

Minnesota Annual Performance Report (APR) FY20

FY20 Rochester/Zumbro Education District
Rochester/Zumbro Education District

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.

1. Child Development Associate - Rochester partnered with New Horizon Academy to create a hybrid course resulting in students obtaining their CDA certification to be introduced Fall 2021. ZED districts are implementing articulations with RCTC.
2. Law Enforcement - Rochester began the program development process for a Law Enforcement Careers course in partnership with Olmsted County Sheriff's Office to be introduced Fall 2021. We are exploring dual credit option for this program with RCTC.
3. Emergency Medical Technician - Rochester began the program development process for an EMT course in partnership with Rochester Fire Department and Mayo Clinic Ambulance to be introduced Fall 2021. We are planning to partner with Byron, Pine Island, and Stewartville and are discussing credit for prior learning for this course with RCTC.
4. Professional Literacy - Rochester developed an embedded English Language Arts course focused on Professional Literacy for CTECH career pathways to start in Fall 2020.
5. Career Trees - Rochester developed locally-focused career tree graphics in seven career clusters to promote career awareness and exploration.
6. RCTC started the DACUM process for their FAST (Facility and Services Technology) program, specific to Facilities Technician.
7. Rochester and ZED collaborated on a Middle School Summer Academy focusing on seven career pathways for students entering grades 7 and 8. This was, unfortunately, cancelled due to COVID-19.
8. CTECH, Byron, and Pine Island partner to offer Nursing Assistant certification to students outside of Rochester.
9. FCS instructors participated in ServSafe training and certified students in Food Handler, with Manager coming this spring.
10. Several ZED districts implemented OSHA-10 certification in manufacturing and construction.
11. ZED ALC offered a basic construction course.
12. Byron, Pine Island, and Stewartville participated with Rochester in their Firefighter Mentorship program.
13. Byron HS combined their FCS, Business, and Agriculture programs in the development of their Food Truck.

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

Size (# of students, # of instructors, # of courses, available resources)

Rochester engaged in local Career Tree development in the seven pathways that have the largest student enrollment. Those efforts will continue into the 20-21 SY.

Rochester also engaged in restructuring conversations around Engineering and Construction offerings based on low enrollment. We are currently implementing those changes to our course offerings.

RCTC invested in laptop computers for their Law Enforcement program to better match industry-standard.

RCTC made a large investment into Health Care simulation.

Additional rural districts are seeking partnerships with CTECH to provide capstone certification courses, including ZED ALC.

Many ZED districts are working on aligning their programs of study with current and projected labor market data.

Scope (defined career pathway with multiple entry/exit points)

Rochester expanded its Health Science Careers course offerings to include a pre-LPN pathway connected to RCTC. Previously, the highest exit point for RPS students was CNA.

Rochester also worked on streamlining entry points for students in Engineering and Construction.

ZED districts are partnering with business/industry, CTECH, and RCTC to offer courses leading to high-demand, high-skill, and high-wage occupations.

Quality (high-skill (IRC), high-wage (above median), high-demand (CLNA) careers)

Rochester added several industry-recognized credentials to our courses, including ASE in automotive, OSHA-10 in construction, and ServSafe

Minnesota Annual Performance Report (APR) FY20

FY20 Rochester/Zumbro Education District
Rochester/Zumbro Education District

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.

Manager in culinary.

RCTC added an Aviation Pilot program in partnership with Great Planes Aviation to address the ever growing need for pilots.

ZED districts introduced ServSafe Handler in FCS and OSHA-10 in construction and manufacturing.

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?

INCubator - Rochester partnered with Think Bank and multiple other businesses

Nursing Assistant - Rochester partnered with Byron, Dover-Eyota, and Pine Island

CDA - Rochester partnered with New Horizon Academy

Law Enforcement - Rochester partnered with Olmsted County Sheriff's Office

EMT - Rochester partnered with RFD and Mayo Clinic Ambulance

FCCLA - Rochester started our district chapter

FCCLA, FFA, HOSA - Rochester designated budget for student support and advisory stipends

Firefighter - Rochester partnered with RFD to offer courses to RPS, Byron, Pine Island, and Stewartville students.

Aviation - RCTC partnered with Great Planes Aviation to begin first cohort of students in Fall 2019.

Automotive - RCTC partnered with Subaru U to offer free student online training.

Byron Food Truck - partnered with 3 local restaurants, district food service, and received a community grant to develop this entrepreneurial opportunity.

Hayfield Nursing Assistant - the school works directly with their area nursing home for the skills and certification of their students.

Byron BPA - introducing BPA to help broaden the gender opportunities and awareness.

Triton FCCLA - started a new FCCLA program.

Blooming Prairie and Triton are upgrading their industrial technology learning spaces in partnership with local business and industry leaders.

Multiple schools partner with local business leaders to provide Robotics experiences to students.

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?

1. Non-English speakers - we are engaging both internally and externally to develop marketing and communications in languages other than English.

2. Adult learners - CARE and Bridges funds are, in part, directed toward developmental math and English education and new pathway development.

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?

Minnesota Annual Performance Report (APR) FY20

FY20 Rochester/Zumbro Education District
Rochester/Zumbro Education District

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.

RCTC purchased fully-equipped toolboxes to support students who may not have had the ability to provide their own, to lower program entry costs, and to increase program accessibility.

