

Minnesota Annual Performance Report (APR) FY20

FY20 Lake Superior Consortium
Lake Superior 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 Lake Superior Consortium has been through their own transitions similar to the transitions from Perkins IV to Perkins V. We have had a new Postsecondary Coordinator and two new Secondary Coordinators in the past year. Due to all the changes within the consortium, it took some time to determine where the consortium is at and what is needed to move forward. COVID also caused significant budget adjustments as field trips, professional development, and club activities were cancelled in the spring.

At the Postsecondary level, Lake Superior College (LSC) spent time focusing on learning more about our current programs of study as well as determining which programs need to be redesigned, improved, or implemented. LSC is also working in collaboration with our secondary partners regionally to determine how we can continue to develop seamless pathways for students. Our first step in this process is working on combining our advisory boards so secondary, postsecondary and industry are working collaboratively on improving the programs of study and pathways for students. LSC has also focused on ways to make sure our students are building their knowledge and skill on state of the art equipment and are provided with as many hands-on industry-based partnership activities as possible. Lastly, we have provided many professional development opportunities for both faculty and students. Faculty have attended both local, state and national conferences to maintain and increase their knowledge within their profession as well as to collaborate with others in their field.

The CLNA identified which programs of study are strong and which ones need work. The Engineering, Manufacturing, & Technology career field represent the largest number of students in a POS within the consortium. The Construction POS are aligned from high school to Lake Superior College and into Industry and include Perkins supported industry credentials in safety. There are numerous articulated credits that exist within the Construction POS pathways. The Automotive POS in Duluth offers ASE certification and numerous articulated credits with LSC. LSC has articulated 12 credits from the Automotive program in Duluth. The equipment is aligned with ASE nationwide curriculum and standards. Funds were used to support and improve the nursing program in Duluth which offers industry-aligned credentials. Students complete a number of required hours of clinicals and skills as they prepare for their industry-aligned credentials and certification. The students earn articulated credit that is accepted in the nursing programs at both LSC and St. Scholastica.

We are working to improve our programs of study through collaborative efforts of NE MN initiatives including regional and state events such as Construct Tomorrow and EPIC. Our consortium worked to improve College and Career Readiness Skills through professional development and skills training in order to explore and expand educational opportunities for teachers and students. Our goal is to increase collaboration among all stakeholders including local school districts, local businesses, government agencies and postsecondary institutions in order to bridge the gaps and meet the needs of our students and stakeholders.

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

Lake Superior's Consortium schools POS are developed based on needs within the region which leads to the hiring of a qualified instructor who is preferably a CTE licensed teacher at the secondary level. Due to the size of some of the schools, it is almost impossible to sustain programs in all areas to meet regional needs. These smaller schools have a limited number of students who can and are willing to take CTE courses due to scheduling conflicts and limited opportunities in course offerings. Size, Scope and Quality needs to be evaluated based on a school district's ability to sustain such a program along with meeting the needs of regional industries. Our board has created a system where priority of spending is granted based on the program's ability to meet best practices of advisory committees, experiential opportunities, transitional offerings in articulations and/or CITS, and also TSAs or Industry Recognized Credentials. The Consortium has worked over the past year to allocate funds to Programs of Study that meet the requirements of Perkins V, along with those taking steps toward that goal.

At the postsecondary level, we not only look at each program individually (size) but also look at what is happening regionally to determine how to best utilize funds. Advisory boards, workforce development boards and industry input play a major role in helping guide our efforts.

Having acquired the results through the first CLNA, we have discussed ways in which to gather better and additional data to make more informed decisions in the future. One of the ways we anticipate doing this is to combine secondary and postsecondary advisory boards in order to develop comprehensive Programs of Study.

There have been challenges over the past year due to all the changes in personnel, but we will dig deeper into the Gap Analysis to determine where funds can be appropriated to best address size, scope, and quality in the range of schools throughout the consortium.

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?

At the secondary level, the Consortium collaborates with the local workforce board to find ways to leverage funds to best educate and market Career and Technical Education in the region. We are fortunate that our local workforce board is very willing to work with us in developing a plan centered around career exploration for K-12 and beyond. Together, we will continue to look for ways to best support and educate our teachers, students, counselors, administrators and community members as to what CTE is and why it is so important.

The Secondary CTSO's include SkillsUSA, BPA, DECA, HOSA, FCCLA, FFA, ProStart, First Robotics, and Supermileage. The DECA program at Two Harbors High School earned a trip to Nationals, but the competition was cancelled due to COVID. First Robotics competitions were held in February, but many of the other student organizations spent the year preparing for competitions that were cut short when the pandemic began in March. Student participants in all CTSO's still gained so much knowledge and skill over this past year through many hours of practice along with support from industry partners that stepped up to support their efforts. This includes clinic staff, veterinarians, engineers, entrepreneurs, foresters, technology professionals, chefs, and many more industry professionals.

