



**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:** Runestone

**Submitted by:** Carrie Hanson

**Submitted Date:** October 15, 2019

### **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)?

- Manufacturing & Transportation Tour Days (grades 9-12)
- Sneak a Peek (10th graders)
- Grade 8 National Fluid Power Challenge
- Grade 9 Career Expo
- Region 7 HS BPA Competition
- Local DECA Competition with ATCC and Alexandria Area HS
- Women in Engineering
- Summer Manufacturing Camp (for students who just completed 8th or 9th grade)
- GenCyber Camp
- Professional development support to CTE Works!
- Counselors' Tour Day (March 2019)
- Spring Training for HS Instructors (February 2019)
- Machine Tool Training for H.S. Instructors (March 2019)
- Supplemental equipment needs as requested by secondary CTE instructors and approved

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

<b>Data for Secondary School Districts of Runestone Perkins Consortium</b>						
<b>Target Area</b>	<b>2012-2013</b>	<b>2013-2014</b>	<b>2014-2015</b>	<b>2015-2016</b>	<b>2016-2017</b>	<b>2017-2018</b>
<b>CTE Enrollment</b>	<b>969</b>	<b>970</b>	<b>1162</b>	<b>1197</b>	<b>1276</b>	<b>1481</b>
<b>1S1 Reading Num/Dem</b>	162 / 222	148 / 184	251 / 378	230 / 420	223 / 446	262 / 462

<b>1S1 Reading Percentage</b>	<b>72.97%</b>	<b>79.35%</b>	<b>66.4%</b>	<b>54.76%</b>	<b>50%</b>	<b>56.71%</b>
<b>1S2 Math Num/Dem</b>	123 / 217	118 / 188	204 / 381	183 / 430	190 / 443	234 / 471
<b>1S2 Math Percentage</b>	<b>56.68%</b>	<b>62.77%</b>	<b>53.54%</b>	<b>42.56%</b>	<b>42.89%</b>	<b>49.68%</b>
<b>2S1 Num/Dem</b>	21 / 6	35 / 15	18 / 22	6 / 14	14 / 36	7 / 38
<b>2S1 Percentage</b>	<b>28.57%</b>	<b>42.86%</b>	<b>81.82%</b>	<b>42.86%</b>	<b>38.89%</b>	<b>18.42%</b>
<b>3S1 Num/Dem</b>	237 / 238	197 / 197	217 / 219	217 / 221	215 / 217	249 / 249
<b>3S1 Percentage</b>	<b>99.58%</b>	<b>100%</b>	<b>99.09%</b>	<b>98.19%</b>	<b>99.08%</b>	<b>100%</b>
<b>4S1 Num/Dem</b>	206 / 227	202 / 214	190 / 201	209 / 223	214 / 229	205 / 221
<b>4S1 Percentage</b>	<b>90.75%</b>	<b>94.39%</b>	<b>94.53%</b>	<b>93.72%</b>	<b>93.45%</b>	<b>92.76%</b>

When looking at the data for our Perkins Consortium High Schools, there are a couple things to note:

- Our overall secondary CTE enrollment numbers have steadily increased over the past six years. This increase can be attributed to several best practices:
  - The secondary Perkins coordinator continues to work with the school districts in the Runestone partnership to make sure all qualifying career and technical programs are approved by the Minnesota Dept of Ed., and that those programs are correctly coded on the district side so the data captured is as accurate as possible.
  - The Learning Academies of Alexandria Area High School/Dist 206 and the collaboration of core academics within career and technical programs continues to help with CTE enrollment.
  - The secondary Perkins coordinator works with new instructors hired to teach career and technical programs at the secondary level. If needed, assistance is given in how to begin the process of obtaining the correct licensure.
- While there is an increase in CTE enrollment overall, the data for FY2016 shows a decline in performance for in all indicators. FY2017 and FY2018 show slight improvements in reading and math. Technical Skills Assessments do seem to be an area where improvement needs to be made. The secondary Perkins coordinator continues to work with the member districts to encourage TSAs on a yearly basis and to work with the MARSS personnel to make sure results are being entered prior to Pfile submission.

Through career explorative opportunities, the overall outcome is that student will be more aware of careers that are high skill/high wage/in demand in our region. Through partnerships with area businesses and industries, rigorous programs are made possible, so students have a better understanding of what is required to go into these career fields.

