



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: Lakes Country Perkins 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)?

- Professional development for consortium teachers in programs of study. Consortium coordinators did focus groups of secondary CTE teachers in the fall and studied the professional development needs of the teachers. The consortia then provided professional development opportunities aligned to the needs of the teachers.
- Consortia continued to connect secondary and postsecondary faculty to enhance matriculation between secondary to postsecondary.
- Consortium continues to develop and enhance regional articulation agreement opportunities within the consortium.

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

- There is a three-year trend of both slight increased participants and concentrators at the secondary level.
- Both 1S1 and 1S2 saw healthy increases in achievement in FY18.
- Technical skill attainment is still inconsistent and is a key need to investigate and address in the FY21 two-year plan.

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

- Nothing specific outside of continuing to provide professional development opportunities for secondary and postsecondary faculty.

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

- FY19 was a pretty status quo year.

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?
- offer or provide professional development to CTE teachers, faculty, administrators, and/or career guidance and academic counselors?
 - Consortium-wide professional development opportunities included fall networking meetings, business/industry connection tour (American Crystal Sugar), and discipline-specific opportunities.
 - The consortium continued to support smaller groups of instructors attending conferences & conventions on agriculture, manufacturing, CTE Works!, FCS, ACTE Vision, ACTE NPS, and business.
- provide support for CTE programs that improve the academic and career and technical skills of students through the integration of academics with CTE?
- use Perkins funds to support CTE programs that offer experience in and understanding of, all aspects of an industry for which students are preparing to enter?
- 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?
- use Perkins funds to provide activities to support entrepreneurship education and training?

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

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

Cross-agency partnerships are integral to the sustainability of career and technical education in our consortium, in Minnesota, and in our nation. Each of our secondary schools and postsecondary campuses have unique relationships/partnerships within their locale, and the consortium certainly supports those partnerships through a variety of different means. Very specifically, there is little done at the consortium level to support partnerships to enable state academic standards, but the consortium does provide both consulting support and financial

support through professional development and equipment for student opportunities for increasing career and technical skills.

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?

Business and industry partners do connect students to work-based learning opportunities. An example of this connection is a consortium partnership with seven manufacturing companies to upgrade the skills of incumbent metal machining workers. In our region, the demand for machinists far exceed that supply. Small to medium-sized manufacturing companies are being forced to hire employees with limited skills and train them on the job. We have begun and continue to have conversation with our local manufacturers around what the secondary and postsecondary CTE staff can do to help with their labor needs both now and in the future. The limitation on the expansion of WBL programs is not programmatic or desire on behalf of the district or business & industry, it is simply the lack of qualified teachers with the WBL endorsement. Without a teacher with the WBL endorsement, there is no ability to grow. The consortium has tackled that problem and LCSC will soon begin to offer the WBL endorsement through LCSC's teacher preparation program.

QUESTION: Describe the status and activities of CTE advisory committees in your consortium. Combined advisory programs and advisory programs in both secondary and postsecondary provide various types of program support, including but not limited to:

- Advice on innovating curriculum, instructional materials and equipment
- Information on changes in industry standards and/or expectations
- Equipment and supply/material donations
- Student recruitment assistance
- Student career development assistance
- Policy maker education and outreach
- Technical skill assessment information and support and other student assessment information and support

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

No.

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.

No.

Goal 3: Improve Service to Special Populations

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

- Implementation of a multiple measures approach for assessing college student readiness. The College implemented a multiple measures approach for students enrolling in dual credit and PSEO courses that involves a multiple measures review of a student's academic history, GPA and MCA scores. The implementation of a multiple measures approach on a broader scale is in process and in concert with the Minnesota State system Developmental Education Road Map.
- Aggressive promotion of the Occupational Grant program and awareness campaign for the Power of You program, both offering tuition free experiences for students. Approximately 50% of M State new entering students benefited from a tuition free experience in FY 18 due to the Occupational Grant program. It was extremely successful for us, and we promoted it heavily and student participants received intensive outreach and targeted support.
- Expansion of the academic bridge program to help advance students out of developmental education courses. The academic bridge program has been incorporated into the tutoring centers on each campus. The academic bridge program has enhanced student retention rates slightly. Additionally, the bridge program has saved students thousands of dollars in tuition, fee and text book costs.
- Developed additional events and camps designed to expose underserved students to CTE and partnered with other organizations to offer scholarships to attend for low-income students. The consortium added a STEM camp on the Detroit Lakes campus and expanded Scrubs Camp. The STEM camp was free to student campers and no one is turned away from Scrubs Camp if they need support with the camp fee. Secondary Perkins provides districts with transportation stipends to other career development experiences on all 4 campuses to increase exposure to CTE for underserved students.

