



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: Central Lakes Consortium

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

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

- Central Lakes Consortium leaders and two instructors attended the MACTA conference and CTEWorks conference.
- Perkins Leadership and Liaison meetings were conducted and supported with minutes. Liaison shared best practice strategies used in their programs and districts to make program improvements.
- Unlimited opportunities for pre, mid-term, and post technical skill attainments were provided to all CTE instructors and counselors (utilized Foundational skills and knowledge assessment). Provided through Precision Exams, it was reported that the number of tests administered increased. Instructors reported the ease of use for administration of assessments contributed to an increase at the district level.
- Perkins funds supported and/or provided updated equipment/textbooks/instructional supplies and technology for CTE teachers in POS areas.
- Participation continued in CTCreditMN for advanced standing articulation credit.
- Bridges Academies continued to enhance CTE pathways.
- Eight CTSO advisors received funding to support advisors expense reimbursement for CTSOs regional and state competitions.
- Consortium leadership/liaisons worked on comprehensive review of programs of study.

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

- In review of POS student participant numbers there is not significant change in participation and concentrator numbers from FY2017 to FY2018. Student outcomes based on technical skill attainment are trending upward as are overall math and reading/language arts scores. As a consortium, it is noted economically disadvantaged (45% of total CTE participants) students are not achieving at the same rate as non-economically disadvantaged (55% of total CTE participants). These achievement scores have been trending downward for the past four years and are an area of concern for the region.

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

- Women In Trades events continue to draw non-traditional students at every level to explore career opportunities. We will continue these events because they have led to women enrolling in non-traditional career programs. Because of the success of these efforts, we are expanding to men in healthcare programs for FY2020.
- Bridges Workplace Connection Career Fair is a highly successful event offered to all consortium students in grades 10-12. Credit for its success goes to multiple business and industry partners, two post-secondary institutions and other entities. Quantitative success can be measured in the high numbers of students who attend. Qualitative success is documented by those students who report positive experiences in attending. This activity has additional merit because of the collaboration that occurs between regional business and industry, secondary and post-secondary institutions, and Bridges Workplace Connection. This event is also supported by Sourcewell, a local public cooperative. This activity has been shared with other consortiums because of its success. It is shared because of its impact on the regions students and the connections students make with business and industry partners and post-secondary program instructors.
- Please see below response. While this is still in early stages, it is growing quickly.

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

- Innovation was supported by Perkins for the development of an entrepreneurial business program at one of our local school districts. This district has started two new business endeavors. Both are student driven and managed from start to finish at the school. One business endeavor is soap and lotion production and sales. It is under the direction of the CTE business department of the school. The other is one where students are making and selling metal laser art. This is also part of the CTE business program with assistance from other CTE areas including agriculture and trades and technology. This business is using a laser engraver purchased in part with Perkins monies in FY2018. Both are highly successful and generating real work experience for the students involved. The following YouTube video show cases some of what these students are doing.

https://www.youtube.com/watch?v=MVUDu_eQyow

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, computer labs at two consortium school districts Brainerd and Little Falls; shared software between CTE departments at Sebeka HS. At the post-secondary, equipment was purchased to support the level of technology used in industry.

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

Yes, Little Falls Superintendent attended national CTE policy conference; instructors attended professional conferences.

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

Not addressed during FY2019 but will be addressed in FY2020.

- 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, at the post-secondary this is the CTE program curriculum in each CTE area. At the secondary level, there are limited numbers of work experiences offering a comprehensive industry approach.

- 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, Bertha Hewitt schools are spearheading the development of a Health Academy with three other districts in consortium. Still in development stages but secondary coordinator has been invited to be part of this group.

At the post-secondary level, the culinary arts certificate was developed in conjunction with secondary Pro-start programs and local industry.

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

Indirectly, Perkins funds were used by the district through supplemental funding and levy dollars to support requests for instructor workshops and other materials used to develop the programs at Bertha-Hewitt.

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 best example of partnerships exists in the strength of our program advisory boards as a consortium. Consortium coordinators participate in local WIOA planning; programs at the post-secondary do training with ABE for technical math courses.

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?

- At the post-secondary level, many programs offer internships, field experiences, and real life projects. For example, every year the welding students design, fabricate, and install signage throughout the community. Examples of these are logos on business buildings, and non-profit community development organization signage. There are eleven programs that offer internships with approximately 100 students taking advantage of this annually.
- At the secondary level, Bridges Career Connections provide programming on site at schools with industry professionals working with students. Some of these include hands on skill sets. It is unknown how many students have been served by this program.

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

- Central Lakes Consortium uses advisory committees at the secondary and post-secondary, a requirement for all program areas. Secondary and post-secondary joint advisory councils are encouraged with CLC and other post-secondary institutions offering courses in their program area. Advisory boards provide real world perspective on curriculum, equipment and supplies, work force trends, work site experiences and student employment and advocacy; provide guidance and support to the program and curriculum; support in the form of expert advice, related equipment and supplies for CTE programs. Advisory boards also support individual program accreditation at the post-secondary level. Central Lakes Consortium Advisory Boards that consist of both

secondary and post-secondary CTE instructors include the following programs: Transportation, Child Development, Health Sciences, Business, Manufacturing, Natural Resources and Horticulture.

- Secondary teachers requesting Perkins funding in their POS must include a copy of local program advisory minutes with their funding proposal.