Lake Superior College works collaboratively with our community, businesses and industries to provide as many experiences for our students as possible. Examples include but are not limited to (please note that due to COVID we were unable to capture everything): Rad. Tech Knowledge Bowl, Respiratory Club Live Stream Conference, EAA Aviation Air Show, BPA Development Conference/State leadership conference, Cyber Security Summit, LSC Student Success Days, LSC Career Nights, LSC sponsored HS competitions, Disabilities event, disabilities/non-trad

Minnesota Annual Performance Report (APR) FY20

FY20 Lake Superior Consortium
Lake Superior 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.

college for a day, and many high school visits. LSC's programs also partner with area businesses on projects. Examples include: St. Luke's Q Care Express Clinic - this clinic inside the main entrance at LSC and provides opportunities for our students to learn. Other community clinics that are housed on site are: Dental Hygiene, Massage Therapy and Physical Therapy. One last example was: Benna Ford donated a vehicle to LSC which in turn was fully disassembled and rebuilt for the Purple Heart Auction (The Military Order of the Purple Heart Chapter 56 - Combat Wounded Veterans of Duluth). Not only are these great partnerships for area business and industry but it is ultimately the best hands on experience and training students could ask for.

Challenges: COVID put a stop to many of our partnerships due to safety concerns. Instructors and students worked throughout the summer and now even into the fall to complete some of the required hands on training needed to graduate. This has become very costly for both the institution and student.

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?

LSC's Perkins Coordinator works directly with each of the program directors as well as with the college's College Success and Disability Services Coordinator to determine where we need to focus some of our attention. The Disabilities Services Coordinator provides us with not only the data needed to determine where it is needed but also some suggestions as to how we can best provide the support. LSC purchased a software program and equipment this past year to help support many of our students with disabilities. The software helps students with learning differences, English Language Learners, and returning military veterans who have not been in a classroom in a while to read large volumes of text, work independently, use their study time effectively, and assist with test taking for those with reading disabilities. LSC hosted a transition gathering in the fall. This conference was for education training, preparation, community networking, and recruiting of students with disabilities from regional high schools to Lake Superior College.

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?

Support from the consortium was provided for the following activities that supported students in special populations to ensure equitable access to programs leading to high-skill, high-wage and in-demand occupations.
College for a Day: This event was hosted at LSC by Disability Services. Area high school students in SPED explored CTE programs on campus and learned what it's like to be a college student for a day.
Program Improvements in Duluth Work-based Learning Handicapped program to scaffold career exploration and activities that allow students early entry into the fields prior to CTE programs.
Perkins Leadership involvement in promoting non-trad and special populations to construction and/or skilled industries through our work with workforce development subcommittees.
Some CTE programs are experiencing great success in scaffolding their courses in order to allow students to stay in courses until basic proficiencies are proven before moving on to more advanced courses.
Consortium leaders provided information to School Counselors to build awareness of all of the program offerings and opportunities in CTE.

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

Each of our instructors are provided with information as to how they might be able to support their students. LSC provides a safe place for students to go to for tutoring and help within their program. LSC and Perkins currently provide CLA's within many of the programs to support and guide students through their program.

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)

LSC supports non-traditional students the same way they support traditional students. By providing them all the services the college has to offer as well as what Perkins does to support them. Examples of this include Tutoring and Learning Center, CTSO's or clubs, CLA's, etc. An specific example includes a Women in Welding course that was offered to area secondary students at LSC's downtown campus one night a week. The Health Occupations programs continues to recruit males into this primarily female dominated field. Due to COVID, some of the activities we provide for nontraditional students were cancelled. We will continue to look for ways to provide opportunities for nontraditional students in a virtual setting.

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

Lake Superior College's Career Service office offered resume and cover letter assistance, gave presentations in classrooms, facilitated employer visits to campus or in classrooms, and hosted job search workshops. Interview Stream software was provided for LSC students in CTE programs that are preparing to graduate along with opportunities for students to connect with employers. Working with various community agencies such as Workforce Centers, Customized Training, SOAR, Community Action Duluth to provide services to community members interested in career skills and training and educating our regional employers on available funding, programs, and supports for skills training for adults and students. Due to COVID, some of our strategies were not able to be carried out. We are looking for ways to offer virtual opportunities for both traditional and nontraditional students in the upcoming year.

Minnesota Annual Performance Report (APR) FY20

FY20 Lake Superior Consortium
Lake Superior 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.

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.

Lake Superior College continues to work to expand articulation agreements, concurrent enrollment and honors online opportunities for students not only within our consortium but throughout the region. We are working on ways to make this process more streamlined so that students who receive an articulated credit take advantage of them. Providing more training for teachers, students and college advisors will be important moving forward due to the fact that many students do not take advantage of the articulated credits that they have earned. They either forget or do not know how to "log in" to receive their credit. Whereas CITS and HO students automatically receive college credit.

