

# Minnesota Annual Performance Report (APR) FY20

FY20 South Central Consortium  
South Central 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.

Focus areas: Career Exploration outside of the classroom: Sub reimbursements & transportation: Dig it, Construct Tomorrow, Tour of Manufacturing, Career Navigator, Construction Trades Boot Camp - pilot year!  
Career Exploration in the classroom: MCIS/Naviance, Curriculum Updates: VEX Robotics, Strategic Community Study for talent retention, industry certifications: NOCTI (Early Childhood Education), ServSafe, Manufacturing and OSHA through CareerSafe. Districts impacted include: Mankato, LSH, USC.

Three of our Districts attended a Hospitality and Tourism workshop in Rochester. Two of them were able to find ways to expand and strengthen their Business Pathway programming and implemented a Hospitality and Tourism program in their Districts by using Perkins funds to purchase curriculum. Districts impacted include: NRHEG and Waseca.

This was a year for our Perkins Program Approval process. This was a good opportunity to work with Districts on their programs and getting everything submitted and looking for ways to improve their approved programs.

Secondary funds were spent on a Professional Development Series that provided teachers stipends to build and implement a Blended Teaching Certification Course. This will be an ongoing professional development opportunity for all teachers.

Several improvements were made to the Career Navigator event including improved communication strategies, establishing new partnerships, having back-up presentations to take the place of any last-minute presenter cancelations, and incorporated additional event-wide material. SCC had an opportunity to host additional students on the Faribault campus, due to a renovation project taking place at the North Mankato campus. In the past this campus had only hosted Faribault HS students for the Navigator event.

South Central College's Mechatronics program incorporated a NOCTI exam into their curriculum. Within the college's Health Science division, the Medical Assisting program purchased equipment to be used for Career Exploration events and campus visits and the Health Unit Coordinator program purchased software subscriptions to be used for simulated EHR activities that could be incorporated in to a variety of events such as Scrubs Camp, Career Navigator, and the High STEP Health Science Academy. The Medical Assisting program also purchased prep exams to improve the program's certification exam pass rates.

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

Most of our districts struggle when it comes to creating a true pathway that offers multiple classes. Support was provided to districts to do this in their business pathway programming. Districts also struggle with creating or connecting real world experiences in their classes. Career exploration through MCIS/Naviance, our hands on events and camps support this learning objective. Also, the industry certifications created an opportunity for students to see the full circle and often times answered the question -- why am I doing this?

South Central College is an Achieving the Dream (ATD) institution and has implemented a data-driven software tool called Aviso. This tool was chosen as part of an ATD innovation team project with a purpose of providing the institution with improved predictive analytics, improve communication between SCC staff, faculty, and students, provide students with course scheduling support, and improve overall student success. This tool will be particularly beneficial for students in CTE programs.

## 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?

In an effort to remove transportation barriers for students, we partnered with Blue Earth Area Schools and CEDA to support their local efforts to provide work based learning opportunities locally. Perkins supported the cost of local transportation for students to travel around the community touring and exploring local companies and the careers they have. Before the tours took place, the businesses met students at school and offered a lunch and learn. After the tours, another lunch and learn happened. This was a great opportunity to have multiple exposures to local business and industry.

One of our local Districts is very connected to their Chamber and local business community. They are in the process of doing a strategic study for economic development in the New Ulm community. A large part of this is to try and identify local business needs and then how to support talent retention by growing pathways at the middle and high school levels.

Our Health Science Academy students have work based learning incorporated into their pathway by learning at an industry site once per week and the nursing assistant students have their labs and clinicals done on site at a skilled nursing facility.

The Machine Tool Technology program traveled to Bloomington to visit Nelson Numeric.

The Career Navigator coordinator visited multiple businesses in the region (outside of Mankato) promoting the Navigator event and encouraging more participation from CTE professionals in the smaller communities in the region.

A multi-site field trip was being planned for the Health Science Academy students, bringing them to the SCC campus, as well as providing them with a tour of a local medical facility. However, a few barriers prevented this event from happening including SCC renovation delays and HS student availability.

## 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?

In an effort to improve outreach to the diverse Latino and Somali communities in the Faribault area, Latino and Hispanic Education Nights were hosted by SCC Admissions staff. CTE careers were highlighted as a part of these events.

The consortium identified an issue with English Language Learners ability to participate in Career Navigator - translators were brought in to enhance their experience and ability to understand.

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## **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?**

One of our goals this year was to connect and better support our Alternative Learning Centers. We were able to do that with Central High School in the Mankato District. This year they implemented AVID in their classrooms which will provide greater opportunities for students to career explore in and out of their classrooms.

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

South Central College's Academic Support Center served 138 students in Career and Technical programs. These students were identified with having a disability and received accommodations. Disability accommodations provided through Perkins funding included hiring 10 student note takers. Three reader pens were purchased. These pens, which scan printed text and read it aloud, are available for use for CTE students with disabilities and English language learners.