This past grant year, the college partner offered several opportunities for high school CTE instructors within and outside our consortium to receive training within a program area. Instruction was provided by Alexandria Technical & Community College faculty. Not only are partnerships and networking an outcome, but gaining a better understanding of where high school curriculum can be updated and aligned to the skills needed in industry are key to these trainings.

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

Two new activities (not funded by Perkins) that were held this past year where the college received grants funds to implement:

- Women in Engineering—held on Saturday, March 30, 2019: 5 females (grades 10-12) attended
- GenCyber Camp—held July 22-26, 2019: 30 students (grades 9-12)

Due to a scheduled summer facilities project, shop labs within the manufacturing wing were going to be off limits in June. This provided the opportunity to revamp our Spring Training for HS Instructors in March. High school educators were able to choose two breakout sessions from Accounting, Marketing, Communication Art & Design, Interior Design, Cyber Security/Virtualization/Networking, or attend one six hour training (Welding, Mechatronics or CADD). Machine Tool faculty offered a three day training during the college spring break. Feedback from high school educators was positive and they appreciated that we still provided these opportunities to come for training and professional development, even if it could not be in June.

This was the fourth year of offering the NFPA National Fluid Power Challenge. We were able to bring in 17 teams of 4 students (mixture of males and females) from nine different middle schools for a workshop day in January to learn about hydraulics and pneumatics and then a competition day in February. The collaborative effect on the part of National Fluid Power Association, industry partners (FORCE America, BRAAS and SMC), the college and middle schools is something we will continue as it is a great opportunity to expose students at a younger age to the college's Mechatronics program, as well as to the various careers that are available within the fluid power industry.

All other activities listed in question one were successful. We may tweak them somewhat each year, but we have had great response by those who have been involved/participated in each of them. Our consortium continues to collaborate to give students opportunities at different grade levels to explore careers and to gain a better understanding of what high skill/ high wage/ in demand job opportunities within our region and beyond. These activities are followed up in some of the member school districts through career classes, mentorship programs, job shadowing, etc.

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

Runestone Consortium did not award incentive sub-grants. However, Alexandria Technical and Community College applied for and received a national grant from GenCyber to facilitate a cyber-security residential camp the week of July 22-26, 2019. The majority of the applicants were from Minnesota, but there was a percentage from outside the state. There was no cost to attend the camp other than the transportation to get to the campus. Foundation Hall provided housing for the week of camp for those who did not wish to travel each day. GenCyber Camp hours were 9 am – 5:30 pm, with planned activities each evening. The camp curriculum and instruction was a collaboration of college faculty, Alexandria District 206 high school educators, and industry. Of the 30 applicants chosen, 43% were females.

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?  
Supplemental equipment in District 206 (Alexandria) and District 547 (Parkers Prairie).
- offer or provide professional development to CTE teachers, faculty, administrators, and/or career guidance and academic counselors?

1. Mileage and sub teacher pay for CTE instructors to attend the Regional Networking Meetings at Lakes Country Service Cooperative.
  2. Provide Runestone Counselors meeting, as well as Counselors Tour Day.
  3. Sub reimbursement for CTE instructors to attend either the Spring Training for HS Instructors in February, or Machine Tool Training for HS Instructors in March.
  4. Support for two Ag instructors to attend the Ag Conference
  5. Support for one FCS instructor to attend MAFCS and another to attend CTE Works! Conference
  6. Support two CTE instructors to attend ServSafe training in the summer
  7. Two DECA advisors from Alexandria District 206 and one BPA advisor from Minnewaska District 2149 to attend Nationals with their students and attend professional development training while there.
- 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?
- Transportation reimbursed for consortium schools to bring students to consortium collaborative activities: Grade 9 Expo and Sneak a Peek
- 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?

Through the various collaborative opportunities throughout the grant year:

- Manufacturing & Transportation Tour Days (grades 9-12)
- Sneak a Peek (10th graders)
- Grade 8 National Fluid Power Challenge
- Grade 9 Career Expo
- Region 7 HS BPA Competition
- Local DECA Competition with ATCC and Alexandria Area HS
- Women in Engineering
- Summer Manufacturing Camp (for students who just completed 8th or 9th grade)
- GenCyber Camp
- Professional development support to CTE Works!
- Spring Training for HS Instructors (February 2019)

- Counselors' Tour Day (March 2019)
- Machine Tool Training for H.S. Instructors (March 2019)

Partnership with the Workforce Center and Adult Basic Ed as well as Workforce Solution's involvement with industry continues to support transitions for both high school and adult learners.