Lake Superior Consortium also utilizes CTEcreditMN.com as a repository for all of our articulation agreements. We also provide Interview Stream software for our instructors/advisors/tutors to prepare students for the workforce.

College credit opportunities for secondary students in the consortium include The Allied Health Cohorts, Duluth's CNA and Home Health Aide Articulation Agreements. Current articulations are in welding, Engineering/CAD, Machine Tool, EMR, Carpentry, Accounting, and Automotive Career and College Readiness Activities carried out by the consortium included: Lake Superior College supported campus visits from area high schools to explore CTE programs and supported instructor and student industry connected field trips both at the college and high school levels. Explore LSC Day (for high school students) where students navigate the halls of the campus like college students, learn about student support services and programs by participating in hands-on sessions or demonstrations. Construct Tomorrow, Tour of Manufacturing, EPIC, and Career Nights (industry specific open houses throughout the year to include Aviation, Fire Fighting and Truck Driving, Integrated Manufacturing, and Healthcare) were all supported over the past year. MCIS is funded for all consortium member schools (secondary and postsecondary) in order to provide career exploration and career connected learning experiences for all students.

Transition of Adult Learners into the Workforce Activities included: supporting Interview Stream software for LSC students in CTE programs preparing to graduate, the hosting of job fairs for students to connect with employers, and working with various community agencies such as Workforce Centers, Customized Training, SOAR, Community Action Duluth to provide services to community members interested in career skills and training. LSC works to educate our regional employers on available funding, programs, and support for skills training for adults and students. Informally, instructors work with employers to place students upon graduation. Job postings are posted to Lake Superior College's job board. Lake Superior College's Career Service office offers resume and cover letter assistance, gives presentations in classrooms, facilitates employer visits to campus or in classrooms, and hosts job search workshops.

Secondary consortia members broker the following programs: William Kelley agriculture program to Central Lakes College, Duluth's Automotive program with WITC, Duluth's graphic design with Bemidji State University and culinary programs with Hibbing Community College.

Postsecondary brokers with Cloquet, Wrenshall, Spooner, Webster and Chequamegon in the areas of construction and integrated manufacturing

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

Articulation - 2019-2020 School Year - 101 students enrolled in articulated courses

CITS - 2019-2020 School Year - 1441 unduplicated headcount

HO - Could not get information in time.

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?

The primary way of being bold was by navigating the challenges involved with staff turnover during the past fiscal year. It is difficult to develop a culture of support for innovation when there are so many different people throughout the year coordinating the grant and the various CTE programs in the consortium.

It was also a bold move to complete the CLNA and the grant application in a time of social distancing. A key innovation was collaborating with Itasca, Hibbing, and East Range Consortia on not only completing the CLNA, but discussing how we can move forward as a region in working together in the future. We ended the year by beginning discussions on how to update the board structure by implementing a leadership team made up of representatives from member schools.

And finally the challenges brought upon our member schools, instructors, and students due to COVID brought unique challenges that could not have been anticipated. The consortium did its best to pivot in such a way that provided benefit to our programs, students, and staff, yet maintained the requirements of Perkins V.

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?

LSC provided almost \$7000 in professional development to its instructors this fiscal year. The Consortium continued to support professional development opportunities for our secondary and postsecondary instructors in the form of financial support to attend workshops, conferences, and training. Over \$12,000 in secondary funds was spent for leadership and instructors to attend conferences such as CTEWorks in the fall of 2019 as well as Prostart and Minnesota Association of Agricultural Educators Conference in the summer of 2019. Due to COVID some of the spring and early summer professional development requests were cancelled.

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

Minnesota Annual Performance Report (APR) FY20

FY20 Lake Superior Consortium
Lake Superior 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.

The following positions benefitted from Professional Development in the Consortium include: Secondary and Post-Secondary Coordinators, Business, Aviation, Computer Information Science, Allied Health Programs, Disabilities Services, Agriculture, Food, and Natural Resources, Culinary, and Industrial Technology.

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

The instructors in our Consortium participated in professional development activities that included conferences, training, career events, and professional development that occurred at student competition events.

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

State of MN/MDE
CTE Works Conference
Monthly Webinars
Summer Meeting
Fall Meeting
MACTA - Board Meetings
Lake Superior College - Outcomes "Career Exploration"
Career Nights - Multiple Career fields represented
Explore LSC Day
High School Visits
NE MN - Coordinator Collaboration
Itasca, Hibbing, East Range and Lake Superior Consortium leaders met monthly to work on the CLNA and other possible collaborations. Due to COVID many of our events and professional development activities were canceled. Lake Superior College's process requires instructors to apply for professional development through the college before asking for Perkins funds. This allows more funds to be utilized in other areas.

