

Minnesota Annual Performance Report (APR) FY20

FY20 Southeast Minnesota Consortium
Southeast Minnesota Consortium

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

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

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

In FY20, there was work done to align Programs of Study to business/industry need on both a regional and local level.

Agriculture, Food, & Natural Resources & Animal Systems

-Lewiston-Altura offered OSHA-10 General Industry (Agriculture) Certification

-Plainview-Elgin-Millville used Precision Exams in Animal Science I.

-Red Wing High School used Precision Exams in Animal Science II, Veterinary Assistant, and Veterinary Technician.

Agriculture, Food, & Natural Resources & Plant Systems

-Red Wing High School used Precision Exams in Greenhouse Management.

Business, Management, & Administration & Hospitality and Tourism

-Multiple schools had FCS instructors participate in ServSafe training.

-A Regional Hospitality Showcase was scheduled for spring 2020 and was cancelled due to COVID-19.

-The Goodhue County Education District offered OSHA-10 General Industry (Culinary) Certification.

-Rushford-Peterson offered OSHA-10 General Industry (Culinary) Certification.

Business, Management, & Administration & Finance

-La Crescent-Hokah used Precision Exams in Accounting I.

-Red Wing High School used Precision Exams in Economics.

Engineering, Manufacturing, & Technology & Architecture and Construction

-Lake City re-implemented an Industrial Technology program. The instructor used FY20 as a planning year to implement a high-quality Construction program in FY21.

-Red Wing High School offered OSHA-10 General Industry (Construction) Certification.

Engineering, Manufacturing, & Technology & Manufacturing

-The Goodhue County Youth Skills Training Program ("Earn & Learn") ran for a second year. Each school district in Goodhue County (6 school districts) is offered the opportunity for students to participate. This year-long program features learning immersions with local manufacturers and the opportunity to earn an industry-recognized OSHA-10 certificate.

-The Winona Business Education Network (BEN) continued to support the Winona Senior High School REACH Program in Manufacturing. This program is a two-year immersion experience, which includes the opportunity for students to participate in manufacturing internships, early college credit courses and early-college credit. A definite highlight of this program is the opportunity for students to graduate with a high school diploma and a Prototype Engineering Certificate from Minnesota State College Southeast.

-The Students Learning Advanced Manufacturing (SLAM) gave opportunity for students in Cannon Falls and Chatfield to participate in a manufacturing program with high-tech equipment and experiential learning opportunities while in high school. This program is via a partnership with Minnesota State College Southeast and a three-year National Science Foundation grant.

-Red Wing High School used Precision Exams in Welding I and Welding II.

-Red Wing High School offered OSHA-10 General Industry (Manufacturing) Certification.

-Rushford-Peterson used Precision Exams in Welding I.

-Rushford-Peterson offered OSHA-10 General Industry Certification

Engineering, Manufacturing, & Technology & Transportation, Distribution, and Logistics

-Red Wing High School used Precision Exams in Automotive Service Fundamentals

-Red Wing High School offered OSHA-10 General Industry (Automotive) Certification

-Rushford-Peterson used Precision Exams in Small Engine Repair

Health Science Technology & Health Science

-Zumbrota-Mazeppa partnered with the Southeast Service Cooperative Career Navigator to be planning for a Certified Nursing Assistant program.

Human Services & Education and Training

-La Crescent-Hokah used Precision Exams for pre-and post-testing in Child Development I.

-Rushford-Peterson offered Precision Exams for pre-and post-testing in Child Development.

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

Minnesota Annual Performance Report (APR) FY20

FY20 Southeast Minnesota Consortium
Southeast Minnesota Consortium

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

Most of the Southeast Consortium secondary schools are small and rural. Size of individual programs are generally not large. For this reason, effort is made to align Programs of Study with current and projected labor market data. Scope can also be challenging at the secondary level. In this regard, multiple secondary schools in the consortium partner with business/industry and/or Minnesota State College Southeast to offer a sequence of courses and options leading to high-demand, high-skill, and high-wage occupations. Quality is a component - no matter the size and scope of a Program of Study - that can be applied in a fairly comprehensive fashion. Towards this end, there has been effort on the behalf of secondary schools to work together - i.e. Goodhue County Youth Skills Training Program, Red Wing Flight Paths Initiative, Winona BEN/REACH Program (and adding in Lewiston-Altura and Wabasha-Kellogg), and Students Learning Advanced Manufacturing Program.

