 students in 40 internship courses actively involved in work - based learning experiences in over 40 individual courses.

In addition, Career Force Centers are located on each of the RC campuses providing assistance for job seekers and connecting with business/industry for placement opportunities.

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

Post-secondary CTE program advisory committees include high school teachers when high school programs align with college programs, we invite high school staff to the advisory meetings. Our experience is that having business/industry, college instructors, high school teachers, administrators and related industry and workforce partners present around the same table is very productive and helpful. Examples of programs that align well and have participated in joint advisory meetings include manufacturing, agriculture, cosmetology, construction, accounting, administrative assistant and child development. Secondary schools have program specific advisory boards; Agriculture programs through FFA and Project Lead the Way. Other program areas are invited to attend the Ridgewater advisory board meetings and several high schools have a CTE advisory board that crosses all program areas. In FY 19, consortium school districts attended a workshop on program approvals which included advisory board development and structure. School districts with turn-over in CTE instructors, have not been able to provide on-going connection/relationships to the local business/industry but are encouraged to attend the college advisory board meetings when it aligns with their programs. Many school districts in small communities do not have local businesses to serve as advisor to programs and again, school districts are encouraged to attend the college meetings.

Advisory committees have a very important role in guiding program outcomes to meet regional employer needs. This includes providing input on expected graduate knowledge and skills, graduate performance, industry changes and/or new technology, and industry employment trends. In some cases, the advisory boards provide opportunities for students to explore careers through field trips, business tours, career fair presentations, and internships. Many advisory team members/companies also provide financial and/or equipment and supply donations to both secondary and post-secondary programs. (see attached for list donated equipment for post-secondary technical programs [Donations by Business 2019](#)) Several business/industry advisory board members have also agreed to fund college tuition for students who complete the RC programs and commit to the company for period of time: nursing assistant and Ag Power Equipment/Technician are two examples.

The Tiger Path advisory board for Hutchinson High School has been very successful in helping the school district to build a new tech center equipped with state-of-the art equipment purchased through local business/industry.

Auto Technician advisory board members provided funds and industry tours for NITROX which was a hands-on summer camp for middle school students.

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

Yes, Perkins funds were available to support consortium school district's CTSO. Funds were available for advisors to attend workshops (MEEA conference, MBITE conference, FFA workshops, HOSA workshops, FACS AAFCS conference, and FCCLA conference).

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. We used Perkins funds for Perkins coordinator to attend LYFT meetings, travel to meet with school districts. LYFT grant funds were used primarily in FY 19 to support partnerships between business and educators both secondary and post-secondary.

Goal 3: Improve Service to Special Populations

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

The FY 19 plan included a new Perkins funded position, Recruitment and Retention Specialist for Technical programs. Although the position was not filled until March, the new Perkins staff was able to review many Ridgewater College processes for recruitment and retention of special population students. The new staff was able to meet with individual programs and determine the barriers for retention and recruitment for all technical students but specifically special population students. The analysis of the processes have been reviewed by college administration. Some of finding include: earlier personal contact during college inquiry stage as well as during admission stage. Perkins staff was also able to follow-up personally with technical students who were on probation and suspension. The review, analysis and redesign of the recruitment and admissions process will be a continuous improvement process moving into FY 20.

At post-secondary, at-risk non-traditional and special population students in CTE programs are supported by the academic support center staff in classrooms, labs, and in the academic support centers. Specific activities included: student peer tutors provide one-on-one support; learning communities support students in math and English. The Academic Support Center provides a one-stop resource for students; the Adult Basic Education center on campus provides support for pre-college and preparatory studies. In addition, collaborative efforts from other college initiatives including TRIO, Access and Opportunity, and Disabilities Services support students with a variety of needs.

At the secondary level, the consortium has earmarked Perkins funds to encourage females to try programs/courses that are nontraditional by gender for females (agriculture, carpentry, drafting, electronics, and engineering, welding, machine technology). The consortium has funded special events {AG Expo and Manufacturing Expo), regional career fairs featuring female business/industry presenters in agriculture, machining, law enforcement, and drafting; data for nontraditional by gender for females is high (FY 18:6S1 – 56.26 % & 6S2- 62.03%).

