

# Minnesota Annual Performance Report (APR) FY20

FY20 Central Lakes Consortium  
Central Lakes Consortium

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

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

The Central Lakes Consortium reviewed our programs of study as part of the CLNA process. We reviewed data on student numbers taking the courses, TSA outcomes, faculty qualifications, advisory board feedback, and opportunities for student clubs, and work-based learning. We reviewed advisory boards and how to make them stronger at the secondary and postsecondary level. Our programmatic funding in FY20 was focused on equipment purchases to ensure our programs have the most up-to-date technology with which to prepare students for the technical career fields. Once COVID came into play, we focused efforts on sharing distance learning tools for CTE programs, such as online simulation software and other curriculum ideas.

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

We transitioned to reviewing this criteria as part of our data collection process. We reviewed advisory board feedback, numbers of student impacted in each career cluster, technology available within each program and faculty teaching in each area. We discussed the new requirements of size, scope and quality, with the leadership and liaison teams and reviewed the data with them. With our funding requests from districts, we asked them to provide a rationale on how the funding will impact CTE students and outcomes. These rationales were reviewed by the Perkins leadership team when making funding decisions.

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

All programs at the secondary and postsecondary level held an advisory board meeting. Many programs at both levels hosted guest speakers, industry tours, mock interview days with industry, and internships. At both levels we formed new business relationships by expanding who was on our advisory boards and expanded into new internship sites. In spring we had significant challenges in partnering with industry due to COVID. Some programs were able to involve industry in their programs through virtual discussions. Several programs at the secondary level created new opportunities for CTE student organizations to engage students in other ways to connect with the curriculum. Again, these efforts were disrupted by COVID.

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

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

Based on our review of the data, we needed to focus on non-traditional by gender and students with disabilities. We also started laying the groundwork for diving deeper into other populations, particularly students of color and other special populations. We used our resources to host nontrad events between secondary and postsecondary level such as Women in Trades and Men in Healthcare. We also spent funds on students with disabilities to support the transition for students from secondary to postsecondary through the connection with the Occupational Skills program at CLC. Several of our planned budget expenditures supporting these populations were not able to happen due to COVID so we shifted resources to more equipment purchases to support the programs.

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

The CLC Occupational Skills program that supports students with intellectual disabilities and requires all students to take at least one CTE courses as an elective as part of their program to explore careers. We also began conversations with one of our school's ALC program to develop an early college and CTE college option for the ALC students.

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

At the secondary and postsecondary levels, academic support and opportunities for connection to supports was a major focus with the shift to online learning due to COVID. Our counselors and advising staff did a fantastic job of reaching out to students and their families to ensure they had the resources necessary to manage the transition to online learning. At the postsecondary level, we utilized the Raider Connect Coaches and our other advising staff to reach out to students and check in not just on academic issues but also checking in to see how the students were doing generally with all the changes. The focus on checking in with students led to a better than expected retention and completion rate during COVID and to better enrollment for fall 2020.

CLC is also implementing two mental health supports for students, the Live to Learn platform that provides online, self-paced supports for anxiety, depression, insomnia, and substance abuse. We began the development of the platform in FY20 and will roll it out in FY21 along with a telepsychiatry option for students.

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

We hosted a men in healthcare event and a women in trades event to get people interested in nontraditional career paths. We also had faculty reach out to nontraditional students in their programs. Raider Connect Coaches at CLC also connected with nontraditional students by gender to help remove barriers to success.

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

Much of our planning to support special populations was hindered due to COVID. We had some events planned for spring 2020 that focused on economically disadvantaged students such as visits from the ALC to postsecondary programs to spend the day embedded with postsecondary students and faculty. We plan to implement these programs once we are safely able to gather again.

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

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

#### Successes:

- The construction trades program is one of our approved programs of study. This program is brokered with the Runestone Consortium. FY2020 marked the first year of this agreement. Districts offering this program are working with Alexandria Technical and Community College instructors to facilitate articulation beginning in FY2021.
- Precision Exams subscription allowed instructors to offer aligned assessments at beginning, midterm and end of the course to give students insight into their learning and what level of skills and knowledge are expected in post-secondary and by business and industry. 857 exams were given in FY20.
- Career and college readiness collaboration with consortium regional partners provided students information about careers and discussions occurred regarding the skills, knowledge, and education required to work in CTE high skill, high wage, or in-demand careers. Partners in this collaboration include: Rural MN CEP, Sourcewell, and Bridges. Between the Bridges Career Exploration Day, Bridges Academies, and the RC3 Career Counselors, we reached over 5,000 secondary students in our consortium. 212 students were individually advised by a counselor on CTE career options, in collaboration with Rural MN CEP.
- Interview Stream is used to prepare CTE students for transition to work. This tool is used at both the postsecondary and secondary levels.
- On-Line College in the High School, a post-secondary option, provided on-line college courses taught by college faculty to participating high school students. The courses are offered at the high school. Students were monitored by a district-assigned mentor/proctor. This option was available for all Central Lakes Perkins Consortium Districts. Distance Minnesota worked to bring more occupationally related courses on-line to benefit students in districts that do not have these available. Such courses/programs include the Integrated Health program. 2 students took CTE-related courses through Online College in the High School
- Central Lakes College worked with consortium high schools to expand the number of CTE/CIS offerings. The consortium continued 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.
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#### Challenges

- CTECreditMN provided students the opportunity to articulate high school courses for college credit. We still struggle to take full advantage of this opportunity. While we have many articulation agreements signed between faculty, very few students take advantage of the credits. In FY20, three students used articulated credit for a total of 12 credits. We also struggled to effectively use CTECreditMN in FY20. The entire consortium needs a training refresher on how to effectively use the system. We will be training our consortium in November 2020.
- Covid 19 and the switch over to virtual learning for all districts. It was difficult for instructors to modify their curriculum, courses and programs. There was also disengagement by students who did not have appropriate resources at home to be successful.