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? An effective way to encourage special population and/or non-traditional learners is to show the students individuals who look like them who are having success in the career field. This has been done through guest speakers, industry tours and video. At the postsecondary level, providing tutoring and counseling services to students are the most successful services

provided. These services by far had the largest impact on the success of CTE students due to the number of students reached through this program.

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?

- At the secondary level of the consortium survey or evaluation data rated the effectiveness as high/above expectations and supported continuation and expansion of the activities in FY19.
- At the post-secondary level of the consortium, student surveys inform us about the effectiveness and student experiences of our service to special populations. Services and events are updated regularly to incorporate the feedback. Early alert system usage by faculty is assessed and advisors track and report on student responses to attempted interventions. Placement data is used as a component to evaluate the usage and effectiveness of the increased placement services. Student retention and graduation data is used to evaluate effectiveness. Data from core ability assessment and comprehensive program review are also used to assess continuous improvement. Perkins Accountability data is also analyzed and used.
- The Consortium analyzes the College's performance on the Minnesota State Accountability Dashboard as a data measure and uses institutionally developed data queries to drill down further into the data. The consortium is now using SLEDS data and the Office of Civil Rights Data Collection system to further inform our activities.

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?

Consortium leadership meets both formally and informally with both secondary and postsecondary instructors on a semi-regular basis. Consortia leadership also serves in advisory role secondary and postsecondary administration regarding CTE across the consortia as well. Instructors are encouraged and oftentimes connected to invite individuals who are in non-traditional career fields to speak to their students about opportunities that are available to them.

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

Although Perkins funds are limited at both the secondary and postsecondary level, we continue to support our programs by purchasing modern tools and equipment. CTE instructors at both the secondary and postsecondary levels request equipment from the Perkins coordinators which will enhance and align their programs to industry standards. Local as well as Perkins dollars are used at the secondary and postsecondary level to purchase modern, industry standard tools and equipment. The mobile manufacturing and welding labs also provide opportunities for special populations in participating districts by providing technology that the individual districts would not be able to afford.

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?

- Lakes Country Consortium transitioned in FY17 to the ctecreditmn.com website as the repository of articulations. At the point of the transition, the consortium reviewed every articulation and updated where necessary. In addition, the consortium took an approach to engage with regional-agreements in every instance there was a regional agreement in place, ultimately allowing for a better approach for the student-end user. The approach generally resulted in an increase in articulated offerings between secondary partner schools and a variety of postsecondary institutions, there were still a few areas for which the local postsecondary partner instructors declined to participate in a regional agreement.
- The consortium offered job search skills, principles of bookkeeping, medical terminology, career internship, accounting, computers and numerous STEM courses that are required for CTE programs through its NACEP accredited Concurrent Enrollment Program, which serves over 1,700 students.
- The eCampus in the High School program offered the online, college-level offerings of Payroll, Principles of Bookkeeping, Spreadsheet Applications, Personal Finance, Introduction to Criminal Justice, Introduction to Computer Technology, and Medical Terminology courses. This program also provides students and districts with supporting advising services and career outreach/career coaching presentations. The eCampus in the High School CTE offerings are attached to this report as a supporting attachment. The eCampus in the High School program continues to grow, and the Consortium has expanded options through this program through the development of an innovative pilot called Collaborating Online.
- The College awarded 65 credits through credit for prior learning options (mostly credit by examination) in CTE courses.