JumpStart Club is a program for high school students of color focusing on career planning, college planning including financial aid. Willmar High School and Hutchinson High School participate in the program.

Ridgewater College has five women instructors in programs non-traditional for their gender: Drafting, Machining, Non-Destructive Testing and Agriculture (2). The female instructors do presentation for the Regional Career Exploration events and outreach to consortium high schools.

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?

With the hiring of the Recruitment and Retention Specialist for Technical programs, Ridgewater College will have human resources to analyze the data and develop strategies for increasing special population student retention/recruitment. In FY 19, the specialist was able to review and examine college-wide processes and services. In doing so, some barriers and areas for improvement have been identified in order to educate communities about technical education and close the gap for potential special population students in technical programs.

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 consortium partners review the Perkins data both as a group and by school district. School districts are expected to address underperforming Perkins by planning strategies and requesting funds. Other cohort groups may be addressed as well if the data is significant for that group: male, female, ethnicity, students with disabilities, economically disadvantaged, and limited English proficiency students. Furthermore, high school counselors attend the annual Counselor Encounter at Ridgewater College to learn about programs/support services that are specific for a cohort group- students with disabilities, for example. At the post-secondary, the Perkins Coordinator and Recruitment/Retention Specialist have reviewed the Perkins 2P1 data and have identified programs with non-completers by cohort groups in technical programs. Non-traditional by gender- females in Ag are doing very well (Agribusiness – 85.71%, Dairy Management – 100%, Ag general -75%). Other areas such as Machining have low females enrollment numbers and low completers numbers. Nursing for males was at 10% of completers. These areas will be further analyzed to determine root cause, barriers for low retention rates. ELL cohort group has low completer rates for all technical programs but the pool is very small.

By identifying students within special population cohort groups (ELL and nontrad by gender) the Recruitment/Retention Specialist will be better able to target students to connect and engage for successful credential completion, employing a variety of student service methods and wrap around services.

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?

At the secondary level, the consortium has earmarked Perkins funds to encourage females to try programs/courses that are nontraditional by gender for females (agriculture, carpentry, drafting, electronics, and engineering, welding, machine technology). The consortium has funded special events {AG Expo and Manufacturing Expo), regional career fairs featuring post-secondary female instructors in agriculture, machining, law enforcement, and drafting; data for nontraditional by gender for females is high (FY 17:6S1 – 53.71 % & 6S2- 52.96%). School districts offer traditionally male courses but promote for female participation, welding, for example.

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

Recruitment and Retention Specialist for Technical Programs will be able to provide specific and intentional outreach. The Specialist's role initially was to learn more about Ridgewater College's technical programs, in general, to observe outcomes, courses, and examine any potential or perceived barriers which may inhibit some of our students from pursuing career education. As a result, areas for improvement in both recruitment and retention have been identified; personally contacting students who are on probation/suspension, personally contacting/surveying students who did not return for a subsequent term, personally contacting students who enrolled but did not show for courses, and handle early alerts for students who are missing class, failing the course. More, the Specialist is researching possible career exploration activities for ELL students for technical programs.

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?

Consortium school districts have also developed early college credit opportunities through concurrent agreements; Entrepreneurship, Animal Science, Agronomy, & Welding with Ridgewater College (134 students)

CIS courses (UM, UMM, Central Lakes, MN West, SMSU) are also offered at many consortium high schools: Willmar- Microeconomics, ACGC- Intro to Ag, Intro to Health Professions, Medical Terminology, Intro to Computers, Computer-Assisted Drafting, Child Development, Legal Environment, Print Reading, Intro to Criminal Justice, Principles of Nutrition; MACCRAY- Medical Careers, Intro to Manufacturing, Intro to Education, Information Technology Concepts & Industrial Construction Methods; BOLD- Digital World, Intro to Business Management, Intro to Computer Science, Essentials of Computing. PSEO Technical Programs at Ridgewater College – consortium students -76 (90% are in nursing assistant program). The PSEO courses appear on the college transcript with a grade and are no different than any other college course. High school concurrent is also transcribed both at the college and at the high school with a grade, and again no different than other courses. Articulated

college credits are transcribed as normal at the high school, and then recorded on the college transcript as a transfer course (with a "t" - no grade is assigned).
The articulated college credit courses may not be accepted at other high learning Institutions

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.

