



**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:** Rochester/ZED

**Submitted by:** Brandon Macrafcic, Kay Frick, and Lori Jensen

**Submitted Date:** [Click or tap here to enter text.](#)

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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)?

1. We hosted a Regional FCS Program Area Meeting on September 13, 2018.
2. We had several schools participated in MN Manufacturing Week industry tours in October 2018.
3. We supported student attendance at the 2018 Mayo Clinic Health Care Careers Festival in October 2018.
4. We supported consortium-wide advisory committees in both Fall 2018 and Spring 2019.
5. We hosted a construction careers event, Construct Tomorrow for the 2<sup>nd</sup> year in a row.
6. We participated in and supported districts in attending the annual STEAM Summit in November.
7. Secondary instructors and admin attended post-secondary advisory committee meetings.
8. We participated in a FCS Framework meeting in February.
9. We held monthly consortium leadership meetings to support our POS.

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

Increased student exposure to industry professionals creates an authentic experience and a relationship between the students and professionals. This has strengthened student interest in specific career pathways, evidenced by student, parent, counselor and administrator requests for information on specific career pathways including the connection between secondary and post-secondary programs.

-Over 2000 students attended the STEAM Summit at RCTC.

-Over 800 students from 12 school districts attended Construct Tomorrow.

-Nearly 500 students attended the Mayo Clinic Health Care Careers Festival.

-Over 200 students attended Manufacturing Week Tours.

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

1. Manufacturing Week Tours – students were able to see varied types of manufacturing either within our outside of their immediate community. They connected with employees at all levels of the organization.
2. Construct Tomorrow – in year 2 of this event, we grew from 600 to 800 students. We intend to continue this event and our goal for year 3 is to welcome 1000 students from across the SE Minnesota region.

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

We are working with the regional STEM Forward organization to collaborate on CTE opportunities and connecting students with business and industry. One example of this collaboration is the Career Pathways Summit we hosted for regional district leaders.

The Byron HS FCS program, in conjunction with the Business and Agriculture programs, received a Bush Foundation Grant to purchase and run a Food Truck. This effort was supported by Perkins Grant dollars as well.

Rochester, Stewartville, and Byron Public schools partnered with the Rochester Fire Department and Riverland Community College to offer a Firefighter pathway for the first time in our region/consortium.

CTECH and Byron HS are partnering to offer Nursing Assistant certification to Byron students at CTECH.

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
  - o CTECH added 3D printing and CNC Plasma Cutting to our Manufacturing Pathway.
  - o Pine Island added CNC technology to its Industrial Technology program.
  - o As part of the Byron Food Truck, students implemented and used Square technology to streamline payments.

- The Nursing Assistant program at CTECH utilized video technology to assist with student skill analysis and reflection.
- offer or provide professional development to CTE teachers, faculty, administrators, and/or career guidance and academic counselors? YES
  - We partnered with RCTC and the Southeast Consortium to bring Mark Perna to our area as a keynote speaker in September 2018.
  - We offered regional program area meetings in each of our pathways.
  - We offered a Perkins overview session for school and district administration in August 2018.
- provide support for CTE programs that improve the academic and career and technical skills of students through the integration of academics with CTE? NO
- 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
  - Manufacturing Week Tours
  - Construct Tomorrow
  - STEAM Summit
- 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
  - Leadership dollars that supported the development of a Nursing Assistant and Firefighter partnerships.
- use Perkins funds to provide activities to support entrepreneurship education and training?
  - Leadership dollars that supported the development and organization of an Entrepreneurship program in Rochester.

## 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?

Our consortium engaged in the following activities:

- Byron High School conducted student job shadowing for all students in grade 11.
- RPS and ZED CTE instructors engaged in full-day externships with self-selected business partners.

- Program advisory committees at the post-secondary level that include secondary instructors and consortium leadership as well as parents as members.
- Both ZED and RPS ALCs participated in the early middle college program (FYEX) with RCTC and have access to CTE programming.
- RCTC continues to collaborate with Hawthorne Adult Learning Center on career programs.
- Activities that either included or were sponsored by the Rochester Area Chamber of Commerce, DEED, and Workforce Development.

**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?

Our business and industry partners are pivotal in connecting students to work-based learning opportunities, including job shadows and mentorships. At the secondary level this includes opportunities in agriculture, business, manufacturing, construction, health sciences, and culinary arts. At the postsecondary level, programs embed a variety of work-based learning experiences for students including, performing live work, job shadowing, internships, capstones, field experiences, co-op, practicum and clinical in 18 different CTE programs. The number of students at both the secondary and post-secondary level who participate in experiential learning opportunities continues to grow.

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

At the post-secondary level, secondary instructors and Perkins leadership are included as members of the program-area advisory committees. Committees meet across 12 different program areas. We are in the process of redesigning advisory committees at the secondary level and these will include post-secondary instructors. Committees will be present in the following areas: Agriculture, Business, Industrial Technology, Health Sciences, FCS, and Work Experience.