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 consortium continues to work to expand both articulation and concurrent enrollment opportunities for students in our secondary schools. Since 2017, the consortium has been taking a more regional approach to articulation agreements, requiring that districts that want articulation agreements, they make those arrangements regionally and not one specific high school to one specific college program. Although this new modus operandi has been fraught with some difficulty, it should ultimately provide for a more seamless pathway from secondary to postsecondary for students that take advantage of those agreements. Additionally, operating with a more regional approach allows the agreements to sustain changes in staffing at both the secondary and postsecondary levels without going to go back to the proverbial drawing board every time there is a staff change to renegotiate agreements.

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.

No.

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.

Not specifically with Perkins funds.

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?

One of the most successful partnerships that has bloomed in FY19 was the partnership between the consortia and the West Central Regional Juvenile Center in Moorhead. WCRJC serves not only the western region of the state, it provides juvenile justice services for adjudicated youth from across Minnesota. Through this strong partnership, students at WCRJC have been provided opportunities to learn about their career interests, provide goal setting, understanding how they navigate the world, all with the goal of providing hope for them as they ready for re-entry. While this partnership is still quite young, there is already anecdotal data that is supporting expansion of the efforts.

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.

- At the secondary level, the approved plan was posted on LCSC's website and was reviewed at each one of the fall regional networking meetings. At the postsecondary level, the plan was articulated to many employees and partners. Several meetings also took place at the secondary and postsecondary level with partners in business and industry. Regular Perkins team meetings are held to review data, plan initiatives and evaluate programs and services, and these are very helpful in sustaining the consortium.
- Consortium communication between secondary leadership and secondary staff as well as postsecondary leadership and postsecondary faculty remains constant and continual. Leadership on both sides continue to personally visit sites and offer services to help strengthen programs in both our local schools/campuses as well as the consortium as a whole. Secondary leadership visited nearly all the 26 school districts and all three college campuses. Postsecondary leadership visited all four campuses as well as took as many opportunities as possible to connect with secondary faculty as well through high school visits, joint professional development events and secondary administrator meetings and events. To support the large concurrent program and numerous events for students that occur in the consortium, both secondary and postsecondary faculty, staff, and administrators are in frequent phone, email, text, and/or face-to-face contact. The Postsecondary's General College Advisory Council includes representation from

secondary, postsecondary, industry, and community organizations. Postsecondary and secondary leadership also expanded partnerships with the Region 5 Economic Development Region College and Career Readiness Collaborative to exchange best practices and to identify new ways to partner for efficiency and effectiveness.

- The consortium structure will likely remain constant, however the consortium, along with four other adjacent consortia, continue to work and foster a greater relationship to provide a more seamless web of services to consortium members across the entire northwestern & central Minnesota region.

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

Based on the size of our district and the geographic disbursement of the member districts and community partners, Lakes Country and M State use several approaches to get district feedback, community partner input, and to increase the awareness of our Perkins initiatives. The consortium engaged in several conversations at staff meetings and throughout the district (and throughout the state) regarding the initiatives in Perkins including early alert, concurrent enrollment, articulation agreement for college credit, instructor professional development, grant opportunities, eCampus in the High School, tutoring, intrusive advising, career outreach and placement, student retention and completion, and workforce development. It is estimated that at least 125 conversations with districts, colleges, business and industry, and community partners included these topics. The consortium also uses meetings and conference opportunities such as the MREA Conference, regional Minnesota Association of School Administrator quarterly meetings and general College advisory Council meetings. The Consortium has increased our collaboration discussions with Rural MN CEP (Concentrated Employment Program). The Lakes Country Mobile program has increased outreach with business and industry contacts as well. Both secondary and postsecondary leaders collaborate closely with the College's Workforce Development Center as well, as they are a conduit and referral source to over 500 businesses in the region and beyond. This collaborative relationship ensures that we always have a pulse with what is happening in industry, and it strengthens our consortium.