The Mid-Minnesota consortium is a member of the Southern Regional Articulation group which has developed and approved 73 agreements to use at Ridgewater College. A total of 88 regional articulated college credit certificates were distributed by consortium high school instructors with 26 downloaded by students and 7 certificates presented at Ridgewater College for credit and with 13 credits applied to the participating programs (Welding and Early Childhood Ed)

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.

Yes, the consortium agreed to purchase MCIS for all consortium schools. Each fall, high school counselors are invited to attend MCIS training as a refresher or for new counselors. High school counselors are invited to attend the Perkins funded Counselor Encounter each fall to learn about new programs, career pathways, careers trends and forecasts, high school to college transition, articulation process/agreements and tour Ridgewater College program areas.

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.

The consortium used Perkins funds for the Counselor Encounter event (high school counselors and career instructors) which discussed the MANE nursing program – 4 year Bachelor degree through Ridgewater College.

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?

Willmar Schools in collaboration with the Willmar Chamber of Commerce, has been offering a spring career/job event for students to meet prospective employers for summer employment. Lesson learned: this seems to be very popular with students and an effective way for employers to find employees but also for students to learn about various careers/work environments.

All the LYFT grants that were approved in FY 19 do have a post-secondary component either through an articulation agreement or PSEO college credits. Lesson learned: it will require much oversight/planning to sustain the projects after the LYFT funding ends.

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.

The consortium meets twice annually in a formal setting. Informal and on-going communication occurs between the Perkins coordinator and high school partners on a regular basis. The leadership group meets as needed to discuss agenda items, Perkins V transition, spending recommendations for FY 20. No plans currently to restructure the consortium.

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

In addition to the Perkins coordinators, Mid-MN Perkins Partnership is comprised of one or two representatives from each school district and a representative from the Central MN Jobs and Training agency (Career Force center). The consortium has a smaller leadership group comprised of 6 including the Perkins coordinators, 3 high school administrators and CTE instructor... The leadership group provides input for the coordinator on agenda items and other issues as needed.

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.

Yes, Perkins coordinator assisted school districts in recruiting out-of-field candidates for open CTE positions. Perkins coordinator also assisted with licensing requirement for school districts posting of positions. Perkins funded the Counselor Encounter to assist counselors in helping students to transition to post-secondary or to learn about career pathways, trends, and early college credit.

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.

The primary source of additional funding has been through the LYFT grant. Other sources include the Center of Excellence for Manufacturing, Automotive and Ag. The Ridgewater College foundation works with business/industry for cash contributions, equipment donations or in-kind (see Donations by business 2019)

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?

According to DEED data for the Economic Region 6E, the manufacturing sector has the greatest need for workforce development. However, in a study conducted by DEED on high school students in Economic Region 6W/part of 6E, students rated careers in Manufacturing as the least likely choice. As a consortium, it will be important to target more funds in career exploration of manufacturing jobs. A regional group of manufacturing businesses, MAPS, have developed a curriculum to help student explore the variety of careers in this field. Consortium school districts will need focus more field trips, business tours in the manufacturing sector.

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

The consortium leadership group decided to use groups and affiliations already established such as advisory boards (college/high school), West Central Collaborative, high school students/parents to survey for data. Other data such as DEED, SLEDS, Career Force, and the Ridgewater College Strategic Plan will be used for triangulating data sources.

Other Summary Comments

QUESTION: If you were unable to accomplish activities in your plan, indicate reasons why and what you might do differently. How can state staff better support your efforts?

The consortium had included Externships for college instructors. It was too late in the school year for instructors to plan time away from classes- Should have introduced the project before holiday break.

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

As a consortium, we will use the program of study model for accessing funds in program areas that are in-demand, high wage and high skill. School districts must be working toward a certification or some type of credentialing. This will require more intentional, thoughtful planning for high school programs.