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

- CTSOs were supported with Perkins funds for student and advisor transportation to attend local, regional and state meetings and competitions. These CTSO groups included: DECA, BPA, FCCLA, and FFA. Advisors for these groups were additionally supported by registration fees, hotel and lodging, and in some cases (if requested in advance) substitute teachers for their classrooms. Perkins funds were used to support CTE competitions such as Skills USA, FFA, and Behind the Mask welding 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.

- Team teaching is being used in CIS courses to support the expansion of CTE early college programs.

Goal 3: Improve Service to Special Populations

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

- Strategies related to student advocacy, counseling, intrusive advising and academic support services focused on nontraditional by gender populations are available for students enrolled in CTE programs. Secondary and post-secondary staff continues to encourage non-traditional students and provide informational materials, summer programming and connections with workforce centers. The college admissions process includes a referral to non-traditional services as a way of ensuring successful transitioning.
- Occupational skills program students spend two days per week in work experience internships to gain job readiness and technical skills.
- Women in Trades events are used to expand the number of women exposed to CTE career pathways.

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?

- For Women in Trades events a follow up communication strategy was developed to better connect students to next steps to explore or enroll in CTE 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?

- FY2019 plan looked at declining numbers in occupational skills program and chose to bring back a peer mentor program to better support special populations. The goal was to increase enrollment and retention of this population.
- At this time, the mentor program is just being redeveloped so no impact numbers are available for FY2019.

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?

- CLC developed a culinary arts certificate in response to high demand for the occupation and to build on the expansion of the Pro-start programs at the high school level.

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

- Occupational skills program students spend two days per week in work experience internships to gain job readiness and technical skills.

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?

- Central Lakes College is working with consortium high schools to expand the number of CTE/CIS offerings. The consortium continues to support opportunities for instructors to develop articulation agreements as well. CIS and articulated courses are transcribed at both the local high school and the college.
- On-Line College in the High School is a successful post-secondary option providing on-line college courses taught by college faculty to participating high school students. The courses are offered at the high school within their time frame. Students are monitored by a district-assigned mentor/proctor. All classes take part during the school day at the high school. Students are registered at the college offering the course. The course is transcribed at both the college and the high school. Data indicates students taking OCHS courses have been more successful than college students taking the same on line courses. This option is available for all Central Lakes Perkins Consortium Districts.

Distance Minnesota is working to bring more occupationally related courses on-line to benefit students at schools that do not have these available. Examples of such courses/programs include the recently launched Integrated Health program.

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.

- Perkins funds were used to cover transportation, meals, and time for secondary and post-secondary instructors to attend the Advanced Standing Articulation meeting held in November, 2018. These were working meetings that resulted in new or updated articulation agreements between Central Lakes College and consortium school districts.

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.

- Perkins funds were used to support program specific career fairs at both the CLC-Staples and CLC-Brainerd campuses as well as the annual Bridges Workplace Connection Career Fair. In addition, funds were used to support AgCentric Day for high school students.

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.

- Central Lakes College CTE programs have articulation agreements with baccalaureate programs.

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?

- New student orientation is supported at the post-secondary level to aid students in integrating into CTE programs.
- Other transition activities include CTECreditMN subscription and Interview Stream to prepare CTE students for transition to work.

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 CPIP process enabled the consortium to focus on the data as well as operational methods for the consortium in identifying programs of study.

- At this point, we are not considering a new structure but different methods of communication and contact to serve the secondary schools more effectively.

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

- Central Lakes Liaisons /Leadership Groups consist of one CTE member from each consortium district, five CLC faculty and staff, the Bridges Career Academy Coordinator and a member of the Brainerd Chamber of Commerce. As needed or appropriate, DEED, ABE and local Career Force Centers members attend.

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.

- In collaboration with Sourcewell, the consortium has participated in the development of recruitment strategies for the region.

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 consortium has not sought outside funding but rather has utilized the regional resources available through Sourcewell and Bridges. Local districts have sought small community grants in support of entrepreneurial efforts at their schools.

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?

- When FY2019 plan was written, the size, scope and quality definitions were not developed. During the last year, consortium leadership has attended training and discussions with other consortia regarding these attributes. These will inform our CLNA outcomes.

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

- In collaboration with other consortia in northwest Minnesota, we have developed electronic surveys for secondary and post-secondary students; we are currently working on instruments to gather information from other stakeholders such as administrators; counselors; instructors at both levels and others. We are planning to do small focus groups to gather information from underrepresented populations. We have collected recent data from the Regional Work Force Development Board, Department of Employment and Economic Development, and the data provided by MDE. The identification of consortia gaps or needs found through these efforts will be addressed in the two year Perkins V application.

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?

- We appreciate the support of state staff. We also appreciate the opportunity for consortia to help define how we operate under Perkins V. There are many more restrictions with Perkins V and the consortia need time to wrestle with the new requirements and inform district administrators/instructors of the changes.

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

- At this point in time, we are working with consortia members and partners on how to address the changes of Perkins V going forward.

State Team Reviews:

The consortium has so many great examples of partnerships including the Bridges Academy model! Your examples of innovation included the entrepreneurial activity with soap and lotion productions and sales as part of the business pathways and the making a selling of laser art. We appreciate your documentation of CPIP fund to improve POS.

Opportunity: You may want to continue researching grants and additional partnerships to support your CTE work.