

Minnesota Annual Performance Report (APR) FY20

FY20 Southwest Metro Consortium
Southwest Metro 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.

MN State Career-Connected Learning Work Group The work of this group was incorporated into the Perkins V Operational Handbook. Southwest Metro POS are aligned with the recommendations of the State Recognized POS Study Guide using the 7 key components and 11 elements of the Consortia POS self-evaluation rubric.

The Southwest Metro CLNA rationale defined in the FY21-22 Plan, produced further support and refinement of data to determine POS. Initial data gathering was supported by RealTime Talent data for the 7 County Region (2018) and then specifically compared data to determine POS rationale to the Southwest Metro area. The CLNA supported the inclusion of the 7 existing programs of study. The supporting CLNA documentation included area labor market demand. All 7 programs of study offer early college experience, alignment and sequencing of classes at both the secondary and postsecondary level. Additional input will be needed for a Finance POS; evaluation of Agriculture, Food and Natural Resources (brokering through South Central College); exploration of new, changing and emerging technologies.

Perkins leaders worked to expand the PSEO CTE course offerings list at NCC to enhance access to CTE. The previous course list contained 19 CTE courses approved under the eligible CTE PSEO offerings. The new list includes 60 college-approved CTE courses for CTE PSEO students. Updated information is accessible from Normandale's PSEO eligibility criteria webpage.

"We have many documents related to data collection that we would like to share in this APR. As per directions from Karl Ohrn we will send the documents to him for review and inclusion. For this question, please see the FY20 SW Metro POS document."

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

In all 7 pathways we found sufficient size, scope, and quality indicators. All pathways carried the opportunity for concurrent enrollment or articulated credit. All pathways also had the necessary equipment and materials. From feedback we received from our stakeholders in regard to Travel / Tourism, we were encouraged to consider all aspects of business. Thus we looked at total participation in the business pathways as well.

In addition all our pathways had a demonstrated labor market need as supported by Real Time Talent and D.E.E.D. generated information.

CLNA DATA:

NCC/PS

Pathway	Faculty	Students	Degree/Cert.
Teaching/Training	2.7	135	A.S.
Law Enforcement	1.3	178	A.S. / Law Enforcement Cert
Engineering/Technology	4.8	178	A.S. / A.A.S. / Vacuum Maint & Vacuum Tech Certs
Business	7.4	433	A.S. / A.A.S. Business Enrichment & Marketing-Management Certs
Travel/Tourism	1.2	27	A.A.S. / Hospitality Cert
Agriculture, Food*....	2.0	24	A.S. / A.A.S. / Nutrition Studies Cert
*Brokered Pathway			
Therapeutic Services	27.0	318	A.S. / Community Health Navigator & Nursing Assistant Certs
Information Technology	9.5	318	A.S. / A.A.S. / Computer Tech. & Computer Info. Management Certs

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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?

We have collaborated intentionally with Hennepin West spurred on by our workforce data from DEED. Many of our districts between the 2 consortia would have had the same data based on location in Hennepin County. Our collaborative efforts included: Advance CTE data conference, Elevate Futures conferences and programming (<https://www.elevatefutures.com/home>), RealTime talent coordinated contract for CLNA, as well as Perkins coordinators from both consortia working together on future programming. This collaborative effort has been streamlined to an additional extent by the recent merger of the TwinWest Chamber of Commerce with the Greater Minneapolis Chamber of Commerce, of which the Bloomington Chamber is already a member. Both consortia have well established education and business partnership activities and programming through their Chambers.

Advisory committees have taken a positive direction with the collaborative efforts of the work with other consortia and regional partnerships identified through parent, teacher, business and industry and administration surveys in the SW Metro consortium. It is clear that a broader view of education and workforce systems enhances the conversations between all stakeholders. Some efforts of discussions slowed or stopped due to COVID but many new opportunities created by education and business started creative methods of delivery to support classrooms.

Multicraft Core Curriculum was used at Bloomington Kennedy. It was a successful initial year with a course continuing in 2020-21. Trades from construction are heavily involved and provided tours, hands-on and speaker opportunities to students.

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Ford automotive partnership was initiated at Kennedy with the Ford ACE curriculum for high school students. Certifications were offered through the curriculum but due to a slow start and COVID transitions, data wasn't readily available. The program will continue in the 2020-21 school year.

Shakopee's Academy Model is something that has been shared with others, including presenting at CTE Works this past year. The focus on Career and Technical Education having as much of an emphasis as the core has been extremely successful in growing our CTE programming. Shakopee's district has committed to this model which starts at the Middle School Level. The healthiest numbers are in our programs of study taught by our CTE teachers. The teachers have helped students make the connections to the careers they want to pursue and we are seeing more students go beyond an intro level course as our Academies have continued to develop.

Bloomington Career and College Academy continues to offer dual credit in criminal justice/law enforcement pathways. This program provides students the opportunity to explore or begin a caterer path while in high school.

Some CTSO experiences were able to occur in an online manner. HOSA and FFA held their state and national conferences online which actually expanded the opportunities for some students, even as it changed the venue. The costs incurred were much less. This consortium has been directly involved with the Minnesota Foundation for Student Organizations (MFSO) as well as with the individual student organizations to assist in providing leadership opportunities via distance learning to students and including business and industry partners.

Normandale's Continuing Education and Customized Training (CECT) department has strong relationships with numerous community-based organizations and agencies that support adult learners.

We collaborate with workforce centers by co-sponsoring resource fairs, job clubs, and career events both on-campus and at the workforce center. This strong working relationship offers adult job seekers coordinated resources and referrals to appropriate services and educational pathways. CECT participates in WIB board meetings and other workforce initiatives, and contributes to various committees to create a bridge between the workforce and education. Since March 2019, the way we accomplish this work has gone virtual, but our goals to support individuals in maximizing their skills, talents and abilities remains the same.

The partnership with ABE and Community Based Organizations provides CECT with an opportunity to exchange information, services and expertise as each organization works towards the same goal—to serve students—which helps adult learners gain access to resources so that their educational goals can be achieved. Through these efforts and relationships, we have interacted with around 300 individuals. Partners include: Metro South Adult Basic Education, Project for Pride and Living, HIRED, S. Bloomington Career Force and AVIVO.