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 October of 2018, Lakes Country Service Cooperative became the first alternative teacher preparation institution approved in Minnesota. Since that initial unit approval, LCSC has submitted Request for Initial Program Approvals (RIPAs) in CTE Core, Construction Careers, Manufacturing Careers, Transportation Careers & Teacher Coordinator of Work-Based Learning. In the spring of 2019, LCSC received initial approval for both the CTE Core & Construction careers program and has now enrolled six candidates from across Minnesota to pilot the program culminating with LCSC's recommendation for licensure in Construction Careers. PELSB is currently reviewing the remaining RIPAs, with hopes that those approvals come in November of 2019 for a pilot phase to start in December of 2019. Perkins funds played only a small part in this work, as LCSC received a grant from the Office of Higher Education to build the unit and

programs. Ultimately, this work will provide a clear pathway to licensure for any Tier 3 or Tier 4 teacher in Minnesota looking for a CTE license.

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.

During this reporting period the consortium sought additional grants or braided various funding streams together to support the consortium activities through the following:

- DOE Title III Strengthening the Institution Program to support academic bridge programming for special populations
- Legislative funding to support building of the Lakes Country Mobile Trailer program for welding, safety and manufacturing CTE experiences for students
- DOL TAACCCT grant to support high wage, high skill CTE education for special populations
- Otter Tail County Family Services Collaborative grant to expand poverty awareness/professional development aimed to increase effectiveness of poverty prevention programs – special populations & work around diversity, equity & inclusion using the Intercultural Development Inventory as a baseline conversation model.
- Office of Higher Education grant for online dual credit course to support students interested in Criminal Justice program
- Perkins grant to support West Central Regional Juvenile Center in building internal capacity around career readiness activities
- Office of Higher Education grant for the creation of Alternative Teacher Preparation licensure programs in six CTE areas

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?

Considering the definition of size, scope, and quality in relation to the entire consortium juxtaposed over how the consortium spent Perkins funds this past year, there would be nothing that would necessitate a change. Perkins dollars in our consortium, specifically at the secondary level, are spent on active programs that would fall under the definition of programs of study and are fundamentally for the good of the entire consortium, and not the benefit of one specific school district.

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

Our consortium is already well on its way working on the comprehensive local needs assessment. This past August, consortia leadership from five consortia across northwest/west central Minnesota met for a two- day retreat with state staff to kick off our thinking about a regional approach to portions of the CNLA. Subsequent to that initial convening, both secondary and postsecondary leadership from across the five consortia are meeting on an every-other-week basis to hammer out the work in completing a usable and informative set of information to inform our two-year plan for submission on May 1. The goal of the larger area is to be substantially complete with the CLNA by the end of January 2020.

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?

In aggregate, the Lakes Country Perkins Consortium was able to accomplish all our activities in the program year, with the caveat that we might not feel like we were fully successful in implementation of a few things. The consortia appreciates the ability to connect with state staff and appreciates their willingness to support and stretch our thinking as we progress into the next phases of Perkins V implementation.

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

- Continued due diligence to the spirit and intent of the law
- Continued and constant communication to those who need it
- Continued commitment to leadership development for sustainability of CTE programs long after Perkins V
- Continued pressure to think “bigger picture” and “outside the box” for the betterment of CTE students across the spectrum of ages.

State Staff Review: We appreciate your intentional implementation of professional development that combines the consortium-wide approach with the continued support of smaller, specific groups of instructors attending conferences. The cross-agency partnerships that connected students with seven manufacturing companies to upgrade skills is an example of efforts to meet the needs of the learner and the employers specific to your region. Your innovative approach to the limitations of finding qualified instructors in both content and WBL licensure area certainly represents a promising practice and excellence in partnerships. Much evidence was provided regarding your strategies to overcome barriers for special populations and non-traditional learners including aggressive promotions of programs, guest speakers, tutoring, and industry tours.

Opportunities:

The continued leadership by this consortium to provide innovative approaches to teacher licensure and regional approaches to CLNA, articulation agreements and concurrent enrollment will be needed as we implement Perkins V. The work with the West Central Regional Juvenile Center is another new initiative that has the potential to serve as a state-wide model. Thank you for your continued commitment to CTE students "across the spectrum of ages".