The salary of two professional tutors at SCC was partially funded by Perkins. The professional tutors provide tutoring in the broad categories of Math and Science, both of which support all of the POS. They also provide course specific tutoring, complete comprehensive training, and receive CRLA certification through the International College Reading and Learning Association.

Perkins funded a new Graduate Assistant (GA) position serving multilingual students on the path to nursing/allied health career. The GA assessed the needs of English Language Learners in a Medical Terminology and Anatomy course, then designed materials to make the course more accessible to multilingual students.

CTE tutoring at SCC: 577 appointments and 750 hours. Technical courses tutored include: Nursing, Accounting, Office Technology, Child Development, Community Social Services, Machine Tool Technology, Culinary Arts, Medical Assistant, Med Lab Tech, Health Unit Coordinator, Computer Technology, Graphics, Geographical Information System, Marketing, Mechatronics, Civil Technology, and Dental Assistant.

## **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)**

In one of our Districts, marketing materials were created to promote female students taking classes in their trade and industry area. These marketing materials were distributed to students and families in the district.

South Central College had a similar marketing approach. Imagery for handouts and videos include female students for male-dominated fields such as Welding, and male students for female-dominated fields such as Nursing. SCC has also hired instructors to reflect the student population that needs to be increased. Two male Nursing instructors have been hired in the last academic year, as well as a female Agribusiness instructor. We have also attempted to expose students to professionals working within non-traditional fields during career exploration events. This will continue to be a priority as we establish new partnerships within our career exploration events.

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

One of the most important change that we made last year and will continue with is making sure we have a focus on special populations in everything that we do. If we are working on technical skill assessments -- how can we connect with our special populations? If we are working on WBL -- how can we connect with our special populations? This will continue to be a focus area in our work.

SCC's Academic Support Center is a valuable asset to the institution and, as indicated in the numbers, a tremendous resource for our CTE students and a significant contributor to their success. However, students need to take the initiative and seek out their services, which is something that some students may be hesitant to do.

Perkins supported a graduate assistant to analyze the challenges that ELL students may face in medical courses such as Anatomy & Physiology and Medical Terminology. The GA was able to get a lot of work done, but her work was impacted by the COVID-19 shutdown and the need to courses to finish in a virtual format.

## **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.**

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We currently have two regional Academy programs. One in Healthcare and one in Information Technology. These programs bring classes to students in smaller districts who wouldn't otherwise have the opportunity to learn about careers in these in demand and high wage career areas. In addition to the work based learning opportunities these Academy programs provide, students are also earning college credits through South Central College and industry credentials -- Nursing Assistant and A+ certification.

CTE concurrent enrollment: Application process has changed to electronic. There was a delayed start, so not all students were able to use the new application system, but a full implementation process is currently underway. Next steps include student self-registration.

Outside of the Academy program, St. James HS ran a Medical Terminology course via concurrent enrollment and Faribault HS ran a Principles of Marketing course with 15 students. Both of these course were new CE courses this academic year.

ACC agreements were approved in the areas of Child Development, Culinary, Health Careers, Computer Careers, Graphics, Mechatronics, Marketing/Sales.

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

2019-20 Student Enrollment: Health Science had 12 participating districts with 105 students. Information Technology had 3 participating districts with 12 students.

19-20 SCC Concurrent Enrollment Students: Health Science 121 students; IT 12 students; Business 15 students.

## 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?

There is an interest in developing an Education Pathway for our regional districts. The planning for this started late in the 2019-20 Perkins year. This pathway could support the growth of teachers in our Region.

One of the challenges we found is there were students not getting connected to meaningful career exploration while in an industry setting while also getting paid. We partnered with the Workforce Council and Minnesota Valley Action Council to create the St. Peter Youth: School to Career Program. The goal of this program is to give students interested in health care the opportunity to shadow and work at two partner sites:

Benedictine Healthcare Center and River's Edge Hospital and Clinic. Students would gain knowledge and connections in the field AND be paid for their work and time. We were able to get this program off the ground last year but because of COVID, one of our partner's dropped out of the program and we were only able to have 1 student participate. It was a great experience for our St. Peter student AND our industry partner. We plan to replicate this model in two other communities this year in addition to growing the St. Peter program.