In Belle Plaine, the agriculture program took over management of the school's farmland. Students working with FFA Alumni members are learning about production agriculture in a way that has not been done before. There have been 15 students that have helped out or at least shown up to be exposed to what farming really is. The other big change is that for the first time in 20 years, Agriculture Education had a 30 day Summer Ag Program. Numbers were limited to 9 for any given class or session due to COVID, However, 7 welding sessions (3-4 hours each) had 7-9 students at each, Class with the farm and record keeping (3 sessions - 3hours) had 5-7 students at each. Construction Trades built and completed a 10-12 storage shed in 7 sessions 4 hours each had 5-8 students for each. Some students came into work on unfinished Articulation agreements. Others came to try things like welding, which they could not do during the school year.

SouthWest Metro Intermediate District medical careers program has been consistently growing during the past three years. Currently we employ 3 teachers and have expanded the offerings to include: Medical Terminology, Emergency Medical Responder, Emergency Medical Technician, Nursing Assistant Registered, Trained Medicine Assistant. In addition to teaching on-site in Chaska we added programming in Waconia HS and Minnetonka HS. This past year was particularly exciting in that we had two ambulance donations from hospitals in the area to utilize in our programming. In addition we have a partnership with our local nursing facility where they provide a nurse to assist us in skill check offs in our Nursing Program. They utilize our training facility in the evening and on weekends to do their own NAR program. WIN...WIN.

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?

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SW Metro in collaboration with Hennepin West, started a pilot project with AdvanceCTE to use comparative and comprehensive data to identify equity gaps within career fields. Based on this pilot work we were able to disaggregate data and examine our disparities. Work is continuing in 2020-2022 as data from secondary and postsecondary MN sources continues to be refined and aligned.

Our observations were also impacted by a couple of factors: In many cases our POS's represented multiple occupational tracks. For instance therapeutic services consisted of 10 separate majors or occupational tracks and it was challenging to break this down into actionable items. When we did so some of the tracks had a low number of students which may or may not distort the findings.

The response from Teachers, Counselors and Administrators in the SW Metro CLNA surveys agreed or strongly agreed (52%) that equal access to CTE courses was available. Interestingly 26% were neutral. Strategies need to be developed to disseminate core information of what CTE is and provides to students. Without addressing the fundamental Vision (Advancing CTE empowers every learner to realize a rewarding career) and Mission (Quality CTE ensures every learner has equitable access to career-connected learning through a network of knowledgeable partners) of the State Perkins Plan, all Plan strategies will remain unactionable. CLNA results will provide the baseline for additional tools and implementation of defined data collection planning in 2020-2022.

CLNA SW Metro Survey Data gave information verifying general assumptions about CTE from Teachers, Counselors, Administrators (130 responses), Employers (63 responses), Parents (772 responses) and Students (1,488 responses) but to disaggregate reliable student data, a more comprehensive data source will be needed. (MDE data, MinnState MP11 data).

English Learners, group that needs special attention in many career fields. Another example is an underrepresentation of Black and Asian students in the educational pathway. And in the area of law enforcement were found that there was an overrepresentation of Hispanic students and again an underrepresentation of Asian students.

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?

SW Metro supports numerous efforts developed to provide support to special populations. One of our strategies at the postsecondary level was to partner with other Normandale departments to deliver assistance to our special populations students. The departments include: The Office for Students with Disabilities, Veterans Resource Center, Advising and Counseling, Admissions, New Student Programs (Liaisons), and Continuing Education and Customized Training.

Office for Students with Disabilities: All registered OSD students were invited to attend a "Review of Accommodation" session before fall semester 2019 began in order to improve their success as a college student. During each session, students are given a brochure with all of their accommodations listed, other college resources including the Tutoring Center, Advising & Counseling, clubs and organizations, software and IT assistance including D2L, the online student platform, as well as information about self-advocacy, time management and study skills, and career programs. At the end of the "Review of Accommodation" session, students can receive free organizational materials, including Normandale planners, folders, and highlighters, so they begin their semester with needed organizational tools. Last year, our assessment project involved students who attended a Review of Accommodation session, and we found that students who attended a session were more successful than OSD students who did not attend.

Veterans Resource Center: According to Minnesota State data (FY19), Normandale is home to over 400 Veterans and military-connected students. Our Veterans Resource Center check-in sheet tallies over 200 visits each month from our student population. VRC is a unique space on campus that Veterans and service members can call their own and feel at home. The VRC is staffed up to 50 hours per week by well-trained, knowledgeable Normandale students who are Veterans. They offer peer support, help with VA education benefits and financial aid, and provide general referrals to on-campus resources and our library of print materials that cover a full spectrum of topics for Veterans. Of note, these student jobs are part of VA's work-study program, an extension of VA education benefits.

Due to COVID-19, the VRC's physical space is still accessible but was unstaffed March through the end of fiscal year. Staffing services were moved to online/virtual formats. Normandale's Veterans Advisor, part of the Advising & Counseling department, offers daily walk-in advising times at the Veterans Resource Center in addition to appointments for academic planning, transferring college and military credits, and education benefits. The Veterans Advisor is Normandale's School Certifying Official who assists any student that is using VA Education Benefits. The role also is responsible for training and supervising the VA work-study program that is described above.

Admissions: As a result of COVID and multiple measures efforts, Normandale's course placement process has been altered. The change supports equitable access for all learners. With Accuplacer testing suspended, course placement transitioned to being determined by one or a combination of high school GPA, ACT, SAT, MCA, AP, or CLEP. Course placement determines a student's readiness for reading, writing, and math courses. It is heavily utilized for registration and advising students. The change impacted FY20 summer enrollment.

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

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NCC's Office for Students with Disability staff, Lauren Schumann's provides academic support efforts for students including those in CTE programs. Lauren implemented a program for OSD students who experience significant educational barriers called the Access Program. The goal is to provide an additional level of assistance to as many as 40 OSD students each school year. There were 44 students in the Access Program the fall of 2019, and 37 students in the spring of 2020. Lauren assisted all of the students including those in CTE programs with registration, study strategies, organization and time management, and encouragement to use college resources. She also requests for D2L access to student's classes, and requests mid-term grades. Data collected shows that students involved in the Access Program are more successful and have increased persistence and completion from when they were not in the program.

