



MINNESOTA STATE

Career and Technical Education

Status Report

02091-FY18 Rochester ZED Consortium

Perkins IV Consortium

Award Year:	2017	Status:	Approved
Contract Number:	02091	Approved By:	Jeralyn Jargo
Status Report Number:	01	Approved Date:	12/21/2018
Submitted By:	Lori Jensen		
Submitted Date:	10/11/2018		
Status Report Type:	Annual Performance Report		
Report Period	07/01/2017	06/30/2018	
	<small>From Date</small>	<small>To Date</small>	

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Status Report Approval

Level	Approved By	Approved Date	Approval	Comments
1	Jeralyn Jargo	12/21/2018	Approved	

Goal 1: Designing & Implementing Programs of Study: Goals, Objectives and Strategies

Goal 1 Narrative:

During the FY18 Grant year we collaborated with business and industry on consortium-level programs of study, using the 10 components, in the high skill, high-wage, and high-demand areas of:

- Automotive
- Construction
- Welding

This work included a fall workshop which included school faculty, counselors and administration, state personnel, and representatives from business and industry. This was followed by two half day collaborative workshops with secondary and post-secondary instructors.

These workshops included discussions on the following topics:

- Opportunities for early college credit
- Technical Skill Assessments (TSAs)

- Business and Industry partnerships and needs
- Curriculum alignment to ensure high level academic and technical student skills

As a result of these workshops our consortium:

- Introduced early-college credit program-level articulations
- Committed to an expansion of industry-recognized certifications (ServSafe, ASE, OSHA)
- Expanded relationships with business and industry across secondary and post-secondary

Our consortium has had a long-standing relationship with the Hawthorne Adult Education program, specifically in the area of Health Care. RCTC's administrative office professional program collaborated with Hawthorne to create a flex plan that meets the needs of adult learners.

QUESTION: What activities were conducted during the grant year that supported Programs of Study (POS)?

Students in ZED and RPS have had the opportunity to attend multiple regional career-focused opportunities, including job fairs, field trips, job shadow experiences, guest speakers and mentorships to build an interest in careers. All students, including non-traditional, participated in these activities.

- STEAM Summit at RCTC for middle school students sponsored the Rochester Area Chamber of Commerce.
- Pathway-specific career fairs sponsored by Workforce Development for RCTC students and community members.
- Construct Tomorrow event for students in grades 10-12 sponsored by the Southeast Minnesota Building and Construction Trades Council.
- Local business and industry career fairs sponsored by individual consortium schools.
- Mayo Clinic Health Care Careers Festival for students in grades 11 and 12.
- Transportation Career Open House for high school students sponsored by MNDOT
- Transportation Trailer exhibit for secondary and post-secondary students sponsored by the MN Transportation Center of Excellence
- Digigirlz event for female students interested in information technology sponsored by Microsoft

Our consortium leadership engaged in the following activities to support our Programs of Study:

- Monthly leadership meetings held at rotating consortium member schools
- MN Manufacturing week tours for CTE leaders sponsored by Journey to Growth, CEDA, and STEM Forward.
- Work-based learning conferences
- CTE Works! Summit and Annual Perkins Leadership Meeting
- ACTE Vision National Conference
- MACTA Annual conference

QUESTION: Describe the impact of the POS in terms of participation, concentrators, student outcomes, etc.

Increased student exposure to industry professionals creates an authentic experience and a relationship between the students and professionals. This has strengthened student interest in specific career pathways, evidenced by student, parent, counselor and administrator requests for information on specific career pathways including the connection between secondary and post-secondary programs.

- Over 2000 students attended the STEAM Summit at RCTC.
- Over 600 students from 12 school districts attended Construct Tomorrow.
- 2 consortium districts held local career fairs for over 700 students combined.
- Nearly 500 students attended the Mayo Clinic Health Care Careers Festival.
- 50 students attended the MNDOT transportation career fair.
- Approximately 100 students attended the transportation trailer exhibit.
- 5 female students attended the Digigirlz event.

QUESTION: What activity (or POS) was the most successful, something that you would repeat or share with others and why?