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

Yes. Perkins dollars were used to support student participation in both FFA and BPA organizations. Typically this would include funds to support travel to state and/or national conferences.

**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?

We continue to focus on attracting nontraditional students to our programs.

Examples of efforts to promote equitable access to CTE programming for nontraditional students include:

- Free transportation for all students within RPS to CTECH for high-skill, high wage, and high-demand CTE courses.
- Free transportation for all career fairs and events.
- Access to CTE programming for students in Area Learning Centers.
- Access to CTECH programming for students enrolled in the Rochester Academy for Independent Living.
- Scholarship availability for certification exams at the secondary level.
- Intentional identification by school counselors of nontraditional students (gender and ethnicity) for pathway participation.
- Equitable access to all CTE program offerings for all students, including special populations.
- FYEX (first year experience) early middle college programs with RCTC.
- Continuation and growth of Partners to Prosperity (Hawthorne ABE and RCTC) project to support college readiness in reading and math as well as articulations in healthcare, keyboarding, medical terminology, and nursing assistant.

**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?

Intentional attention to providing equitable access to CTE programming and experiential learning for special education students.

**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?

CTECH is tracking course enrollment data to determine nontraditional participation.

Consortium teachers look at their curriculum to ensure curriculum and instruction appeal to all students.

Greater emphasis on partnership with business and industry professionals who match our non-traditional demographic needs.

**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?

We continue to expose students to non-traditional fields in emerging professions by engaging them in future-thinking career fairs (Health Science Career Festival, STEAM Summit, Construct Tomorrow, etc.)

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

We continue to work to bring successful non-traditional gender role models as guest speakers, event exhibitors and post-secondary CTE advisory committee participation.

## 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?

Our consortium is participating in program level articulations with RCTC. Each secondary district in the consortium leverages existing programs in conjunction with post-secondary personnel. We also have an increasing number of concurrent enrollment programs within CTE pathways. Finally, we continue to explore unique options for students, like the welding tuition credit granted to students who successfully complete the welding pathway at CTECH. Observationally, the number of students redeeming articulations is decreasing as the number of concurrent options increase.

**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.

Yes, insofar as Perkins dollars were allocated for leadership support (salary and administration costs.)

**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.

At the post-secondary level Perkins funds were used to support transitions counselors who guide students through the secondary to post-secondary transition.

**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.

No

**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?

No

## 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.

- Monthly leadership meetings to review programs, operations, and systems, including budgets, equipment, professional development, events, and grant-management.
- Advisory committees that include secondary and post-secondary instructors, consortium leadership, and industry partners.
- Collaborative process for grant application to ensure a shared vision and plan for the consortium.

We will, for the first full year, have a consortium-level advisory committee in place who will be the primary body completing the Comprehensive Needs Assessment for our Perkins application.

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

Lori Jensen - RCTC Perkins Coordinator  
Kay Frick - ZED Perkins Coordinator  
Brandon Macrafcic - RPS Perkins Coordinator

Our Consortium Advisory Committee includes instructors and counselors from both secondary and post-secondary, business and industry, workforce development, students, and parents.

**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.

No

**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.

Primarily we partner with outside organizations to sponsor and support career exploration and awareness events (ie. Construct Tomorrow, Health Careers Festival, STEAM Summit).

**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?

We believe that size, scope, and quality will help us frame our efforts to improve and develop high quality programs of study. This will push our consortium to be more intentional in our planning and guide our conversations related to our needs assessment.

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

We will conduct the comprehensive local needs assessment in partnership with our consortium advisory committee, starting this October. This will ensure that we have the necessary voices represented.

## 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?

At the secondary level we continue to seek an efficient and effective method for having meaningful and impactful advisory committee. We also had a couple of industry-recognized credentials that we planned to administer, but did not. This had to do with both timing and snags in technology. We have addressed those issues and intend to reinstate those IRC's this year.

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

We believe that the CLNA will really help us develop priorities for our consortium to be more forward-thinking. It is too easy to fall into a sustaining mindset where we keep doing what we have been doing. If we want to take our programming to the next level and reach students we have been unable to reach in the past, we need to think differently. We are excited for the opportunity that lays in front of us as a consortium.

State Staff Review: Thank you for providing data on students who attended the STEAM Summit, construct Tomorrow, the May clinical Healthcare Career Festival and the Manufacturing Week Tours. Expansion of the use of technology is also well documented as is the support for FFA and BPA.

Opportunities: While you have documented activities to promote equitable access to CTE programming for nontraditional students you have additional opportunities to overcome barriers for special populations including the expanded participant parameters of Perkins V. There is also the ongoing opportunity to use data-driven decision to target consortium activities to the needs of special populations. Your CLNA should help gather data and encourage the analysis of the data to help prioritize your activities.