Curricular alignment based on state and/or industry Standards, whether used within Precision Exams, certification curricular content and/or continued work to provide articulation and credits in CTE courses (www.ctecreditmn.com) is increasing. MDE Program Approval for SW Metro will continue to document the integration of academic rigor to CTE coursework in 2021-2022.

Precision Exams originally was used as a tool for meeting TSA requirements, to engage teachers in the use of standards-based curriculum development, third party assessments and the use of student data. Because of the positive response by teachers (and Work Based Learning programs including at-risk, special education, Transition programs to validate employment skills), the SW Metro continues to support the use of this product. Curricular development and alignment to Standards and Assessments will be needed for revised syllabi during the MDE Program Approval in 2021. Usage spreadsheet information can be found in Element 5.

Perkins postsecondary leaders joined initial conversations with Olson Middle School Equity Council (Bloomington) and Normandale's Diversity Center designed to create an equity partnership plan. Conversations were started early spring 2020 but ended at the time we went remote due to COVID.

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)

Normandale engaged in efforts to support Men of Color education initiatives. A day-long event was planned, but we had to pivot due to COVID impacts.

Liaisons at Normandale targeted non-traditional students by gender for specific careers. The liaisons represented non-trad by gender in Health Sciences and Business and Law Enforcement, essentially providing non-trad role models. The liaisons are tasked with presenting to high school and middle schools regarding careers in specific programs of study. Liaisons also delivered specialty class visits for underserved and underrepresented populations including Transition to College (T2C), Bloomington Career and College Academy (BCCA), and articulated classes. Visits aimed to encourage students to better understand their pathway to college and CTE as educational options.

Chaska students did a research project to identify why females didn't take more engineering courses. From discussing their results, they started a Women in STEM Club with 8 consistent members and 15-20 members participating.

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

More collaboration started with Transition programs in districts. Bloomington Transition Center (BTC) provided data: 18 BTC students took Precision Exams last year. 1 student received 3 certificates, 3 other students each received 1 certificate. 1 BTC student currently attends NCC and 4 students currently attend BCCA and HTC courses.

Another initiative delivered to special populations links secondary to post secondary transitions is our Backpacks for high school students program. The Office for Students with Disabilities staff invite special education high school students and teachers to visit the college and learn more about college supports, transfer information, and CTE career and program options. Students are given information about the OSD, steps for admission, and career programs, along with other transition materials. All of the information is given to the students in a backpack so the material gets home for others to see.

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 are identified as examples (see below) related to transitions, earning of credits and career and college readiness activities.

Challenge: Data collection and identifying opportunity gaps for special populations as they transition from high school to college and/or career. With the increased use of SLEDS data, more professional development opportunities are needed to integrate SLEDS data with Perkins planning.

Challenge: Brokering with consortia needs additional planning and data tracking between institutions.

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

Many districts report in their APRs, the increased use of the Career Wheel, Registration Guides identifying career fields, Freshman Academy course and Ramp Up to Readiness (Jordan) integrating career and college activities, Individual Learning Plans (District 112), Personal Growth Plans (Bloomington). The Business Department at Orono teaches the same objectives and outcomes as North Hennepin Community College,

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currently using the Kansas State curriculum with the final assessment given at North Hennepin, with participation at about 20 students. They get credit for financial accounting and many go on to take Managerial Accounting online at North Hennepin the following summer. Orono staff is represented on the NHCC Advisory Committee.

For articulated credits based on www.ctecredit.com reporting, we had 1557 registrations and increase from 2019. This resulted in 408 approvals, 995 pending due to COVID, and 154 not approved. PLTW college credits are a segment of this data, with many school districts offering those courses.

Precision Exam/YouScience data had been used as a tool for TSA but now districts are using the tools for curricular alignment to Standards and assessments. See usage attachment and reference in Element 4.

During FY 20 SW Metro consortium enrolled 999 (duplicated) students in CTE courses through concurrent enrollment totaling 3,248 credits. In total, 58.1% of our concurrent enrollment courses offered in AY 20 were in CTE. Additionally, NCC's PSEO student data reflects 1,055 (duplicated) students enrolled in CTE courses totaling 3,134 credits.

Although certain POS showed marked increase (specifically in Education) our overall numbers reflect a slight increase from FY19. Last year's data reflects 3,200 concurrent CTE credits earned with 2,100 (duplicated) student enrollment.

The major program of study areas offered through dual enrollment were:
Health, Criminal Justice/Law Enforcement, Education, Computer Science, and Business.

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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 Teaching Channel is an electronic library source for educators with video resources for professional learning (<https://www.teachingchannel.com/>). Teaching Channel implementation within our Education department was a direct response to transitioning to a distant learning model. This pivot point provided an option for education students to complete practicum hours.

Participation in pilot Advance CTE initiative to identify equity and opportunity gaps and become more proficient in the use of data.

Rethinking of the delivery of Consortium communication. With online tools, more real-time discussion, more often, instead of scheduled in-person meetings to engage district representatives. Possible "guest" secondary and postsecondary staff could also be added to meetings for information and insights. With new processes to address equity gaps and analysis of data, active participation and adjustments to Plan strategies would more readily lead to continuous improvements.

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?

Approximately \$67,000 for the consortia (registration costs, travel, substitutes).

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

Faculty, administration, staff, counselors, liaisons, deans, teachers, students, etc.