1. The consortium-level POS work that we complete with Auto, Construction, and Welding provided us with a effective process for addressing the 10 components and this process will be replicated in the future with other career pathways.
2. The 1st annual Construct Tomorrow event, a collaboration between secondary, post-secondary, and industry partners, attracted over 600 students in grades 10-12 across not only our consortium, but our region. This model is being used this year to expand to over 800 students and additional industry partners.

Goal 1 Objectives

Goal 2: Effectively Utilize Employer, Community, and Education Partnerships

Goal 2 Narrative:

Our consortium engaged in the following activities:

- Byron High School in conjunction with the Rochester Area Chamber of Commerce conducted student job shadowing for all students in grade 11.
- RPS CTE instructors engaged in full-day externships with self-selected business partners.
- Program advisory committees at the post-secondary level that include secondary instructors and consortium leadership as members.
- Both ZED and RPS ALCs participated in the early middle college program (FYEX) with RCTC and have access to CTE programming.
- RCTC continues to collaborate with Hawthorne Adult Learning Center on career programs.
- Activities that either included or were sponsored by the Rochester Area Chamber of Commerce, DEED, and Workforce Development.

QUESTION: To what degree do CTE advisory committees serve both Secondary and Postsecondary programs? (Do all programs use them? Does the same advisory team

advise both secondary and postsecondary programs?)

At the post-secondary level, secondary instructors and Perkins leadership are included as members of the program-area advisory committees. Committees meet across 12 different program areas.

We are in the process of redesigning advisory committees at the secondary level and these will include post-secondary instructors. Committees will be present in the following areas: Agriculture, Business, Industrial Technology, Health Sciences, FCS, and Work Experience.

QUESTION: What role does the advisory team play for CTE programs? What support have they provided to programs?

- Curriculum development and review.
- Updates on industry standard equipment and procedures.
- Tours for students, teachers, counselors, and administrators.
- Participation in RPOS workshops and student career expo at RCTC.
- Future trends and workforce needs.
- Input and guidance on technical skill assessments.
- Opportunities for job shadow, mentorships, internships, apprenticeships, tours, coops, externships, and guest speakers.
- Donations and contributions.

QUESTION: Do the business and industry partners help connect students to work-based learning opportunities? If so, what type of work based learning is available to students in which programs? How many students are impacted and in which career pathways?

As described in the previous questions our business and industry partners are pivotal in connecting students to work-based learning opportunities, including job shadows and mentorships. At the secondary level this includes opportunities in agriculture, manufacturing, construction, health sciences, and culinary arts.

At the postsecondary level, programs imbed a variety of workbased learning experiences for students including, performing live work, job shadowing, internships, capstones, field experiences, co-op, practicum and clinicals in 18 different CTE programs. In FY17 690 students participated in one of the experiences above. In FY18 that number increased to 734.

Goal 2 Objectives

Goal 3: Improve Service to Special Populations

Goal 3 Narrative:

We continue to focus on attracting nontraditional students to our programs (ie. female students in manufacturing and construction and male students in nursing). Examples of efforts to promote equitable access to CTE programming for nontraditional students include:

- Free transportation for all students within RPS to CTECH for high-skill, high wage, and high-demand CTE courses.
- Free transportation for all career fairs and events.
- Access to CTE programming for students in Area Learning Centers.
- Access to CTECH programming for students enrolled in the Rochester Academy for Independent Living.
- Scholarship availability for certification exams at the secondary level.
- Intentional identification by school counselors of nontraditional students (gender and ethnicity) for pathway participation.
- Equitable access to all CTE program offerings for all students, including special populations.
- FYEX (first year experience) early middle college programs with RCTC.

-Continuation and growth of Partners to Prosperity (Hawthorne ABE and RCTC) project to support college readiness in reading and math as well as articulations in healthcare, keyboarding, medical terminology, and nursing assistant.

QUESTION (for FY15 only, optional for FY16): What service was conducted during the grant year that was most successful?

The most successful service conducted during the grant year was the implementation of the FYEX program at 2 high schools and 1 ALC.

QUESTION (New for FY16): What strategies were adopted to overcome barriers for special populations?