Industry specific best practices, educational pedagogy, skills training, along with current updates within the profession were the most common topics addressed at the conferences attended by secondary instructors within the Consortium. The related outcomes can be found in instructors that are better able to prepare their students with the knowledge and skill necessary for education at the next level or experiences in the workforce.

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.

If you look at LSC's program list you will notice that most of them have multiple entry and exit opportunities. Each program builds on the other depending on how far each individual intends to go - Certificate, Diploma, AAS and beyond). The college also supports a Pathway to Success program which is designed to assist students to successfully prepare and transition into college ready courses (Math, reading and writing). The Consortium works with various community agencies such as Workforce Centers, Customized Training, SOAR, Community Action Duluth to provide services to community members interested in career skills and training.

At the secondary level, school district provide opportunities for reentry of students that may have exited for a variety of reasons by adjusting schedules for students to allow for work-based learning, providing a mixture of core academic and CTE courses, and giving the flexibility to meet graduation requirements under a time frame that works for them.

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?

LSC advertises for instructors both regionally and nationally. We work with our advisory boards to put the word out in their circles to see if they know of qualified individuals that may be interested in teaching. For example, we just hired someone from California to head up our Surgical Tech program. This is a difficult program to keep/find qualified teachers. The difficulty of finding any teachers is due to better financial opportunities in industry rather than education. Once we have individuals hired, it is then often a challenge to keep them on staff. One of the ways we look to retain these individuals is by providing them the equipment, tools and professional development opportunities to do their jobs and to stay on top of their profession. Technology changes quickly and we need to make sure our instructors have the ability, time, and funding to keep abreast of these changes.

In Two Harbors, the Industrial Tech program is growing their own replacement. The long-time teacher is mentoring a former student to take over for him upon retirement. The Automotive program at Duluth Denfeld recently had its instructor make a switch to teaching at LSC. His lab assistant for the past seven year has now taken over as the lead instructor for the program. These are both outstanding examples of teacher recruitment, retention, training, and education that we will work to model in other programs in the future.

The consortium is also working to find other possible entry points into the teaching profession and is beginning to collaborate with other consortiums to determine how they find licensed teachers and provide them with the necessary credentials.

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?

Minnesota Annual Performance Report (APR) FY20

FY20 Lake Superior Consortium
Lake Superior 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.

Duluth provided work-based learning in disadvantaged, diversified occupations and handicapped work-based learning programs. Duluth's hybrid online and seat-based program continues to grow. Duluth reintroduced a CTE internship program that is growing every year. It provides students the opportunity to earn credit for career cluster programs in both paid and unpaid experiences. Examples include Aerospace manufacturing, architecture, education careers, culinary, automotive and horticulture. Esko, Proctor, Hermantown, Two Harbors and William Kelley also provide diversified occupation and handicapped work-based learning programs.

All students in CTE courses were made aware of and often exposed to work-based learning opportunities through hands-on work experiences done in the community or through community members providing experiences in the classroom or lab environment. Some examples include the Automotive program in Duluth connecting with industry professionals and doing work on vehicles from the community, the culinary programs in Duluth and Proctor preparing and serving food to the community in a variety of venues, Industrial Technology students working on real-world projects for the school and community, and Natural Resource classes in Duluth and Silver Bay planting trees with area Foresters on school grounds and area state parks. Though not always formalized, these experiences often lead to formal work experiences and/or paid internships. We will work toward documenting and formalizing these experiences in the future as this new area of Perkins V is added.

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.

Math and reading instruction is continually being woven into CTE programs through the technical reading of manuals and design plans and the measuring and calculating of everything from board feet to teaspoons. As new coordinators and looking back on FY20's records, we have not been able to find anything and are not aware of any funds spent or formal work that was done to further integrate academic and technical skills into CTE programs. We will be looking at how we can provide more instruction and support for our programs in the future.

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

Although the year was cut short due to COVID, we still have many highlights that did occur throughout the year. Number one on the list is that our instructors did an excellent job of pivoting their instruction when forced to move to virtual/distance learning. This was a huge challenge that instructors at both the secondary and postsecondary levels met with professionalism and creativity as they provided students with a wide range of content specific lessons, activities, and experiences. This allowed students to continue to gain the knowledge and skill exposure necessary for career exploration and advancement.

Other highlights include the large number of students receiving articulation and College In The Schools credits in the areas that have well developed Programs of Study throughout the Consortium. Funds are continuing to be directed toward programs that have met not only the basic requirements for Perkins V, but have incorporated numerous best practices such as strong, comprehensive advisory committees, experiential opportunities, transitional offerings in articulations and/or CITS, along with Technical Skill Assessments or Industry Recognized Credentials.