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

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- All MinnState Perkins PD, recorded and found at CTE portal
- October 28 and November 4 2019 - MinnState and MDE led Cross Consortium Activities
- Conferences: CTE Works!; ACTE VISION, MACTA, MnACTE, NACEP, ACTE • Region III (ongoing policy and awards committee work);
- Advance CTE Pilot Project
- Equity & Inclusion CTE Task Force
- NTACTION 2019 CTE Perkins V Plan Collaboration Summit
- Hennepin West/TwinWest Chamber Talent Symposium, February 2020
- RealTime Talent CLNA and workforce needs workshops
- College High School Partnership Articulation meetings through collaborative consortia work
- CTE Advisory Committees
- CTSO Leadership Boards and Conferences
- Consortium Perkins meetings
- Certification and technical opportunities through training. ServSafe; Precision Exams; MSSC/OSHA; Summer Ag Program (welding, Ag and construction units); Briggs and Stratton
- Centers of Excellence webinars and training
- Business and industry webinars during distance learning

Teachers and Counselors indicated in SW Metro CLNA surveys, the desire for the following professional development topics: knowledge of in-demand career pathways; career education guidance; industry needs aligned with curriculum.

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

Recruitment and retention of CTE instructors, transitioning to alternative delivery methods, state delivered bi-monthly PD webinar trainings, Advance CTE equity and access training continuing into 2020-2022, Centers of Excellence webinars and training in response to COVID and to encourage member district representatives to attend MN CTE professional development trainings or recorded webinars.

Professional development outcomes varied based on specific identified goals and directives of the activities. Generally, outcomes were driven by the common theme of advancing CTE initiatives, increasing CTE awareness and access, work-based learning opportunities and inclusion of partnership of business and industry.

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.

Normandale's CECT department works to support students return to the education system with support for on and off ramps during their journey. As referenced in response number three, CECT collaborates with workforce centers, ABE, Community Based Organizations to serve adult learners on their educational path. Through their efforts, they have served around 300 individuals on multiple different paths. Specifically, CECT efforts have supported the Paraprofessional/Teacher Assistant Pathway (detailed in response number nine) and the Human Services Pathway program.

The Human Services Pathway (HSP) Program—a nine-month customized training partnership between Normandale Community College, Hennepin County, Dakota County, Ramsey County and Project for Pride and Living (PPL)—completed the seventh cohort in 2019/2020. The Human Services Pathway program integrates non-credit essential workplace skills courses, college credit human services classes, as well as sessions on topics related to work readiness, financial literacy and independent living. The primary focus of the program is to create a pipeline of skilled workers for the Human Services sector—specifically for roles such as Human Services Representative, Financial Worker, Program Associate, and Child Support Specialists in one of the partner counties. PPL works with students as they manage potential barriers that might impede success by providing career navigation, counseling, and support services throughout the program. The county partners participate by contributing to content and by organizing students for tours, mock interviews, and job shadowing experiences.

This past year, 21/25 non-traditional students completed the program (84% completion rate.) Each student has the opportunity to excel by having access to ample resources and support, new connections from the cohort participants themselves, and partners who are committed to their success during the training and beyond. Typically, there is a high placement rate for these students. This year however, because of COVID19, all three partner counties did not hire any of the human services student completers. As of this time, all partners continue to support these students, although some students have decided NOT to pursue positions until COVID19 is behind us. That said, this successful program will continue with a new group in the fall of 2020.

Prior to COVID - SouthWest Metro Intermediate District offered commercial driver training for ABE students; 6 students participated and 5 completed. Other sessions were planned but were not able to be completed. We also have ABE students accessing and earning certifications in the high school CTE programs: Nursing, Cosmetology, Computer Repair, Graphic Design and Print.

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?

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MDE Grow Your Own (GYO) grant progress at Kennedy in Bloomington and the alignment of teacher recruitment were encouraging. Students were recruited from Intro to Education past participants and future enrollees in the 2020-21 school year. 20 students are now enrolled during the 2020-21 school year with 4 students having participated as a part of the GYO grant summer program. This is the highest enrollment of Introduction to Education in the 4 years it has been offered at Kennedy.

New this past year, CECT and Normandale created a Paraprofessional/Teacher Assistant Pathway in an effort to close the racial disparity gap in paraprofessional staff for preK-12th grade classrooms. Partners involved with the project included Bloomington Public Schools, Project for Pride and Living and Adult Basic Education. The pathway was intended to serve adult learners, people of color and economically disadvantaged individuals who aspire to work in education but have not had the opportunity or the means to participate in a traditional educational program. Curriculum geared at topics such as diversity in the classroom, paraprofessional examination test preparation, classroom dynamics, soft skills, education history as well as introduction to classroom instruction was developed. The pathway set to begin in the spring of 2020, was canceled due to COVID19. Partners will reconvene and attempt to offer a virtual cohort next fiscal year.

A point of success is the growth in concurrent enrollment Introduction to Education course offerings. During FY20 our numbers reflect 14 education classes offered with approximately 222 students participating. This up from 5 classes offered and 91 students participating in FY18. Bloomington Kennedy, Jordan, Shakopee, SWMetro offered the course in FY20. Outside of the consortium include Burnsville, Wayzata, and Eden Prairie.

Challenges occurred at the beginning of COVID transitions for completion of credit activities and practicum hours. Curriculum support for secondary/postsecondary transitions to alternative delivery method/models became an issue due to legal contracts being approved. Changes will be based on continuing COVID directives.

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?

District APR reporting highlighted new opportunities for WBL including: Chaska HS, new Women in STEM Cub for increase awareness in engineering (8 consistent attendees 15-20 participants); Central, new Horticulture Advisory developed to help provide student opportunities; Bloomington Schools involvement with the Bloomington Chamber and BestPrep continue with online opportunities increasing in the spring; Prior Lake engaged students through a mentoring/diversified occupation program particularly related to food service, accounting and customer service occupations and participate with students engagement through the MNCAPS program. Westonka provided opportunities through DECA contests at the district, state, and international level that were aligned perfectly with the Hospitality and Tourism POS. Here are some examples of events DECA students participated in: Principles of Hospitality and Tourism Role Play, Hospitality Services Team Decision Making Role Play, Travel and Tourism Team Decision Making Role Play, Hotel and Lodging Individual Role Play, Quick Serve Restaurant Management Individual Role Play, Restaurant and Food Service Individual Role Play, Hospitality and Tourism Operations Research Paper, Hospitality and Tourism Professional Selling Event.

