



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: North Country

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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)?

Postsecondary:

Completion of early childhood articulation agreement with Bemidji HS

Spring recruitment events – Auto and Building Trades, Health and Human Services

Seventh Grade program exploration event for Bemidji Middle School

Consortium Counselors meeting in spring – including presentations from Best Prep,

Manufacturing Center of Excellence, Bemidji HS Career Academy Director and Cass Lake-Bena

HS Career Pathways

Presentation of Perkins 101 to NTC faculty – status of Perkins and request for funds

Secondary:

The primary activities that included all programs: working directly with instructors to identify needs for professional development, equipment, curriculum updates, and creating connections directly with industry.

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

Postsecondary:

Enrollment was up for Programs of Study.

Tutors were available in the Student Success Center for students needing additional assistance in POS Courses.

Continue to work with POS Faculty on appropriate assessments aligned with Industry Credentials

Secondary:

Programs of study remained fairly stable or were strengthened in most of the schools.

However, retirement of instructors for the next school year will be a challenge as two districts search for new CTE teachers. Bemidji High School has seen a remarkable increase in the number of students enrolling in CTE courses. Registration in the spring reflects the need for an increase in sections offered in each of the programs. This is due, in large part, to the effects of the academy model. The Bemidji model is being modified for programs in Cass Lake. Feedback and input from local business and industry is a primary component of the Academy model.

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

Postsecondary:

Participation in the Inaugural Career Fair at Bemidji High School – business, industry and programs that align from NTC were present and divided up by Academy.

Secondary:

The strategy that made a significant difference was evaluating/aligning all consortium programs of study to upgrade curriculum to a level beyond “just getting by.” That means POS were evaluated to identify needs that would be most impactful going forward. NCVCC consortium programs, whether in small rural schools or the largest school (Bemidji) share a new, higher level of technology that will be the basis for making significant strides in upgrading POS. This created a platform for bringing teachers together to discuss thoughts about possibilities for sharing curriculum and technology. Part of this plan included professional development in a technical area; the result was upgraded technical skills and networking that affected feelings of isolation described by many of the teachers in rural schools which seems to have an impact on overall job satisfaction.

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

Postsecondary:

NTC hosted a VEX Robotics summer camp for 50 students. Partial funding was through a grant from the Manufacturing Center of Excellence. Students stayed on campus at BSU from Sunday through Friday so were able to get a taste of college life. Students participated in 2 manufacturing tours and the week ended in a competition.

Secondary:

The next step may be to provide innovative initiatives, but the focus has been on addressing needs of equipment and professional development in POS and doing it very well. Replacing the old allocation model has opened up POS in every school to planning for the future rather than hanging on with minimal support. This has gotten the attention of administrators who now direct more attention to/support POS in their schools. An innovative initiative that was started last year involves funding (and it worked very well): Example: Laporte needed a significant upgrade in the trades and industry program but the cost was quite high. In a discussion with the superintendent and the instructor the idea was proposed that Laporte would get by for one more year with the current technology and move to the top of the priority list for the next year. That meant that the new technology could be in place beginning the second year and would not involve a phased process. Everything was up-and-running at the beginning of Fall semester and the plan worked great! Again, that doesn't sound like a big deal, but Laporte is a rural school that has extremely limited funds and would not have been able to fund even part of the technology.

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?

Secondary: Example: Nevis School did not have any designated computers in their trades and industry program. The software they needed to upgrade the curriculum could not be securely used on the general computers in the school. Perkins funds provided computers and a secure cart that will now be used in every course. That may not sound like much but it was a huge leap for the POS in Nevis. The instructor is now planning new curriculum that includes design in CAD/CAM for all of his courses.

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

Postsecondary: Secondary Counselors' meeting in spring - - presentations included BestPrep, Manufacturing Center of Excellence, BHS Career Academies model and data, CLB pathways model for start in Fall 19.

Secondary: Absolutely! Many of the CTE teachers were not aware the Perkins funds could be requested/used for professional development. Encouragement/support/appreciation was given to teachers willing to plan and put in the travel time. Examples: teachers attended tradeshows/conferences in the areas of health science, construction, machining, and business. Reports back were extremely positive.