State Staff Review: The Tech Up project appears to be a promising practice of bringing the high school partners to the campuses and provide opportunities to engage with peers. The feedback from the follow-up survey point to success. The data provided of the slight increase (unchanged to 2%) to your POS. You also document the challenge of having high completion rates for females in Ag programs but continuing low participation of non-trad in both manufacturing and nursing. Perkins V will provide the opportunity to continuing to find creative solutions to expanding participation by the non-trad learners. The LYFT grant and other partnerships are a strength of the consortium's work as is your continuing efforts to expand early college experiences.

Opportunities: The continued development of work-based learning experiences, addressing the non-trad challenge and serving the expanded special populations categories with Perkins V are all opportunities for next year. The regional approach to leadership development and the completion of the CLNA is another area for you exploration.

Thank you for this comprehensive report.

Mid-MN Region LYFT Pathways/CTE Projects (As of 9/17/19)

Schools: ACGC, BOLD, BLHS, DC, GSL, HLWW, Hutchinson, Lester P, EVW, Litchfield, NLS, RCW, Willmar

PROJECTS NOT YET FUNDED/VARIOUS STAGES OF PLANNING (Listed from further along to earlier-stage - Top/Down)

School Partners	Business Partners	Post-Sec Par	TITLE/CAREER AREA	DESCRIPTION	STATUS	OTHER NOTES	PROPOSED FUNDING
Litchfield/Dassel-Cokato/GSL/Possibly Huth	Childcare centers in Huth, Glencoe, Dassel and Litchfield	Ridgewater	CPR/1stAid/AED (Health and Childcare Careers)	Certifications in 1stAid/CPR/AED required for child care workers; Train the Trainer type of program and equipment for high schools to offer certifications to students; work-based learning through business partners	Finalizing Application; will submit by Oct 1, 2019		Unknown
School; New Century Academy	Huth Health, area senior care facilities	NA	CNA	Certified Nursing Assistant Course	Working on concept/application		Unknown
BBE, NLS, Paynesville	Several area businesses	NA	Manufacturing - MAPS type of hands-on experience plus an e-learning course through AMATROL; includes Certified Production Technician options	The 3 Supers have been meeting and working on furthering their collaboration; NLS has new Super so this is taking a bit longer	Working on concept; meetings have taken place to explore the AMATROL model and discuss format for course		Unknown
Sibley East/GFW	Unsure	NA	CNA/Health Occupations	courses to include GFW and offer more work-based learning/student exposure experiences	ON HOLD due to GFW Referendum; will check in again after Nov 2019		
Kerkhoven-Murdock-Sunburg; MACCRAY; RCW	Bremer Bank, other area businesses	NA	Entrepreneurship/Exposure	Interested in starting a CEO Program similar to Willmar/Luverne	UNSURE OF STATUS	Working to develop business engagement; have had 3 meetings; 3 business leaders identified and working to secure others	Unknown
Litchfield, Dassel-Cokato, Kimball	Not sure	NA	Manufacturing	MAP's type of course, intro to manufacturing	Exploring opportunities and potential business partners		Unknown
Kimball/Litchfield	Unsure	NA	CNA	Certified Nursing Assistant Course	UNSURE OF STATUS		
EVW and ??	Unsure	NA	??	Have been notified by Tom H that they are working on something	Just reached out to Bruce K on 9/17/19 to see what they are thinking about		
New Century; Christian Academy (Prinsburg) AND ??	Duinick Inc, other construction/manufacturing in Prinsburg area	NA	Construction/Manufacturing	Various options in discussion - mostly Construction/Manufacturing	UNSURE OF STATUS; will find out more at a meeting on Sept. 27, were struggling with identifying a school partner.		Unknown