We work to bring successful non-traditional gender role models as guest speakers, event exhibitors and post-secondary CTE advisory committee participation.

QUESTION: Describe how your consortium uses data to target consortium activities to the needs of special populations and what impact the efforts have had on success of special populations.

CTECH is tracking course enrollment data to determine nontraditional participation.

Consortium teachers look at their curriculum to ensure curriculum and instruction appeal to all students.

Greater emphasis on partnership with business and industry professionals who match our non-traditional demographic needs.

Goal 3 Objectives

Goal 4: Provide a Continuum of Service Provision for Enabling Student Transitions

Goal 4 Narrative:

Perkins consortia, under the leadership team of key consortia secondary and postsecondary representatives, referred to as the (CSP-LT) Leadership Team, anticipated to maintain open lines of communication via e-mail, conference calls, WebEx and/or face-to-face meetings throughout the FY18 school year to refine and strengthen collaborative strategies and measures to continually identify, upgrade and fill student and adult gaps (military veterans, underemployed, unemployed) programs of study learning and transitional gaps (support services) to enhance the continuum of service provision options for ensuring successful student and adult transitions within the three consortia (Dakota County, RCTC/ZED and SE). However, in FY18, it was difficult to maintain that relationship due to changing roles at all three institutions. There was a retirement in the SE consortium and the role changed from PS to the secondary level leading collaboration efforts. RCTC/ZED and SE took continued to collaborate and co-hosted some professional development sessions. As a metro college, DCTC has different CTE needs than that of the southern, rural region. DCTC shared their local articulation form with us.

QUESTION: Describe the kinds of articulation, college-in-the-schools, transfer credit courses offered and how many students participated.

RCTC attempted a program level articulation in the following programs: CAD, Carpentry, Auto, and Welding. Unfortunately not one student redeemed an articulation in the fall of FY19. Some of the students could have been juniors. Time ran short at the end of the spring semester and a lack of ample marketing/communication time may have contributed to the lack of articulation use and redemption.

RCTC has several PSEO students who participate in CTE courses, but it is difficult to track the exact amount unless they self-disclose they are a PSEO student.

Regional Articulations: As the chart shows below, the number of students downloading regional articulations greatly declined. Per the RCTC Registration Department, very few regional articulations are brought to their office. Our consortium renewed regional articulations, but placed more focus on creating local articulation in FY18.

Rochester/Zumbro Ed Consortium					
	# of students Enrolled in ACC courses on the website	# of students successful in earning ACC	# of students unsuccessful in earning ACC	# of students in pending status	# of students downloading ACC
FY17	317	260	46	11	162
FY18	263	206	53	4	78

QUESTION: To what degree and in what ways are these advanced credit courses transcribed on the students' high school record and on college transcripts?

FYEX (First Year Experience) courses offered at the high school and ALCs are considered PSEO as RCTC faculty teach the FYEX course at the high school. All PSEO courses are transcribed. This is the same process used for all PSEO students taking RCTC CTE courses.

Articulated credits appear on the RCTC transcript as credits transferred in.

Goal 4 Objectives

Goal 5: Sustain the Consortium of Secondary and Postsecondary Institutions

Goal 5 Narrative:

We have highlighted throughout the APR Goals 1-4 the many ways in which we sustain the consortium through the use of data, shared responsibility, and collaboration including, but not limited to:

- Monthly leadership meetings to review programs, operations, and systems, including budgets, equipment, professional development, events, and grant-management. Meetings are rotated between consortium schools to help leaders gain a broader perspective of consortium needs, establish local level relationships, and seek means to combine resources.
- Advisory committees that include secondary and post-secondary instructors, consortium leadership, and industry partners.
- Collaborative process for grant application to ensure a shared vision and plan for the consortium.

QUESTION: What activities were conducted that help sustain the consortium?

- Monthly leadership meetings to review programs, operations, and systems, including budgets, equipment, professional development, events, and grant-management.
- Advisory committees that include secondary and post-secondary instructors, consortium leadership, and industry partners.
- Collaborative process for grant application to ensure a shared vision and plan for the consortium.

QUESTION: Provide an overview of the leadership team (i.e. are they representing all districts, colleges, business and industry, and other community partners).