NCC's Center for Experiential Education coordinates our internship and experiential education program. Some CTE programs require internships as a part of the academic curriculum. For example, Hospitality and Tourism Management (8 credits required) and Business Marketing and Management (2 credits required). Other CTE programs provide students the option through elective credits. Our CEE assists students with the process of establishing internships, assisting with paperwork, and registration. Students are made aware of the needed internship hours through information sessions and advising appointments. Additionally, CEE internship information and scheduled internship events is distributed widely through campus wide communications.

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.

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Food Chemistry Course Design Project Grant - Bloomington Schools staff will be writing the curriculum for the Food Chemistry class to be offered as a Food Science and/or Chemistry class toward a career pathway within the Food Science Program of Study. Opportunity to replicate this course model will be evaluated with other SouthWest Metro member districts.

With the need for distance learning it was determined that students could videotape themselves performing skills in medical careers and those skills could be evaluated in that manner. There was much technology integration embedded into all CTE courses and many opportunities available to teachers and students to assist in the integration of academics, technology, and hands on skills assessment.

The Nursing Success Coach at NCC is a position that was created in response to the Nursing Program's decline in NCLEX board score passing rates in 2018. The passing rate was 78%, below the 80% threshold required for our accrediting body. In the fall of 2019, our Success Coach began working with students in their final semester of studies. The main goals for this academic year and the success sessions were to: create an atmosphere where students share the knowledge, rather than have it told to them, and to make sure that the academically challenged students are identified earlier in the semester and referred to the Success Coach sessions earlier in the semester to help develop the skills to be successful. The Success Coach learning sessions ran twice a week for one hour. The average attendance was -----15 students per session. The Success Coach has helped contribute to the 2019 overall NCLEX pass rate of 87%, and our current 2020 pass rate of 92%.

Precision Exams originally was used as a tool for meeting TSA requirements, to engage teachers in the use of standards-based curriculum development, third party assessments and the use of student data. Because of the positive response by teachers (and Work Based Learning programs including at-risk, special education, Transition programs to validate employment skills), the SW Metro continues to support the use of this product. Curricular development and alignment to Standards and Assessments will be needed for revised syllabi during the MDE Program Approval in 2021. Usage spreadsheet information can be found in Element 5.

SLEDS training for Perkins Coordinators is needed for better understanding of integrated data usage with Perkins planning and district representatives.

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

We survived!

Changing mindsets in CTE delivery models and what is possible as opposed to what has always been done! This is both BOLD and DIFFICULT! But exciting.

The growth in CE education course offerings and student enrollment over FY 20 is a point of pride. During FY20 our numbers reflected 14 education classes offered with approximately 222 students participation. This up from 5 classes offered and 91 students participated in FY18. Great strides were made as a result of the support of the education department, Minnesota Expanded Concurrent Enrollment MDE grant, and administrative support.

Pilot Advance CTE equity and access project as described in element #3 and #4.

CLNA regional Perkins plan directives with data driven initiatives. In conjunction - partnering with consortia for collaboration on initiatives.

Consortium Coordinators are involved in the Region III committees of ACTE, as well as the planners of the Region III conference in Minnesota in 2021.

Decreasing post secondary entrance barriers in response to COVID placement as described in element #4.

Highly collaborative efforts between secondary and postsecondary Perkins leaders (with our very own 'inside guy')

Career Field	Teacher FTE	Southwest Metro CTE Concentrators	Concentrator to Teacher (FTE) ratio
Business, Management, & Administration	30.42	2,455	80.7
Human Services	2.51 (Teaching) 5.59 (FACS/other)	1,206	149
Human Services Law Enforcement	2	59	29.5
Agriculture, Food, & Natural Resources	11.43	245	21.43
Engineering, Manufacturing, & Technology	15.8	1,809	114.5
Arts, Communications, & Information Systems	3.4	328	96.4
Health Science Technology	5.2	92	17.69
Work-based Learning	2.1	145	69
Total	78.45	6,339	578.22

School District	Program of Study	FTEs in POS
SWMetro District 288	Agriculture, Food & N	1
SWMetro District 288	Human Services: Tea	0.66
SWMetro District 288	Health Science Technr	3
SWMetro District 288	Human Services: Law	1.25
SWMetro District 288	Arts, Communications	1.2
Bloomington	Human Services: Tea	1.4
Bloomington	Engineering, Manu, T	2.8
Bloomington	Arts, Communications	0.2
Bloomington	Agriculture, Food & N	0.1
Bloomington	Business, Manageme	4.2
Bloomington	WBL	0.2
Belle Plaine	Agriculture, Food & N	1
Central	Agriculture, Food & N	2
Central	Business, Manageme	1
Shakopee	Human Services: Teaching/Training	0.25
Shakopee	Health Science Technology = Therapeutic Services	2
Shakopee	Engineering, Manu, Tech	4.5
Shakopee	Human Services: Law Enforcement Services	0.75
Shakopee	Business, Manageme	5

Shakopee	Agriculture, Food & N	2
Shakopee	Arts, Communication,	1.5
Waconia	Business, Manageme	0.25
Jordan	Human Services: Tea	0.2
Jordan	Business, Manageme	0.8
Jordan	Health Science Techn	0.2
Jordan	Architecture and Cons	1
Eastern Carver County S	WBL Diversified Occu	0.41
Eastern Carver County S	Human Services Fam	3.59
Eastern Carver County S	Ag Horticulture and La	0.5
Eastern Carver County S	Manufacturing Techno	1.3
Eastern Carver County S	Business Administrati	6.1
Eastern Carver County S	Business Drafting/CA	0.6
Eastern Carver County S	Manufacturing Auto M	0.3
Eastern Carver County S	Manufacturing Metals	0.3
Westonka Schools	Business, Manageme	2.5
Westonka Schools	PLTW/Engineering, M	0.6
Richfield	Business, Manageme	1
Richfield	Engineering, Manu, T	1
Richfield	Human Services Fam	2
Richfield	Work Based Coordinat	1
Edina	Engineering: PLTW	2
Edina	Business: DECA	1
Edina	Agriculture, Food & N	3
Edina	Information Systems:	0.5
New Prague	Business, Manageme	3
Orono	Engineering, Manufac	1
Orono	Business, Manageme	2.3
Orono	WBL	1
Prior Lake	Business, Manageme	2
Watertown	Engineering, Manufac	1
Watertown	Business, Manageme	0.67
Watertown	Agriculture, Food & N	1.83
Watertown	Work Based Coordinat	0.5