3. Describe the consortium's efforts to partner with business, industry, and local communities and to provide CTSO experiences to students. What were your successes and challenges?

As in years past, we supported local advisory committees - both at the secondary and post-secondary. In FY20, we also put effort towards establishing a secondary and post-secondary combined committee. Termed the "Business Collaborative Forum", this group met two times and feedback was positive. We also continued engagement with intensive school-business programs, including: (1) Bluff Country Collaborative, (2) Students Learning Advanced Manufacturing (SLAM), (3) the Preston Job Fair, (4) Regional Hospitality Showcase (was cancelled due to COVID-19), (5) Winona Chamber of Commerce Business Education Network/Reach Program, and (6) the Youth Skills Training Program in Goodhue County.

Across the consortium, there are a number of schools and programs participating in CTSOs. This includes BPA, DECA, FFA, FCCLA, and ProStart. Post-Secondary has an active Skills USA and Collegiate DECA programs. Many programs at the Post-Secondary level have an internship or field experience built into the program.

The successes and challenges of CTSO experiences is pretty straightforward for us: those schools that have CTSO programs are able to offer excellent experiences to students that allow them to dive deeper into areas of interest while connected to like-minded peers and adults who are experts in their fields. The challenge is to have more schools offer more CTSO programs. Logistical challenges include finding an advisor, generating enough student interest, and funding.

4. Describe successes and challenges in your efforts to improve service to special populations during the transition year.

4a. Based on the data, what student group(s) did you identify as needing specific attention. What resources were applied to address these concerns?

A prominent student group we identified as needing specific attention was non-traditional (gender) course and program participation. In order to support this student group, we took a few different steps:

- Offered secondary schools the opportunity to participate in a Construct Tomorrow career fair. This included female representation in the trades.
- Partnered with the Goodhue County Youth Skills Training Program, which included the opportunities for female participation.
- Systematically, there are also non-traditional instructors. This includes female instructors in Trades and Industry courses and programs and a male instructor in Medical/Radiography.

4b. How did your consortium provide support to students in special populations to ensure equitable access to programs leading to high-skill, high-wage and in-demand occupations?

We focused this past year on enhancing our tutoring and academic support services. We hired two Academic Success Coordinators--one filling a vacancy and one a newly created additional position. We significantly enhanced the training of our tutors, boosted (Red Wing) and created (Winona) peer tutoring programs, and created zoom rooms with Perkins funding that allows us to tutor students cross-campus and remotely (to help accommodate students who may need to be home with kids, etc.).

Please see the secondary response on Question #10.

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

As mentioned above, enhancements were made in tutoring and academic support. The Roost staff also evaluated the use of a product called Starfish. It is a tool for faculty and staff to help students reach their goals by using Flags to warn of trouble, Kudos to encourage progress, and Notes to monitor progress. This increased communication brought support to students and improved their success and access to resources on and off campus.

4d. How did your consortium support non-traditional (by gender) students (For example, women in traditionally male-dominated careers and men in traditionally female-dominated careers)

- Please see above.

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

Minnesota Annual Performance Report (APR) FY20

FY20 Southeast Minnesota Consortium
Southeast Minnesota Consortium

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

- A major (secondary) effort we were hoping to get off the ground in FY20 was a multi-stakeholder effort termed the "Synergy Project". Below is a brief description:

The efforts outlined in this pilot project aim to equip local school districts with targeted support for creating, implementing, and refining Experiential Learning opportunities. In particular, this effort is meant to create effective and efficient programs that align local efforts with federal and state legislation and, ultimately, supports student development. We are looking for up to 3-5 teams including SPED WBL, Gen. Ed. WBL, Administrator(s) to participate in this pilot.

-Because we didn't begin implementation of this project in FY20, this would be considered an unsuccessful strategy. The good news is that we are going to try again in FY21 and are hopeful that we will be able to get some traction to move this project forward.

-Developmental courses at MSC Southeast are intentionally taught in context of real-world examples for learners to apply their academic skills to real world experiences. Developmental instructors work closely with CTE faculty in teaching the courses to help with the crossover of skills.

-Cultural Competency training was provided at the post-secondary level for student Services personnel.