Funded Projects

School Partners	Business Partners	Post-Sec P.	TITLE/CAREER AREA	Description	Status	OTHER NOTES	FUNDED Amount
McLeod/Meeker/Sibley/Wright County Schools	MITGI, 3M; numerous others	Ridgewater	IGNITE Your Future - CAREER EXPLORATION	IGNITE YOUR FUTURE- Career Expo that replicates the EPIC/BRIDGES models	Steering Committee met for 1st time on 5/13/19; working on LYFT application; planned for Oct 25	LYFT funds will be used to apply EPIC model to originally planned Ridgewater Career Fair, without LYFT funds, Career Fair would proceed as previous years without experiential pieces/business engagement	Unknown
GSL, BOLD, Lester Prairie	Various	Ridgewater	Technology in a Trailer	Explore careers in Machine Tool Technology, Non-Destructive Testing, and Robotics; develop new skills in Computer Integrated Manufacturing	FUNDED; Implemented		\$49,984
BOLD and Buffalo Lake-Rector	Renville County Hospital	Minnesota West	Intro to medical Careers	Students will meet at the Renville County Hospital two days each week for labs and guest speakers. The other three days will be spent completing on-line assignments and participating in job shadowing in health care facilities in their home communities. The class will be for one high school and three college credits	FUNDED; Implemented		\$12,090
Yellow Medicine East, Lakeview, Renville County West, MACCRAY, and Montevideo	Various Long-term Care Providers	Minnesota West	Nursing Assistant	one credit high school Nursing Assistant course; fully-equipped lab and coursework including labs/clinicals	APPROVED FOR FUNDING		\$9,970
Renville County West, Yellow Medicine East	Fagen, Inc., K & M Manufacturing, SpecSys, Inc., Creative Designs, and the SW MN Sugar Beet Cooperative, SW MN Private Industry Council	Minnesota West Community and Technical College,	Mobile Manufacturing Program	purchase and share a wide range of industry-based manufacturing equipment. Shared HS Instructors; Industry training for teachers/students on equipment, providing matching funds for additional equipment, hosting students for industry tours and job shadowing; An additional goal - develop State-approved apprenticeship program in manufacturing	APPROVED FOR FUNDING		\$49,750
Eden Valley Watkins; Paynesville; ACGC	CentraCare & Hilltop Care Center	Ridgewater	CNA	high schools; Labs/Clinicals in care centers	APPROVED FOR FUNDING		\$18,825
Willmar, ACGC, Central Christian	Duinick Companies, Truck Transport, West Central Sanitation, West Central Steel, Jennie-O, Trans Systems, and Dooley's Petroleum	Ridgewater	CDL	Class A CDL License; Ridgewater/Duinick Safety, Defensive driving, Truck operation and maintenance. Includes behind the wheel.	APPROVED FOR FUNDING		\$22,150
GSL/Lester Prairie	Numerous - Dobson Brothers, Senske Electric, Tangletown Farm, The Good Acre, Joanie's Catering, Chef Craig, & more	St. Cloud CTC/Ridgewater	Foods/Entrepreneurship/Business	Food Truck; Experiential learning in culinary/retail/foods tied to FACS/Business classes	Submitted Application; Working through Review Committee Questions		\$48,800



Welcome to Ridgewater College's
35th Annual Skills Fest!

We thank you for participating.

If you would like more information about Ridgewater College's programs, please contact Helga Miller at Ridgewater College, 2101 15th Ave NW, Willmar, MN 56201, phone 1-800-722-1151, or visit our website at www.ridgewater.edu.

SCHEDULE FOR THE DAY

8:00 - 8:45 Registration (gymnasium)
9:00 - 11:30 Skills Contests (in various lab areas)
11:15 - 12:00 Free Lunch (gymnasium)
12:00 - 1:00 Awards Presentation (gymnasium)

If you finish your contest early, please return to the gym. **FREE LUNCH** starts serving at 11:15.