MnPOS Overall - Southwest Metro Consortium - FY20 (2019-20)				
School Districts	Enrolled on Website	Award	No Award	Pending
Belle Plaine HS	54	10	21	23
Bloomington Career and College Academy	0	0	0	0
Central HS - Norwood-Young America	8	0	0	8
Chanhassen HS	22	7	0	15
Chaska HS	2	2	0	0
District 112	0	0	0	0
Edina HS	0	0	0	0
Jefferson HS - Bloomington	127	30	47	50
Jordan HS	31	29	1	1
Kennedy HS - Bloomington	42	0	0	42
Mound Westonka HS	0	0	0	0
New Prague HS	0	0	0	0
Orono HS	0	0	0	0
Prior Lake HS	59	50	9	0
Richfield HS	1	0	0	1
Shakopee HS	703	165	65	473
Southwest Metro Intermediate District	484	115	11	358
Waconia HS	0	0	0	0
Watertown-Mayer HS	0	0	0	0
Westonka HS	24	0	0	24
OVERALL TOTAL - SOUTHWEST METRO CONSORTIUM	1557	408	154	995
Difference - Southwest Metro Consortium Between FY20 & FY19				
OVERALL TOTAL - FY20	1557	408	154	995
OVERALL TOTAL - FY19	1062	492	231	339
DIFFERENCE	495	-84	-77	656

Consortia: Southwest Metro	POS 1--Field: Engineering, Manufacturing, & Technology	POS 2--Field: Health Science Technology	POS 3--Field: Human Services	POS 4--Field: Human Services
Career Cluster	STEM	Health Science	Education and Training	Law, Public Safety, Corrections and Security
Career Pathway	Engineering and Technology	Therapeutic Services	Teaching/Training	Law Enforcement Services
Postsecondary CTE Program	Engineering Foundations, Vacuum Maintenance Tech, Vacuum and Thin Film Tech	Community Health Education, Community Health Worker, Nursing, Nursing Assistant, Exercise Science Transfer, Dental Hygiene	Elementary Education Transfer Pathway and Special Education Transfer Pathway, Bachelor's in Education	Law Enforcement, Criminal Justice
High Schools & Table C Programs	Chaska--171710 Chanassen--171710 Edina--171710 Jefferson--171502 Kennedy--171502 Shakopee--171710 Waconia--171710 Westonka--171000	Shakopee--070300 SW Metro tDist 288 serving Belle Plaine, Eastern Carver County, Jordan, Minnetonka, Shakopee, Waconia--070907	Kennedy, Eastern Carver County, Jordan, New Prague, Shakopee (090101) SW Metro Dist 288 serving Belle Plaine, Eastern Carver County, Jordan, Minnetonka, Shakopee, Waconia--090201	SW Metro Dist 288 serving Belle Plaine, Jordan, Minnetonka, Shakopee, Tri City United, Waconia--090401
Other Programs Not Listed by Consortia	Eastern Carver--171710	OK	Edina--090101 Prior Lake--090101 Richfield--090101 Watertown-Mayer 090101 Waconia--090101 (not 090201)	Shakopee
Postsecondary Programs	Normandale CC	Normandale CC	Normandale CC, Minnesota State University--Mankato; partnership with Southwest MN State Univ	Normandale CC
Recognized Secondary Credentials:				
TSA	Precision Exams, PLTW End of Course Exam			NOCTI Minnesota

<i>Work-based Learning</i>	Internship	Clinicals? ?	Practicum	Anything here?
<i>Licensure</i>				
<i>Certification</i>		CAN TMA Home Health Aide		
<i>Industry Recognized Credential</i>				
Recognized Postsecondary Credentials:				
<i>Academic Awards</i>	AS, AAS	AS, Certificate	AS Elementary or Special Ed; BS Education	AS Criminal Justice, AS TP Law Enforcement
<i>Work-based Learning</i>		Clinicals	Field Experience/Practicum, Internships, Clinicals	
<i>Licensure</i>				
<i>Certification</i>	Vacuum Maintenance Technician, Vacuum Technology	Community Health Navigator, Nursing Assistant		Law Enforcement
<i>Industry Recognized Credential</i>	Certified Production Tech through Manufacturing Skills and Standards Council			

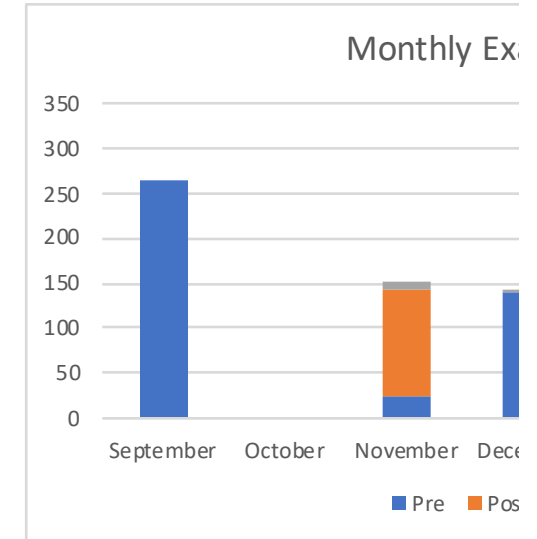
POS 5--Field: Business, Management, & Administration	POS 6--Field: Arts, Communications, & Information Systems	POS 7--Field: Agriculture, Food, & Natural Resources
Hospitality and Tourism	Information Technology	Agriculture, Food, and Natural Resources
Travel and Tourism	Network Systems	South Central
Hospitality, Business Transfer Pathway, Business Marketing and Management, Business Enrichment	Computer Technology, Computer Science Transfer	Food Science, Dietetic Tech, Nutrition studies, Agribusiness, Ag Chemical Applicator Tech, AgSpark Agronomy, Ag Ed Tech, Agribusiness Office Specialist/manager, Agribusiness Production, Ag Service and Management, Agribusiness Service Tech, Professional Swine Manager, Farm Business Mgmt
Kennedy, Jefferson, Chaska, Chanhassen, Edina, Prior Lake, Richfield, Shakopee, Waconia, Watertown Mayer (090101)	Jefferson, Kennedy, Richfield (140710)	Belle Plaine, Central, Watertown Mayer (019901)
OK	OK	SW Metro Dist 288, Waconia anything in FCS?
Normandale CC	Normandale CC	Normandale CC
Precision Exams	Precision Exams	Precision Exams, CASE-possible additional of ServSafe?