5. Describe successes and challenges in the consortium's efforts to improve transitions for students from high-school to college and/or career.

5a. Examples should include articulation, early-college credit, career and college readiness activities, transition of adult learners into the workforce, and brokering with other consortia.

The Southeast Consortium continued to be an active member of the Southern Minnesota Regional Articulation group. Early College Credit was accessible via Concurrent Enrollment, PSEO, and Regional Articulation Agreements. Each secondary school in the consortium continued to develop Personal Learning Plans (PLPs) and many engaged in formal and informal career and college readiness activities - including the use of MCIS to help map out future career pathways. In addition, multiple partnerships supported career and college readiness - including the BEN/Reach Program in Winona, the Bluff Country Collaborative in Fillmore and Houston counties, and the Wingers Flight Path initiative in Red Wing. Other applicable programs include the Students Learning Advance Manufacturing (SLAM) program in Cannon Falls and Chatfield as well as the Goodhue County Youth Skills Training Grant for Advanced Manufacturing.

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

Students can participate in traditional PSEO course options or concurrent enrollment in their district. A total of 699 students took advantage of these course options FY20. This region is very developed in the amount of A&P being offered in Concurrent Enrollment - a great base to starting more Healthcare pathways in the High School.

It was challenging to get LPN in the HS programming off the ground and there has been a delay in work due to COVID. Now, Dylan as a Career Navigator, is helping pick up the conversation with Districts on the North side of the consortia.

The BEN/Reach Program in Winona continues to develop and grow. This year one additional section of Medical Terminology and one section of Nutrition have been added concurrent enrollment at Winona High School allowing for more students to explore the healthcare field. The program has been limited in work-based learning opportunities since the onset of COVID and the group continues to explore new ways to expose student to hands on experiences.

Articulation is a great concept in theory but, we need more faculty to come to the table. We need to education students of the opportunity and process to access credits. We need to update many local agreements; some are outdated 10 years.

A successful start to SLAM (Students Learning Advanced Manufacturing) kicked off along with support of an NSF grant and an additional position that was funded. New initiatives need to be backed by staffing in order to be successful. FY20 was a pilot year with two districts and it is expanding to two additional districts in FY21.

With support of an Office of Higher Education grant, five additional Concurrent Enrollment courses in Math were developed at Red Wing High School. An additional OHE grant was awarded to expand Anatomy & Physiology at Caledonia High School. FY 20 was used to develop the program and one section is being piloted FY21.

6. Describe the consortium's efforts to BE BOLD during the transition year and beyond. What innovation took place during the reporting year and what was the impact? What were the barriers or challenges to innovation?

During the transition year, we invested in collaborative partnerships and efforts. Our rationale is that there are experts in various fields and organizations across the region that are more talented and creative than us and that partnering with them will only strengthen student opportunity. Many of these collaborative partnerships have been mentioned in connection to other APR responses. Suffice it to say, we will continue to invest in partnerships and will work to support the creative, innovative, and high-

Minnesota Annual Performance Report (APR) FY20

FY20 Southeast Minnesota Consortium
Southeast Minnesota Consortium

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

quality ideas, programs, and services that come from these partnerships.

Part of the challenge to innovation is infrastructure. Towards that end, three major developments to highlight:

1. We established a working group to engage with the Comprehensive Local Needs Assessment. This working group was then refined into a consortium Leadership Team. This Leadership Team and its associated tasks will help propel our consortium forward to full engagement with Perkins V. We are especially excited about the multiple viewpoints of the Leadership Team members. This diversity of position, experience, and knowledge will benefit the whole consortium.

2. Southeast Service Cooperative Career Navigators - The Southeast Service Cooperative membership includes all of the secondary school districts in the Southeast Consortium. As part of the state-appropriated CTE Rural Grant Funds, funding went to the hiring and on-boarding of multiple Career Navigators in Southeast Minnesota. This included four Career Navigators interacting with Southeast Consortium school districts. While FY20 featured the hiring of these positions, FY21 will begin the process of using these position to strengthen Career and Technical Education and, in particular, school-to-business partnerships in the Southeast Consortium.

3. Much work was done in building the Registered Nurse Program including purchasing equipment needed to meet MN Nursing Board requirements. In August 2020 MSC Southeast was approved to offer their new program. This opens doors to students in the region that did not exist before.