Rochester provides scholarship funds for Nursing Assistant students who cannot afford the certification fees through our CARE dollars with RCTC.

Rochester students in our RAIL (special education) program have full access to career pathways courses at CTECH.

Bridges grant dollars are used to support student tuition, books, and certification fees for Boiler and OSHA-30 training.

ZED districts provided CTE classes, CTSO participation, and WBL programs for special populations, including, in some cases, student mentors to help guide them.

ZED engaged in programs offered through Workforce, Vocational Rehabilitation, and Maxability to assist in making meaningful progress.

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

CTE teachers engaged in a natural fit exercise, identifying MN State Standards in Language Arts and Mathematics that are naturally embedded into their existing curriculum.

All secondary students have access to a licensed school counselor to help them identify on-level academic courses to support their performance.

All ZED districts use the MCIS program to assist students in learning more about career pathways and matching them with their interests. Each student has documentation of their academic performance and extracurricular experiences.

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)

Rochester and ZED participated with Construct Tomorrow to connect female students with female role models in the construction industry.

Secondary teachers were encouraged to seek out female guest educators aligned to male-dominated careers.

Our consortium participated in Manufacturing Week that allowed both males and females to tour local manufacturing sites.

We are exploring new ways of connecting with females in construction careers through our local NAWIC organization.

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

As a consortium we know that our efforts to support special populations is a growth opportunity. We continue to engage in these conversations and to seek out more meaningful and impactful strategies for our students. The CLNA process introduced us to gaps within the community and allowed us to connect to several community members and organizations that will positively contribute to our efforts.

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.

1. Professional Literacy development
2. Audit of existing articulations
3. Development of Career Tree graphics
4. Development of pre-LPN pathways, including a concurrent BIOL 1107 course
5. Exploration of dual credit in Law Enforcement and EMT

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

Articulations:

RPS = 300 students enrolled in articulated courses

ZED =

Early-college credit:

RPS = 152 combined and duplicated students in English, Math, and Computer Science

Triton = 188 combined and duplicated students in English, Math, and Biology

ZED ALC = 15 students in Early Middle College program

Minnesota Annual Performance Report (APR) FY20

FY20 Rochester/Zumbro Education District
Rochester/Zumbro Education District

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.

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?

- CDA development
- Career Tree Development
- Culinary Showcase
- Grade 9 CTECH Tours
- MS Summer Career Academy
- OSHA-10 in multiple program areas
- Professional Literacy
- CTE program partnerships between ZED districts and CTECH
- Barriers/Challenges - COVID-19, funding approval from MDE

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?

- 1.Rochester: \$7965
- 2.ZED \$6,022.22
- 3. RCTC \$500
- 3.RCTC

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

- 1.CTE Teachers
- 2.CTE Administration

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

- 1.Career Tree Development
- 2.Program Area Advisory Committees
- 3.Instructor Externships
- 4.Regional Program Area Meetings with state personnel
- 5.Programs of Study Development
- 6.Hospitality and Tourism Workshop
- 7.ServSafe Training

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

- Career awareness and exploration
- Industry-specific training
- Expansion of Hospitality opportunities
- Consortium programs of study

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.

ABE - The Bridges program helps adults with reading, math, and entry CTE classes in CNA, administrative professional, boilers license, and OSHA-30.

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?

Minnesota Annual Performance Report (APR) FY20

FY20 Rochester/Zumbro Education District
Rochester/Zumbro Education District

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.

Direct outreach to post-secondary programs with Industrial Technology teacher preparation programs to recruit student teachers.

Challenges: proximity to those programs

We offered both secondary and postsecondary instructors the opportunity to engage in industry externships.

Challenges: instructors were hesitant to leave the classroom for this opportunity. This resulted in low participation.

What would we change: As a result, we have shifted to industry-led professional development based upon instructor feedback that can potentially be conducted in the classroom.

3 ZED teachers worked on their Portfolio for CTE certification. Challenges: process is not well outlined with few or no examples.

5 ZED Trades and Industry teachers are applying for OF in 2-3 of the T & I program. Challenges: time and cost of the program.

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?

Rochester offers a work-based mentorship program to all students in addition to work-based learning programs specifically for special education students.

ZED Schools participated in the Reverse Job Fair with MaxAbility of Southeast MN.

ZED and Southeast Perkins consortium leadership, along with Region 10 Low Incidence Projects leadership worked on a collaborative WBL plan aimed at bringing together special education and general education WBL personnel to support efforts for the improvement of student career opportunities.

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.

Professional Literacy course development in Rochester.

Collaborated with the Southeast Consortium to host Regional meetings for each of the CTE program areas. Time was spent on how to implement instructional frameworks that outline both academic and technical skills.

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

Development of CDA, Law Enforcement, and EMT courses in Rochester

Introduction of Firefighter Mentorship program in Rochester, Byron, and Stewartville

Introduction of INCubatoredu@rps in Rochester

P-TECH 535 planning and grant

Increased accessibility by decreasing costs for student in the automotive service program by providing fully-equipped program toolboxes for first year students

Greater understanding of POS and Program Approvals by both teachers and administration.

Collaboration between CTE teachers during COVID-19 and the transition to remote learning.

Steady growth of ZED business and industry partners.