Lori Jensen - RCTC Perkins Coordinator
 Kay Frick - ZED Perkins Coordinator
 Brandon Macrafic - RPS Perkins Coordinator

We rotate our monthly leadership meeting locations between our consortium high schools. At each meeting we include local administration, counselors, and CTE instructors in our leadership discussions.

QUESTION (New for FY16): Discuss how your consortium conducted needs assessment for the implementation of the unified plan (i.e., your FY15 application)?

Needs assessments were completed via the following:

- Advisory Committee feedback
- Local school input
- Prior year data (enrollment and budgets)
- State (MDE) feedback
- RCTC Strategic Plan review and mindful alignment
- DEED data and local workforce review

QUESTION: To what degree does the consortium seek additional grants or braid various funding streams together to support the consortium activities?

At the secondary level, community grants and donations support the purchase of equipment. Transportation costs were supported by Workforce Development Inc., DEED, and RCTC. Secondary districts also braid Perkins dollars with CTE dollars, professional development dollars and general funds to ensure quality staff are recruited, hired, and sustained; continue to grow professionally; and have the resources needed to provide high quality education for all. Post secondary considers MN State leveraged equipment funds and department funding mechanisms in program planning needs.

Goal 5 Objectives

Rigorous Program of Study

State-Approved Rigorous Program of Study	RPOS submitted with 10 components
Engineering and Technology	wg_Eng and Technology RPOS.pdf
Therapeutics Services	wg_Therapeutic Services RPOS.pdf
Plant Systems	

Progress Update for Programs of Study and TSA

Please be sure to include progress on technical skill assessments in your explanation.

As indicated in our plan, we created three consortium level RPOS in Automotive Technology, Construction, and Welding. We created a workshop in the fall that included DEED data and our regional employments needs in each area. Teachers, counselors, administrators and industry participated. Participants were provided guided questions to spark conversation pertaining to RPOS components. A second workshop was held in the spring to create consortium level RPOS in each area. This format worked really well and leadership plans to use it to create future consortium level RPOS. TSAs were also included in the RPOS conversations and as a result our consortium will switch in FY19 from offering NOCTI in Auto to the ASE Student Level Certification, recently renamed to Entry-Level Certification Exams. ServSafe and OSHA will also be implemented at the secondary level.

RCTC CAD is not yet a consortium RPOS, however, the program did opt to change from offering a NOCTI exam to two industry recognized certifications. The Business department is currently reviewing technical skill assessments to implement this spring or in FY20. Both Administrative Office Professional and Healthcare Office Professional programs recently revamped curriculum and are now in search of a tsa to implement in FY20.

A complete updated list of RPOS, POS, and TSAs was provided in the grant application.

Programs of Study

Career Fields	Career Clusters	Career Pathways	State-Approved Postsecondary Assessments	State-Approved Secondary Assessments	Other TSA Assessment	In which CTE Program?	At which High School? College?	In which course (use course code) or at what time in the program?
Arts, Communication, & Information Systems	Arts, Audio/Video Technology and Communications	Journalism and Broadcasting				TV Production	Mayo	End of Program
Engineering, Manufacturing, & Technology	Transportation, Distribution, and Logistics	Facility and Mobile Equipment Maintenance	National Occupational Competency Testing Institute Automotive Technician - Core			Auto Mechanics	Pine Island/Mayo High School/John Marshall/RCTC	End of Program
Engineering, Manufacturing, & Technology	Architecture and Construction	Design/Pre-construction				PLTW Intro to Engineering Design	John Marshall/Mayo/Century/Kasson-Mantorville/Pine Island/RCTC	End of Program
Agriculture, Food, & Natural Resources	Agriculture, Food, and Natural Resources	Plant Systems				Plant Science	Hayfield/RCTC	End of Program
Business, Management, & Administration	Marketing	Marketing Management				Marketing and Sales	Stewartville/RCTC	End of Program
Health Science Technology	Health Science	Therapeutics Services	National Council of State Boards of Nursing National Council Licensure Examination for Registered Nurses, State Certification Exam			Health Science Careers	Health Science Career Center	Practical Nursing
Health Science Technology	Health Science	Biotechnology Research and Development				PLTW Biomedical Sciences	Health Science Career Center	End of Program
Engineering, Manufacturing, & Technology	Science, Technology, Engineering, and Mathematics	Engineering and Technology				PLTW Engineering	RCTC	WELD 1006