**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 provide internship and job placement opportunities on the post-secondary level which affects all students enrolled in related career and technical programs. Sixty percent of career and technical programs at the college require a student to complete an internship as part of the degree requirement for the program. Some programs such as Mechatronics and Machine Tool Technology do not have an internship requirement, however most students work in the industry prior to graduation. Through donated equipment and supplies the labs at the schools/college are equipped to provide a real world experience while studying at the secondary or postsecondary institution. Students gain experience on the actual equipment they will be using once they graduate and begin their careers.

Business and industry partners provide learning opportunities during ATCC's annual Manufacturing & Transportation Tour Days. Secondary students and teachers/counselors/administrators are transported to the college to gain exposure to Transportation and Manufacturing programs of study. Industry partners provide tours of their facilities to help the students understand the connection between the college industry partners and the industries where graduates work.

**Total high schools participated = 32**

**Total teachers/counselors = 56; students = 691**

**Total industries that provided tours = 18 (some on multiple days)**

Secondary career and technical educators have found business and industry partners very helpful with job shadowing experiences, as well as providing sites for mentorship and work-based learning opportunities. Some industries have also donated resources. Pathways impacted at the secondary level: welding, manufacturing, agricultural production, early childhood, culinary arts, business and marketing, and then various pathways through career mentorship.

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

On the postsecondary level, all CTE programs are required to establish advisory committees made up of employers and other industry representatives, past students, current students, secondary faculty, university faculty, etc., and to hold meetings. Primary focus of these meetings is to review and update curriculum, review program requirements and outcomes, review technical skill assessment data, review the program budget and equipment needs, and as well as general program management and support on an annual basis. Some programs meet twice a year. Any major changes in the postsecondary program must first be presented to the advisory committee members before it can be acted upon.

On the secondary level, CTE educators are working towards active advisory committees. Secondary CTE educators are also encouraged to serve on one of the postsecondary advisory committees. This helps to increase their network connections with business and industry, as well as postsecondary faculty. When secondary CTE educators are making requests for equipment, the secondary Perkins coordinator has postsecondary faculty (where applicable) go over specs of equipment and give feedback regarding the requests. Sometimes a better investment that is more aligned to what the college program and industry is using is suggested.

On the postsecondary level, advisory committees assist the college program with enrollment, student placement, finances or other concerns that may impact the program in the future. Recommendations from the committee are then delivered to the college administrators for any recommended actions. Any program closure or new program additions must be discussed with the advisory committee before the college can close or open a program. Members of the advisory committee assist the program to provide both leadership and financial support of the associated CTE programs with donated equipment and scholarship dollars.

On the secondary level, support is given in a number of ways: advocacy; guest speakers; tours/field trips; sites for mentorship and work-based learning programs; judging of written business plans provided by Entrepreneurship students; guidance and actual assistance in construction programs; feedback from employers on their current hiring trends and needs; assist faculty with keeping current on the latest practices in industry; review curriculum; and donated materials.

Alexandria District 206 Learning Academies has a champion advisory committee for the entire high school, and then an academy advisory board for each of the four academies. Members of these committees are made up of business & industry, secondary administration and educators, school board members, the Alexandria Area of Economic Development Association, and the Alexandria Chamber, and the Alexandria Technical & Community College.

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

Perkins funds were provided at the secondary level for two DECA advisors from Alexandria District 206 and one BPA advisor from Minnewaska District 2149 to attend Nationals with their students and attend professional development training while there.

**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.

Perkins funds are used for the salary of the secondary/postsecondary coordinator. That person assists with a number of partnerships between education and business at both the secondary and postsecondary level by coordinating the following:

- National Fluid Power Workshop and Challenge days
- Various trainings for high school educators by college faculty
- The Counselors Tour Day
- Grant writing for the Summer Manufacturing Camp

Perkins funds used to partially fund the Director of K-12 Initiatives who works with the high schools and college with regards to concurrent courses.

Non Perkins: ATCC collaborated with Alexandria Area HS on the GenCyber camp utilizing secondary educators and college faculty along with industry. We used the CISCO curriculum in Alexandria Area HS to teach networking fundamentals.