Internships	Tech Help Desk	
	A+ Certification TestOut, PC Pro Certification	? ServSafe at postsecondary-what could be done at secondary in alignment with FCS programs
	A+ Certification Network Pro Certification	
AAS Business Marketing & Management, AS Business Transfer Pathway, AAS Hospitality Management	As Computer Science Transfer Pathway, AAS Computer Technology	AAS Dietetic Technology, AS Food Science
	Internships	Clinicals
Business x4, Hospitality x5		ServSafe Food Handler

		Consortium Exam Totals							
2019-2020		September	October	November	December	January	February	March	
Pre	863	Pre	265	0	25	141	129	100	203
Post	349	Post	0	0	117	0	105	7	120
Single	37	Single	0	0	10	2	20	5	0
Total	1249	Total	265	0	152	143	254	112	323

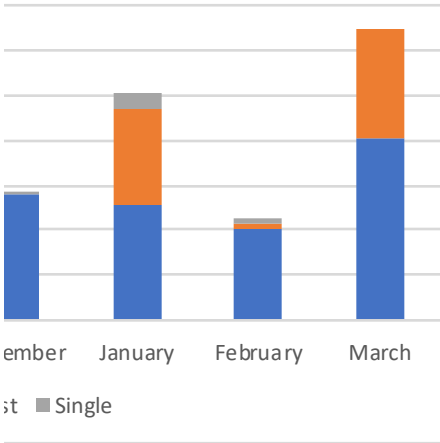
Exams Given
21st Century Skills
Accounting I
Accounting II
Agricultural Mechanics (PILOT)
Business Management
Computer Maintenance & Repair
Computer Programming I
Customer Service
Emergency Medical Technician
Gaming Development Fundamentals
General Financial Literacy
Marketing I
Personal Financial Responsibility
Robotics I
Small Engine Repair
Sports & Entertainment
Teaching as a Profession I
Web Development I
Web Development II
Welding Technician I
Welding Technician II
Word Processing

PROCTORS	November	December	February	March
Belle Plaine	1	1	1	1
Bloomington	3	3	3	3
Eastern Carver				
Edina				
Jordan				1
New Prague				
Orono				
Prior Lake-Savage				
Richfield				
Shakopee	2	2	4	4
Southwest Metro	1	1	3	3
Waconia				
Watertown-Mayer				
Westonka				
Central				
Total Proctors	7	7	11	12



TOTAL
1249

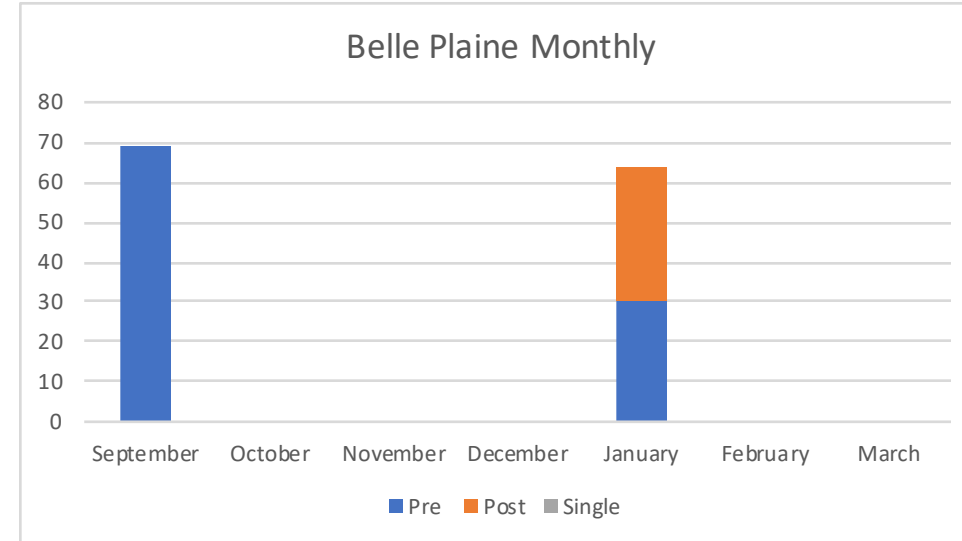
am Totals



Belle Plaine School District

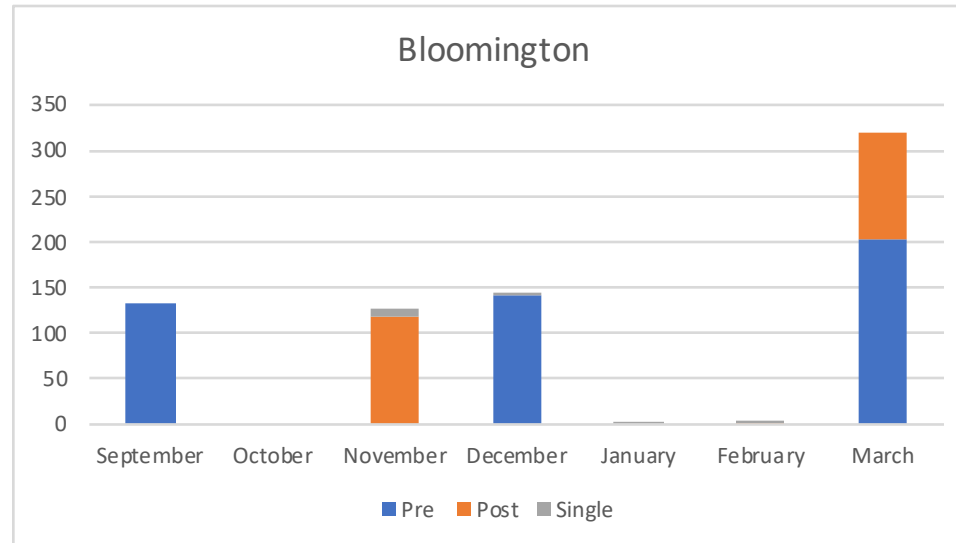
	September	October	November	December	January	February	March	
Pre	69				30			
Post					34			
Single								TOTAL
Total	69	0	0	0	64	0	0	133