## 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?

Secondary: \$13,800

Postsecondary: \$16,650.00

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

Secondary: Teachers, counselors, faculty, administration, workforce partners, community based organization partners,

Postsecondary: Academic deans (CTE and Health Science), CTE faculty, and students affairs staff

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

Secondary Professional Development: Mental Health First Aid Training attended by teachers from 2 districts, CTE Works! Summit attended by staff from 3 districts, Vision Conference attended by one district teacher. Communities of Practice for staff and teachers in Business, Trade and Industry, FCS, Work Based Learning and Counselor groups. These CoP's transitioned to all virtual at the end of the year but continued to be a place to gather and share resources during COVID. Jobs for the Future Annual Convening, Harbor Freight Information Session for our Trade and Industry teachers, Program Approval Workshops hosted by MDE, Pathways 101 hosted by the Greater Twin Cities United Way, MCIS Training for regional counselors, Career Partner Training Day hosted by the Workforce Council attended by regional counselors, Articulation Meetings with an Industry Connection in the afternoon, Department of Labor and Industry Panel Discussion on Student Workers, Hospitality & Tourism Business Educator meeting.

CTE Works!, JFF national conference, and various state and regional meetings were also attended by postsecondary. Other professional development opportunities include the AACC Workforce Institute, ACTE national and regional conferences, NACEP national conference, and the National Apprenticeship conference. The Accuplacer and Financial Aid training (sponsored by SCC) was attended by regional counselors. SCC also hosts various ACC meetings throughout the academic year.

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

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We focused on a wide variety of topics and provided professional development to nearly all of our stakeholders. The outcome for each and every PD opportunity was to allow the participants to make greater connections and to have one new, great idea to implement in their home district.

This was a great year for our new academic deans in Health Sciences and CTE to participate in professional development. We also always extend opportunities to faculty and staff, when appropriate. In addition to providing professional development, the NACEP conference provided the opportunity for SCC to defend their accreditation application - an effort that ultimately proved to be successful.

## **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.**

We partner with a local provider, Minnesota Valley Action Council, to ensure that we have the right information in our Districts to support students who need to work on their GED or who need to get back into school. We also partner with Adult Basic Education to provide gateways to education and the workforce through the Bridge programs. These programs provide funding and support for students wanting to explore high wage and in demand career fields in Manufacturing and Healthcare.

## **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?**

During our FCS CoP we discussed the teacher shortage and brainstormed on ways to improve this shortage. One very simple way was to encourage all FCS teachers to discuss and promote the career of teaching -- at all levels. This is one career field that students are exposed to on a daily basis and one that they can't see themselves in. Another idea that came up was to identify students who would make great teachers and take the extra step to encourage them to pursue a teaching career path. We are also working on a Regional Education Pathway that will be sent to Districts this fall for inclusion in their 2021-22 Course Registration guides. This pathway will provide students with college and high school credit and exposure to a wide variety of teaching professions from early childhood to secondary teaching to special education. SCC's Concurrent Enrollment Program was approved for initial accreditation through the National Alliance of Concurrent Enrollment Partnerships (NACEP). This was significant to the consortium because all of the concurrent enrollment courses currently offered are CTE courses. While working through the accreditation process, some significant improvements were made to the program, including professional development processes and instructor support/training.

## **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?**

Secondary: Our biggest gap with Work Based Learning is the lack of CTE teachers who have a WBL endorsement. In coordination with the Future Ready CTE grant and the Greater Twin Cities United Way Guided Pathways to Success grant, we were able to create positions for Workforce Development Coordinator positions in 11 districts around the region AND provide funding for our CTE teachers to earn their Work Based Learning endorsement. Both of these efforts will support all of our students in a wide variety of districts to be intentionally exposed to work based learning.

## **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.**

Secondary: Our Consortium went through the Program Approval process last year. This was a good opportunity for our Districts to review and audit their programs and look for opportunities for improvement. We also had quite a few more CTE classes incorporating TSA's into their curriculum -- NOCTI - Healthcare and Child Development, OSHA, ServSafe,

As mentioned earlier in this report, the postsecondary Mechatronics incorporated a NOCTI exam into their curriculum. Medical Assisting also incorporated a certification exam prep tool that will help to improve board exam pass rates.

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

The Mankato District recently added AFNR programming and saw a huge increase in student enrollment. During the first year, 40 students had the opportunity to learn more about AFNR. This year's enrollment will top 400! They have a strong Advisory Board who was instrumental in supporting the program and starting a FFA chapter.

School to Work Program was launched in the St. Peter District. The model worked and will be shared around the region during this school year. We are planning to support this programming in the Madelia and LeSueur-Henderson Districts.

Feedback received from CTE teachers regarding the Communities of Practice meetings was tremendous. These were especially helpful during the spring when COVID limited face to face instruction. Teachers felt like they had a place to share their concerns with others going through the same/similar situations and were extremely grateful.

Work Based Learning continues to be a focus for our Region. Districts are very supportive and interested in learning new ways to incorporate WBL into their classrooms and pathways. This is evident in the hiring of regional Workforce Development Coordinators in partnership with Perkins, our Twin Cities United Way Grant - GPS, and the Future Ready CTE grant.

10 students with disabilities graduated from SCC in 2019-2020 with CTE credentials.