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

Post Secondary: Development of a technical math course at NTC where instructor is working with Auto, Electrical, Plumbing/HVAC to provide hands on math learning.

- 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?

Secondary: Each teacher, primary administrator, and school business manager received a handbook from NCVCC that includes a copy of All Aspects of Industry. Due to staff turnover, most recipients were not aware of All Aspects; it was reviewed and will be discussed again during each curriculum planning session.

- 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?

Postsecondary: Funds for gerontology program – supplies and professional development

Secondary: The primary initiative in this category was in supporting career academies. Bemidji High School has extensive course offerings in the career academies and Perkins supports all of them with equipment upgrades/curriculum development/professional development. A new initiative in HVAC in collaboration with Northwest Technical College was developed last year and will be used in the construction process for the house project; students will be learning/doing plumbing and HVAC along with subcontractors and having the option to receive credit at the post-secondary level for it.

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

Secondary: POS in Walker and Indus were provided with resources for teachers and students to participate in BestPrep. This is a program that aligns students directly with industry and gives them an opportunity to experience the workplace via mentorship and on-site activities.

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?

Postsecondary:

NTC hosted hands on program and career exploration days – inviting industry to participate.

Health and Human Services – professional panel kicked off the day.

Career Fair hosted at BSU and open to NTC students- with transportation provided

Welcome Day at NTC included resource tables as well as local industry

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?

Postsecondary: Industry panels, simulation/clinical time in courses

Secondary: A couple of examples show the connections to experiential/work-based learning.

The first is CNA training provided in the schools that leads to certification and required practicum experience in local health care facilities (Cass Lake, Walker, Bemidji). The other is work-based learning programs within the schools that place students at a variety of work sites in Bemidji and Walker communities. The exact total number is not known; Bemidji has 42 work-based learning participants and the CNA student numbers vary throughout the school year.

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

Postsecondary: Advisory committees meet twice a year for each program at NTC

Perkins postsecondary coordinator sits on Construction advisory board for Bemidji High School and the nursing advisory board at NTC

Secondary: Secondary: Advisory committees in the largest school (Bemidji) are more active and well-attended than those of the small, rural schools. Academy advisory committees include participants from a region rather than just the local business'. Bemidji advisory committee members also regularly take part in career information sessions, workshops for students, industry tours, and other activities. Small school districts may not have enough business/industry to draw from. To compensate for this issue, some schools will have a common advisory committee that advises several programs.

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

Secondary: Perkins funds were used for bus transportation to student organization events when accompanied by the POS instructor. Example: BestPrep, business program competition.

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.

Goal 3: Improve Service to Special Populations

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

Postsecondary: Student Success Center – Assistant Director of American Indian Resource Center, Director of Diversity and Inclusion Director, Disability Services, Student Success Director all have hours together to work collaboratively. Starfish data used by Student Success Director to follow up with students who need extra support.

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?

Postsecondary: Hiring a Student Success Center Director

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?

Postsecondary: Use of Starfish to track/support special populations

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?

Postsecondary: Career Services Support in classes with employment skills such as resume writing, interview skills, job searching

Secondary: The “women-only” courses at Bemidji High School have had very good success; they fill every time. So far they’ve been offered in automotive with plans to expand to carpentry and welding when additional staff can be added. A presumed result of the offerings has been an increase of women in non-traditional courses over-all. For example, nearly 50% of students in one particular welding course are women. In rural schools the number of non-traditional students has been reported to be increasing. Kelliher has experienced enrollment of over 50% nontraditional in some cases. Could the reason for this be Perkins support for state-

of-the-art equipment and professional development for the instructors? There is a direct link because excellent technical equipment also enables students to have a wider variety of project choices.

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

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?

Postsecondary: Early Childhood articulation, Nursing Assistant PSEO at NTC for BHS health care academy participants, time spent coordinating PLHE 1000 PSEO offering for Bemidji HS advanced construction, time spent supporting Cass Lake-Bena HS in implementing a satellite Nursing Assistant course PSEO on their campus

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.

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.

Postsecondary: Counselor's meeting – including staff from NTC, Manufacturing Center of Excellence and Best Prep presentations, presentations on career academy/pathway models of schools in our consortium

Secondary: MCIS subscription was provided for all consortium schools if it is embedded in curriculum. In addition, special options for testing from MCIS were funded.