Non Perkins: College instructor, Chad Kohls teaching CAD 2-D and 3-D through Online College in the High School.

## Goal 3: Improve Service to Special Populations

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

ATCC held a *Women's in Engineering Camp* in March, *Summer Manufacturing Camp* in June, and *Cybersecurity Camp* in July to assist in the recruitment of female students (grades 9-12) to these non-traditional career pathways.

Special pops at the secondary level are included in all consortium-wide career exploration opportunities.

At the postsecondary level, the following are implemented:

- **Director of Student Success** is the a first point of contact for students when referred by faculty to proactively address issues of attendance or poor performance, make referrals to support services for tutoring when applicable, make referrals to counselors
- **Multicultural Center** on college campus opens the door to all students—resources, activities and events were provided to encourage the integration of all populations (sometimes faculty and public are also invited). Students who feel welcomed, involved in college activities/organizations, and know that they can access services when needed are more likely to find success in completing their degree.
- **Director of the Veterans' Center** acts as an advocate for military veterans helping them to determine their military educational benefits and complete required documentation to access those benefits. The Veterans' Center provides a place that military veterans can gather and offer support of one another.
- **Support Services** are always represented at college open houses for parents and students. Schools who call and request a mini college orientation geared for students (grades 10-12) with disabilities, along with a campus tour are scheduled in the spring.
- **The Transfer Advising Center** is focused on providing dedicated academic advising staff for all students (many of which are part of special populations).
- **The Inclusion Network** (formally known as DRAA) provides various events on the college campus and for which students, faculty, staff and community are invited. There is usually a time for questions and discussion, providing for a deeper awareness of each other, both in values and differences.
- **Monthly dedication** to various groups including an appreciation of our military, awareness of special populations, people with disabilities, ethnicities, and genders are showcased on campus.

**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?

There was not one most successful support service, but rather a continuation of those listed in the prior question.

**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?

The college's strategic enrollment planning (SEP) process has utilized data to specifically develop initiatives focused on targeting special populations of underrepresented students. The college hosted a counselor tour day to highlight CTE programs to make HS counselors aware of the opportunities available to students. In addition, the college also hosted a HS faculty training day in the spring to bring aware of opportunities available and to help equip secondary educators with skills that can be utilized in the classroom.

College students that self-identify themselves as single pregnant women, single parents, students in non-traditional programs, or homemakers who meet income guidelines are contacted through our Connections to College Completion (C3). This program provides case management and individual assistance in budgeting, child care issues and referrals, and self-help family issues. Collaboration with MFIP service providers and referral to community agencies and organizations help to ensure this group is taking advantage of all resources that are available to them.

**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?

- Women in Engineering—held on Saturday, March 30, 2019: 5 females (grades 10-12) attended
- Summer Manufacturing Camp—held June 10-13, 2019: 12 students: 3 (25%) females
- Cyber Security Camp—held July 22-26, 2019: 30 students (grades 9-12) from several states; 13 (43%) females.

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

Please refer to the answers in Goal 3

## 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?

**Articulated agreements** with all MN high schools = 74 schools (duplicated count) in 22 different courses (plus PLTW crosswalk chart for any PLTW HS in Minnesota)

**PSEO students at ATCC** (duplicate head count): Fall 2018=203 (2393 credits); Spring 2019=240 (2469 credits)

**Concurrent students with ATCC** (duplicate head count): Fall 2018=487 (1561 credits); Spring 2019=614 (1895 credits). Students from consortium high schools who participated in ATCC concurrent courses (unduplicated head count): Fall 2018=329; Spring 2019=362

**Online College in the High School** students (duplicated head count): Fall 2018=1040 (3139 credits); Spring 2019=990 (3037 credits). Students from consortium high schools who participated in OCHS courses (duplicate head count); Fall 2018=70 (205 credits); Spring 2019=62 (189 credits).

Online College in the High School courses, along with other concurrent enrollment courses, show on their college record as any other college student would have them transcribed. How the high school transcribes the courses varies by school. Some refer to them as college courses, but may change the name slightly. Either way the student is given dual credit.

Articulated courses are entered onto the college record when the student presents an articulation certificate verifying they successfully passed an articulated course in high school, and they enroll in an applicable program. The transcript shows the course at college level as successful test out and credits are granted. Again, the high school may give the course a different name on the high school transcript, but that course name is identified in the articulation agreement.