PLEASE STAY SEATED IN THE GYM FOR THE ENTIRE AWARDS CEREMONY

WE WILL SEE THAT YOU LEAVE THE GYM BY 1:00 AT THE VERY LATEST

AWARDS PRESENTATION

Welcome Mike Kutzke, *Dean of Technical Instruction*

Master of Ceremonies
Dr. Allen Balay, *Veterinary Tech. Dept. Chair*

Presentation of Awards
Leah Kadelbach, *Director of Admissions*
Heidi Olson, *Dean of Student Services*

- | | |
|----------------------------------|-------------------------------------|
| 1. Auto Body | 10. Computer Troubleshooting |
| 2. Automotive Service Technology | 11. Carpentry |
| 3. Electricians | 12. Livestock/Dairy Mgt. |
| 4. Vet Tech Knowledge Bowl | 13. Photography: Nature |
| 5. Arc Welding | 14. Ag Knowledge Bowl |
| 6. Oxyacetylene Welding | 15. Photography: Digital Imaging |
| 7. Wire Welding | 16. Farm Management Problem Solving |
| 8. TIG Welding | 17. Photography: Student Life |
| 9. Drafting | 18. Ag Mechanics |

DISCOVER RIDGEWATER

On-Campus Visit Day

Register today to see what Ridgewater has to offer.

Schedule TOURS of program areas and our campuses and meet students and instructors.



SCHEDULE OF EVENTS for Discover Ridgewater Friday, March 15: Hutchinson and Willmar Campuses

8:00-8:30 a.m. Arrival & Check-in

8:30-9:00 a.m. Welcome & Information on Admissions,
Financial Aid and Scholarships

9:00-11:00 a.m. Program Visits and Tours

11:00 a.m. Lunch and Wrap Up

REGISTER TODAY at www.ridgewater.edu/discover

WILLMAR CAMPUS
2101 15th Avenue NW
Willmar MN 56201

HUTCHINSON CAMPUS
2 Century Avenue SE
Hutchinson MN 55350

800-722-1151 • www.ridgewater.edu

PARTICIPATING SCHOOLS AT SKILLS FEST 2019:

Albany, Benson, BOLD, Buffalo Lake Hector, Cambridge Isanti
Dassel Cokato, Dream Technical, Fergus Falls
Glencoe Silver Lake, Holdingford, Kerkhoven Murdock Sunburg
Litchfield, Little Falls, MACCRAY, New London Spicer
Redwood Valley, Renville County West, Sauk Rapids Rice
Willmar, Yellow Medicine Ease



35th Annual Ridgewater College Skills Fest

February 14, 2019
Willmar Campus

Organization Name-	Appeal ID
Donations by Businesses FY 19	
Farm Rite Equipment Inc.	Agriculture FY19
Haug Implement	Agriculture FY19
Ziegler Inc.	Agriculture FY19
CASE New Holland	Agriculture FY19
Haug Implement	Agriculture FY19
Arnold's of Willmar, Inc.	Agriculture FY19
Arnold's of Willmar, Inc.	Agriculture FY19
Haug Implement	Agriculture FY19
Biamp Systems	Audio Visual
MST Systems Corporation	Automation & Robotic
West Central Tribune	Automotive Programs
3M Company	Automotive Programs
Good Samaritan Society - Howard Lake	Computer Programs
Minnesota Department of Health	Customized Training
Donnelly Truck Service	Customized Training
Automation Direct	Electrician Program
CB Machining & Engineering	Machine Tool Program
Trelleborg Sil-Pro	Machine Tool Program
MetalTek, Inc.	Machine Tool Program
Curtiss-Wright Corporation	Miscellaneous
EddyFi Corp	NDT Program
Olympus Scientific Solutions Americas, Inc.	NDT Program
North Star Imaging (NSI)	NDT Program
Curtiss-Wright Corporation	NDT Program
R-CON NDT	NDT Program
FlawTech America, LLC	NDT Program
EddyFi Corp	NDT Program
Carley Foundry Inc.	NDT Program
Team Industrial Services Inc.	NDT Program
Carestream NDT	NDT Program
UTC Aerospace	NDT Program
Kandiyohi Health & Human Services	Non-Cash Donations
Ecumen Home Care & Hospice	Nursing Program
Glencoe Regional Health Services	Nursing Program
Oxbow Animal Health	Vet Tech
Midwest Vet Supply	Vet Tech
IDEXX	Vet Tech
Elanco	Vet Tech
Sackett - Waconia	Welding Hutch