4. In August-October 2019, two staff retired/moved on to new career opportunities. MSC Southeast was able to review needs of the college and realign work to create a Director of Secondary Relations position. The purpose of the position is to strengthen the educational pipeline and ensure coordinated educational development and transitions between MSC Southeast and K-12 partners. The position will take a lead role in the College's efforts to bridge the career and college aspirations of all learner segments and to reach out and engage a network of MSC Southeast stakeholders in that process. This includes school district and pre-collegiate programs, universities and other colleges, program accreditation entities, advisory committees, community-based organizations, workforce programs, and Perkins consortia partners.

7. Describe Perkins-funded professional development (PD) that took place in the consortium during FY20.

7a. What was the total Perkins-funded investment in PD for the year?

•What was the total Perkins-funded investment in PD for the year?

Secondary: 18,328.37 / Post-Secondary: \$1,331.53

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

Secondary

- CTE Instructors (Agriculture, Business, Family Consumer Science, Industrial Technology, Work-Based Learning) from multiple schools.

Post-Secondary

- Student Support Personnel

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

Secondary

- Curriculum Writing (multiple instructors and schools)

- Job-Alike Regional Meetings

- Professional Association Professional Development (i.e., Minnesota Association of Agriculture Educators Summer and Winter Conferences)

- CTE Works! State Conference

- National Conferences (i.e., International Technology and Engineering Educators Association, National Association of Agriculture Educators, National Career Pathways Network)

Post-Secondary

- Cultural Competency Training - multiple sessions

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

At the secondary level, the main topic was best practice in CTE - teaching, learning, and programming. To a lesser degree, the curriculum writing supported the implementation of current and applicable CTE learning. At the post-secondary level, the focus was on cultural competency.

In a general sense, participation in professional development - whatever the specific form and event - garners positive feedback from participants. Professional development is critical in supporting the implementation and refinement of high-quality CTE programs. For this reason, professional development plays a large role in the work of the consortium. There is still work to be done - namely, how to prioritize professional development opportunities to ensure equity of access and opportunity. We started that conversation in FY20 and will continue it in FY21.

Minnesota Annual Performance Report (APR) FY20

FY20 Southeast Minnesota Consortium
Southeast Minnesota Consortium

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

8. Recognizing that some students need multiple entry and exit points to CTE programs, describe how your consortium has helped students return to the education system to complete their GED or secondary school education, or to learn a new skill following job loss.

At the secondary level, the draw of many of our CTE programs - especially the hands-on ones - give an opportunity for students to get connected to teaching and learning that works well for them. In this regard, and as the data bears out, having high-quality CTE programs makes a positive difference in student persistence and graduation. For this reason, supporting the implementation of new CTE programs, and refining and improving existing ones, plays a role in having a clear path to a high school diploma and post-secondary education and training.

For students whose degree path is interrupted sometimes need an alternative route to a diploma. For most schools in the consortium, this means that their students who are struggling in the traditional school setting or who have dropped out can access their local or regional alternative high school. As a Perkins Consortium, we have started to make strides in connecting with the alternative high schools and offering programming support from a Perkins and CTE lens.

For other students, the challenge, or opportunity, might be timing. This is partly why the evening PSEO courses through the college are so successful. Students starting in 11th grade can complete over the course of four semesters either the Automotive Technology Foundations Certificate or Engineering/CNC Certificate. At the time of high school graduation, students can choose multiple paths: go right to work as an entry-level CNC machinist or Automotive Technician making \$14-\$15/hour, continue on at MSC Southeast to complete a Diploma or Degree, or apply their credits towards a 4-year degree.

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

At the secondary level, the main value that guides our teacher retention and training efforts is connection. As many of our instructors are singletons, the opportunity and support to connect with instructors in similar positions and in different district is vital. As in years past, our consortium has supported this with annual Job-Alike Regional Meetings for instructors.

Another connection point is offering secondary instructors to participate in relevant and timely professional development. A number of our instructors participated in high-quality professional development resulting in higher standards of teaching and learning in the classroom in FY20.

On the Post-Secondary side, we employed a number of strategies to support retaining teachers, including:

- Funded professional development for faculty.
- Involvement of industry professionals on Advisory Committees, many who eventually become faculty.
- Growing partnerships with local employers for joint appointment positions.
- Faculty memberships on professional boards and coalitions.
- Paid memberships to professional associations for faculty.
- Provided some new training to support faculty in their capacity as academic advisors, with a specific focus on supporting special populations.