Exams Administered	Single	Pre	Post	
21st Century Success Skills		36		
Agricultural Mechanics (PILOT)		3		
Robotics I			1	
Small Engine Repair		33	33	
Welding Technician I		24		
Welding Technician II		3		
				TOTAL
	0	99	34	133



	September	October	November	December	January	February	March	
Pre	132			140			203	
Post			117			1	117	
Single			10	2	1	4		TOTAL
Total	132	0	127	142	1	5	320	727

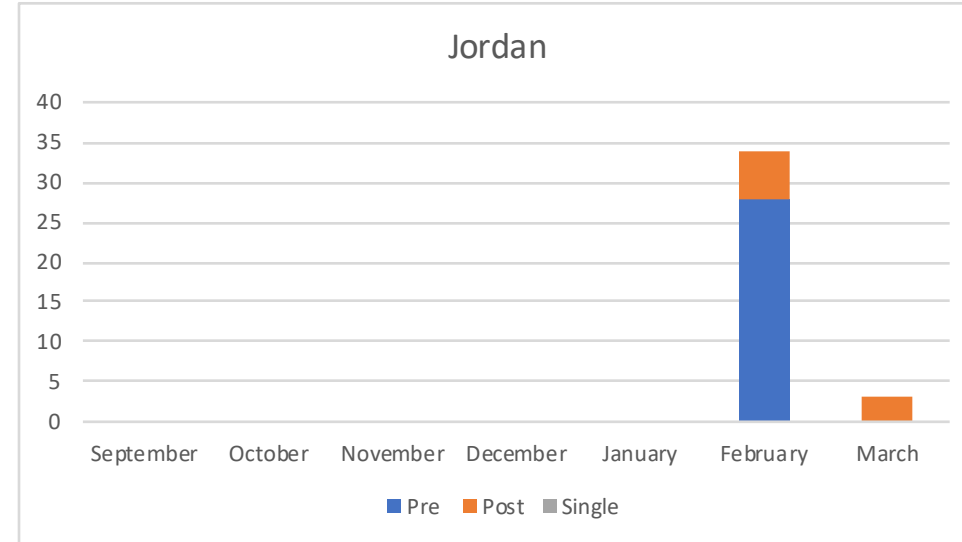
Exams Administered	Single	Pre	Post	
21st Century Skills	3	18		
Business Management		76	46	
Computer Maintenance & Repair	1			
Customer Service	2			
Gaming Development Fundamentals		60	21	
General Financial Literacy		131	68	
Marketing I		57	34	
Personal Financial Responsibility	10			
Sports & Entertainment Marketing		36		
Web Development I	1			
Word Processing		97	66	TOTAL
	17	475	235	727



Jordan Public School District

	September	October	November	December	January	February	March	
Pre						28		
Post						6	3	
Single								TOTAL
Total	0	0	0	0	0	34	3	37

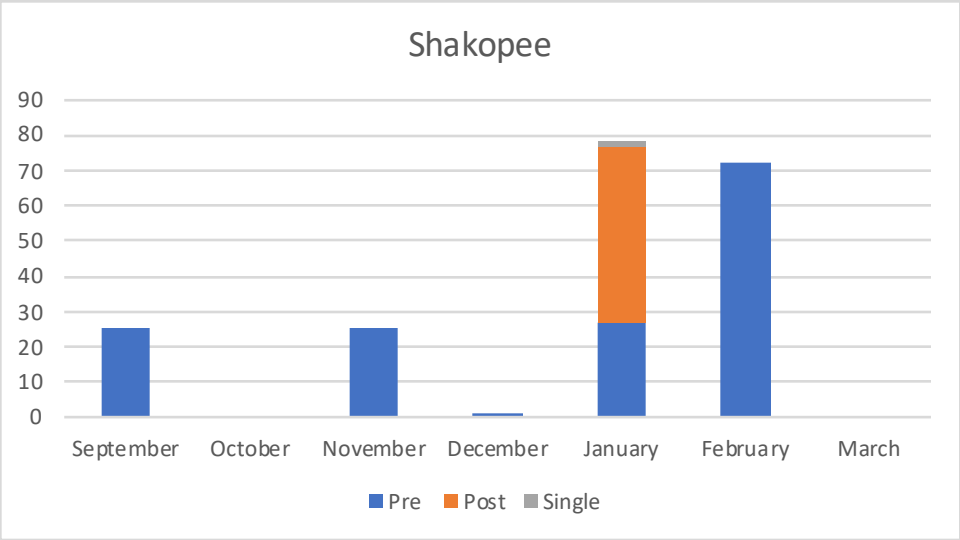
Exams Administered	Single	Pre	Post	
Computer Programming I		14		
Web Development I		7		
Word Processing		7	9	TOTAL
	0	28	9	37



Shakopee Public School District

	September	October	November	December	January	February	March	
Pre	25		25	1	27	72		
Post					50			
Single					1			TOTAL
Total	25	0	25	1	78	72	0	201

Exams Administered	Single	Pre	Post	
Small Engine Repair		25		
Teaching as a Profession I	1	19		
Web Development I		105	26	
Web Development II		1	24	TOTAL
Total	1	150	50	201



SWMetro School District

	September	October	November	December	January	February	March	
Pre	39				72			
Post					21			
Single					18	1		TOTAL
Total	39	0	0	0	111	1	0	151

Exams Administered	Single	Pre	Post	
21st Century Skills	1			
Accounting I		14		
Accounting II		2		
Emergency Medical Technician		72		
Personal Financial Responsibility		23	21	
Teaching as a Profession I	18			TOTAL
	19	111	21	151