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

- Brokered program articulation-unknown
- CTECreditMN-three students used articulation agreements for a total of 12 credits earned.
- Precision Exams-857 exams given
- Career and College Readiness- 212 students advised on CTE career options, in collaboration with Rural MN CEP
- Interview Stream- used in most technical programs
- On-Line College in the High School- 2 students took CTE-related courses through Online College in the High School

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

Most of the efforts to BE BOLD in FY20 focused on finding resources to support the change to online learning due to COVID. There were communities of practice that came together by discipline to share challenges, successes, and curriculum resources. The other funding for bold, innovative activities was shifted to equipment purchases as the planned activities such as faculty development workshops and virtual career exploration content as not able to be completed due to COVID.

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

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

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The total investment for secondary PD was +/- \$8,200.

The total investment for postsecondary was approximately \$2,000. This number was supposed to be closer to \$7,000, but due to COVID we had to change directions on spending due to not being able to host any gatherings for training.

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

Positions included instructors who: are advisors to CTE student clubs and organizations; trades and industry instructors who renewed skills in manufacturing; CTE instructors who attended professional conferences and workshops; Out of field instructors who are working on portfolios; leaders and liaisons leadership meetings working on CLNA; and school counselors who attended state ACTE counselors conference. Perkins coordinator attending CTEWorks, regional, and state workshops. CTE Administrative Assistant to coordinate articulation paperwork and support Perkins projects at the postsecondary level. Videography College Lab Assistant - piloting the position to demonstrate value and return on investment for Perkins work and CTE efforts at the college. This position provided critical support to CTE faculty during the shift to online learning due to COVID.

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

Portfolio development information sessions; student clubs and organizations; skill development; leadership participation.

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

Consortium Local Needs Assessment- planning for FY2021-2022

Licensure for out of field instructors-further work toward portfolio and permanent licensure

Professional meetings conferences-strengthening knowledge and relationships around CTE professionals.

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

Adult Basic Education is co-located on both the Brained and Staples campuses of Central Lakes College. We meet each semester to coordinate efforts and create seamless transitions for students returning to compete their GED into postsecondary programs. The most effective component is that ABE and college staff know one another and can walk a student from ABE to an advisor or vice versa to make a live introduction to whoever can support the student's next step.

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

Actions taken: collaborating with Sourcewell and the teacher recruitment program; promotion of CTE programs to secondary students as career options for study at post-secondary institutions. Successes: supporting new CTE instructors and their participation in professional development such as the new teacher workshops held in August by MDE staff; continue to encourage and support portfolio development as a way to attain permanent licensure status; provision of quality professional development opportunities to current instructors and their creation of a 21st Century learning experience for their students. One thing we would change is to add back a consortia mentoring relationship between experienced CTE instructors and new instructors.

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

The consortium has +/-ten instructors licensed for work-based learning. In our CLNA, instructors asked about the possibility of developing an inverted work-based learning experience in the school buildings. This could be accomplished through an entrepreneurial integrated classroom environment. With this, the consortium will continue to encourage and seek out work-based learning with the understanding that the opportunities may not be equitable in terms of access for all CTE students across the consortium. Districts that have work based learning instructors are using these programs as best they can given the time and travel constraints posed by geographical locations. Students are made aware of these opportunities through their instructors and school counselors. All postsecondary CTE programs have the option for students to complete work-based learning, either via internship, job shadow, or other activities.

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

Primary action on improving integration of academic and technical skills in CTE programs was discussion as we worked on the CLNA. Instructors have reviewed curriculum inclusion related to improving skills in reading, language arts and math as they relate to CTE programs. Instructors are including more applied math concepts; adding reading assignments from publications related to the field of study; and asking students to do projects and write reports related to the projects. Outcomes of these curriculum enhancements should show improved learning confidence in these skill areas as well improve standardized test scores.

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

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- The highlight of this past year was the development of the CLNA to guide the writing of the Perkins V grant request. It was a challenging but positive experience. The experience was enhanced through the collaboration of northwest regional consortium partners.
- Recognizing the success of CTE students across the consortium because of the instructors who are truly engaged and serious about promoting and developing their programs and courses.
- Seeing the enrollment growth in CTE students at the secondary level.
- The filling of open positions with new and experienced professional CTE instructors and encouraging them to persist.
- Finding excellent CTE faculty to hire for open positions at the college.
- The foundational work done to begin to address equity issues in CTE was eye opening and will help us to better address the gaps in years to come.
- Surviving the transition to distance learning due to COVID.