10. What actions did the consortium take to expand equitable access and opportunities for work-based learning for all students? How were students made aware of these opportunities?

FY20 was a baseline building year with expanding equitable access and opportunities for work-based learning for all students. Specifically, the following was done:

MaxAbility Task Force -MaxAbility exists to grow competitive employment opportunities for people with disabilities. The Southeast Consortium was part of this Task Force in FY20.

Regional 10 Low Incidence Projects - Part of the work of this collaborative includes supporting competitive employment opportunities for students with disabilities. FY20 was spent working to get a pilot project off the ground. The pilot, called the Synergy Pilot, aims to bring together high school both special education and general education work-based learning personnel to align efforts for the betterment of student opportunity.

Bluff Country Collaborative - This collaborative aims to provide meaningful experiential learning opportunities for students and businesses in Fillmore and Houston counties. In FY20, the collaborative partnered with the Southeast Service Cooperative to bring in two Career Navigators. Part of the work of the Career Navigators will be to create equitable access to experiential learning opportunities for students. This work has gotten traction in FY21.

Each of these actions did not result in direct student communication in FY20. The goal is to turn the baseline work from FY20 into actionable results - most notably, student participation - in FY21.

11. What actions did the consortium take to improve integration of academic and technical skills in CTE programs? Please provide specific examples in your response.

Minnesota Annual Performance Report (APR) FY20

FY20 Southeast Minnesota Consortium
Southeast Minnesota Consortium

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

One way of supporting the integration of academic and technical skills in CTE programs in the Southeast Consortium is to support the implementation of Instructional Frameworks for, where applicable, each Career Field.

For example, on November 14, 2019, the Rochester/Zumbro Education District Consortium and the Southeast Consortium hosted a Job-Alike Regional Meeting for Business instructors. At this meeting, time was spent looking at implementation of the updated instructional frameworks - which addresses both academic and technical skills integration. In a similar fashion, there was a Family Consumer Science Regional Meeting on October 11th featuring worktime on Phase Two of the instructional frameworks implementation.

In reviewing membership on MSC Southeast Program Advisory Boards, it was noted that additional participation from Secondary partners would be valuable in developing programs and curriculum. This is a strategy that we will review and look to implement during FY21 work.

At many of the meetings during the CLNA process, indicators and data were reviewed and discussed by Secondary, Post-Secondary and Industry partners. One of the specific outcomes from this discussion includes the increase of Secondary participation at the MSCS Program Advisory Board meetings. This will strengthen POS and bringing a true path together for students from exploration to Secondary courses and then on to MSCS for program completion and employment in industry.

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

From a Secondary lens, a few different highlights:

1. Teacher and School Collaboration - With COVID-19 and all of the transitions that occurred in the later winter and spring of 2020, it was humbling to be able to observe how CTE educators across different districts came together to support and help each other.
2. School Partnerships - There are 23 school districts in the Southeast Consortium. The majority of them (17) are engaged in some way in an intensive school-to-business partnership with multiple stakeholders.
3. Perkins V Transition Team and Leadership Team - During the transition from Perkins IV to Perkins V and looking ahead to full implementation of Perkins V, the Southeast Consortium implemented a Team structure by which to build stakeholder background knowledge as well as seek input from which to determines priorities and strategies moving forward.

From a Post-Secondary lens:

1. Perkins V planning work--bringing close to 50 people together for a series of workshops throughout the fall not only was beneficial to our CLNA but started meaningful conversations and new connections. Several very exciting new ideas were generated and helped to us chart a new and improved path forward for our consortium.
2. We greatly expanded involvement at the post-secondary level in our Perkins work, whereas only three years ago we had basically our Perkins Coordinator doing all of the work, we have now stretched participation and involvement out to dozens of administrators, teachers, and staff members at the post-secondary level.
3. We pushed our work to be more innovative than it had in the past, piloting workshops, trainings, technology, and funding equipment to push programs further ahead. This really helped lay the groundwork for Perkins V and move our consortium forward in exciting ways.
4. Finally, the secondary/post-secondary connection between Perkins Coordinators was tremendously strengthened and we are now functioning at a highly collaborative level.