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.

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?

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.

Postsecondary: Hiring of Coordinator of School and Industry Partnerships at NTC – Postsecondary Perkins Coordinator, serves on NCVCC Leadership committee

Secondary: Additional grant funding from outside sources has added activities that would not have been otherwise possible. Adding an industry representative to the leadership team has opened doors for partnerships that didn't exist in the past. Acknowledging excellence in CTE teaching has brought a larger group together and provided a network for teachers and administrators. The Award of Excellence, which began 2 years ago, is presented at the Fall board meeting to teacher(s) who have gone above-and-beyond their job description to serve students. They are then included in the next years' board meeting at a celebration/award ceremony of the next recipients. Their performance is recognized by administrators and the NCVCC board sees/hears about the progress within the schools.

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

Secondary: The leadership team consists of:

Elaine Hoffman, NCVCC Director

Lynette Rathe, NCVCC bookkeeper and admin. assistant

Tim Lutz, Bemidji School District Superintendent

Sarah Behrens, NTC Coordinator of School and Industry Partnerships

Kim Goodwin, Laporte School District Superintendent

Colleen Falk: Business and Industry Training Consultant

Brian Stefanich: Bemidji High School Academies Director

Dennis Dodge: NCVCC Board Chair and Park Rapids School Board Chair

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.

Postsecondary: Student Success Director and a portion of admissions counselor's salaries at NTC.

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.

Secondary: Additional grants include: Minnesota Career pathway Continuous Improvement Project Grant (used to develop articulated courses/programs between Bemidji High School and Northwest Tech; granted), Miller Welding grant for adding augmented reality welding in the Kelliher School program (not granted), and the Rural Career and Technical Education Consortium Grant (waiting to hear). Other funding and grant opportunities are being developed through the Minnesota Safety Council, DEED, and business/industry such as Harbor Freight internships and Milwaukee tools.

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?

Postsecondary – reduce personnel allocation to better serve programs of study, address need to change programs of study based on comprehensive local needs assessment, being more intentional in aligning spending to match Programs of Study and being innovative

Secondary: Perkins funds have been optimized/maximized in every way possible to build POS in every school. The local needs assessment will be a strong indicator of what changes will need to be addressed in the future.

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

Postsecondary and Secondary: By participating in the Northwest Consortium, we are able to pool resources and expertise for designing the best possible plan for determining local needs.

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?

Postsecondary: I came in halfway through the year so was not sure what had been done/spent, time learning and building rapport with faculty took time. Consistency will help for this year and understanding of Perkins V.

Secondary: Activities in the consortium far out-number those in the plan because of how many things surface during the year that aren't planned or known about prior. If I could name one thing that would help us here: streamline/simplify/eliminate the amount state-required paperwork. We seem to repeat submitting the same information over and over. One more thing: do a very thorough review of information available and make sure it's current. More than once I've followed directions - - that I found online - - that were outdated. Get rid of the old stuff.

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

Postsecondary: Specifics on budget, close follow-up with faculty to ensure that funds are spent, closer alignment to programs of study, big picture, working closer with Elaine and the regional consortiums

Secondary: I want to absolutely clean up the programs of study to be certain they are compliant in every way possible. Outdated files have been eliminated and now I need to update those so curriculum/staff is current and so I can understand fully what I'm dealing with in trying to expand/improve POS.

State Staff Review: The work to review and upgrade all consortium programs of study is significant and provided a platform to bring together teachers and faculty. You documented that the results of that professional development included upgrading technical skills, providing networking opportunities and sharing innovation. You continue to balance and navigate between the needs of small rural schools and the larger Bemidji participant.

Opportunities: Use the leverage provided by having new federal legislation to bring process and people together through your CLNA process, the prioritization of activities and the consortium-wide funding initiatives. There are opportunities for more blending of work secondary with postsecondary. Perhaps this is the absence of documentation? The question about the overview of the consortium leadership team, for example simply lists the secondary leadership team. Is there a parallel postsecondary team? Is there an overall consortium team? What team will lead the CLNA work?