**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 funding pays the salary of the secondary/postsecondary coordinator, and partial salary of the Director of K-12 Initiatives. Both are a part of the Online College in the High School Steering Committee and make decisions on what courses are needed and offered to students from the participating districts.

The secondary/postsecondary coordinator is the articulation contact for agreements between the high school and the college. Perkins funds pay for the membership to the [www.ctecreditmn.com](http://www.ctecreditmn.com) website.

The Director of K-12 Initiatives works with concurrent enrollment and PSEO students.

**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.

- Runestone Consortium Counselor meetings and Counselors Tour Day
- MCIS subscription to consortia member districts, and support trainings for new counselors

**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 Perkins funding was used for this.

**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?

Partnership with the Workforce Center and Adult Basic Ed as well as Workforce Solution's involvement with industry continues to support transitions for both high school and adult learners.

## 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.

Meetings are held throughout the grant year with consortium principals and counselors. Not as many meetings were held this past grant year due to the secondary coordinator attending various trainings/workshops to better understand the new Perkins V law.

The secondary coordinator met with new secondary CTE faculty to update them on our consortium's grant plans and assist where needed.

Perkins coordinator worked with CTE faculty at both the secondary and post-secondary level on grant related items, keeping those involved aware of updates and holding meetings as needed.

Our consortium is waiting until completion of the Comprehensive Local Needs Assessment to review and strategize changes needed and what that might look like.

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

Runestone consortium is currently working on a review of the leadership team and who should all be involved. For this past grant year it was:

- Gregg Raisanen, ATCC Vice-President
- Carrie Hanson, ATCC Career and Technical Ed Specialist
- Carla Ptacek, Runestone Area Education District Director
- Principals from Alexandria, Brandon/Evansville, Minnewaska, Parkers Prairie, Osakis, Sauk Centre school districts and the Regional Area Learning Center.

While not members of the leadership team, the Perkins coordinator works with staff from the Alexandria Area Economic Development Commission, ATCC's Customized Training, and the Work Force Center on initiatives with a shared interest

**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.

Perkins funds are used to support professional development as requested by the consortium's CTE instructors on the secondary level. Our consortium works with those who are teaching CTE courses with an Out of Field license the process needed to obtain the correct licensure. We work with Troy Haugen, from the Lakes Country Consortium, to direct/assist these teachers through the process and to work with administration so they understand what is needed, as well. Runestone Consortium is very grateful for the wonderful working relationship we have with Lakes Country Consortium and very much appreciate having Troy Haugen out in our neck of the woods!

**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.

Perkins funding has been braided with National Fluid Power Association, MN Advanced Manufacturing Center of Excellence, State Leadership, FORCE America, BRAAS and SMC support:

- NFPA Fluid Power Challenge
- Summer Manufacturing Camp
- Machine Tool Training for H.S. Instructors

Perkins-related activities supported by college funding:

- Manufacturing & Transportation Tour Days
- Region 7 HS BPA Competition on ATCC campus
- Local DECA Competition with Alexandria HS and ATCC
- Counselor Tour Day
- Spring Training Day for HS Faculty

**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?

The Runestone Consortium has always tried to maximize every dollar from Perkins funding to best meet the needs of our member schools and provide opportunities for students to experience pathways into various careers. The emphasis has been on those with high skills and in demand in our region.

We will be reviewing the data and information found in our Comprehensive Local Needs Assessment to see where any changes need to be made moving forward.

**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 working on the comprehensive local needs assessment at a regional level with four other consortium:

- Lakes Country
- Central Lakes
- Pine to Prairie
- North Country

We have several meetings a month (both secondary and post-secondary partners), working through the process of what we need to do and what data we need to collect and then the various processes for consultation. We are collecting the information at both a regional and local consortium level.

## 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?

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

State Staff Review: Thank you for providing data and documenting your good projects and partnerships including WFC, ABE, Online College in the High Schools, Counselor Tour Day and the internships. Congratulations on the increase of secondary CTE students. The summer teacher workshops are another example of connecting the secondary and postsecondary programming.

Opportunities: As you move forward with the CLNA, how might you partner to accomplish some of this work with your neighboring consortia? How will you continue to look for additional access to programming for your small rural districts? Your strong community connections will be a vital part of the Perkins V work. We look forward to seeing how this evolves.