Improvement Report

Improvement Report 1	
Indicator Not Met:	
Negotiated Performance:	
Actual Performance:	
General strategies planned to improve performance:	
Comments or context for actual performance (optional):	
Improvement Report 2	
Indicator Not Met:	
Negotiated Performance:	
Actual Performance:	
General strategies planned to improve performance:	
Comments or context for actual performance (optional):	

Status Report on Improvement Report and Plan

QUESTION: Describe the activities and strategies that were actually implemented to bring your consortium actual performance on Federal indicators closer to the negotiated target. *

At the secondary level, we will continue to work on early exposure to CTE opportunities for our middle school students as we know that participation and completion in CTE result in increased graduation rates. Additionally, career and college awareness and readiness programs were implemented at both the Rochester and ZED ALC programs. Throughout the year we gathered feedback from teachers and industry about our TSA selections and, based on this feedback, made the commitment to transition from standardized TSAs to industry-recognized TSAs during and beyond the FY19 grant year. We also created and planned teacher professional development to address student Math and Reading proficiency levels. We continue to promote nontraditional connections between students and industry, for example we invited female role models in architecture, HVAC, and Welding to our annual construction job fair.

RCTC channels indicator efforts through CTE advisors. They are closest to the students and we believe can have the greatest impact on swinging the indicators near target. Our strategy has been to allow them creativity and to work with Student Services on collaborative efforts. All efforts are recorded on the PARs. The strategies will be reviewed and outcomes determined. If measureable progress is not made, we will regroup, review data, and try again.

QUESTION: Describe the process and stakeholders involved in determining your improvement plans and reports. Describe the role data played in developing your plans and reports. *

At the secondary level we collaborated with ALC staff to develop CTE awareness and exploration programs. These included site visits to CTECH and to RCTC, career fairs, and post-secondary connections related to financial aid and registration. We held a Perkins feedback session for Superintendents and Administration over the summer to gather input on our plan to address performance indicators.

At the postsecondary level there were many internal discussions and strategies created with multiple departments - Institutional Research, Academic Affairs, Student Affairs, Dean of Student Success, Advisors, the Learning Center and program leaders. Externally, consortium leaders reviewed the data and planned strategies to address the performance targets. We did allow advisors and the Dean of Student Success latitude to create strategies at their level to include designated point times, registering a whole class of CTE program students to increase retention, a focused effort to redirect students who were not accepted into Nursing program into other healthcare related programs, etc. Advisory committees are given program results in 1P1, 2P1, 3P1 and 4P1. Diversity is sought in advisory committees with representation from both traditional and nontraditional gender members with the intent to gain strategies and activities that will better connect nontrad to CTE.

QUESTION: What changes do you anticipate in your consortium performance data based on this year's efforts? *

At the secondary level we engaged certified CTE teachers in a Natural Fit exercise, identifying Math and Language Arts standards that can be naturally supported by instruction in their program area. We hope that this will result in an increase in Math and Reading proficiency for students enrolled in CTE programming. We are also hopeful that our teachers will recognize where they can build upon those natural fit standards to enhance the Reading and Math experience of their students.

Intentional conversations, strategies and professional development was implemented in 2018 at RCTC. We anticipate improvement in all areas.

Improvement Plan Action Steps

Other Information

Question: Describe stakeholders involved, process and sources of data used to determine strategies/action steps listed in your Improvement Plan Action Steps.

At the secondary level we collaborated with ALC staff to develop CTE awareness and exploration programs. These included site visits to CTECH and to RCTC, career fairs, and post-secondary connections related to financial aid and registration. We also used feedback from district administration to address CTE student proficiency in Reading and Math.

RCTC did not have an improvement plan.

Related Improvement Plan documents

Upload any additional supporting documents here.

Upload any additional supporting documents here.

Upload any additional supporting documents here.

Upload any additional supporting documents here.

Upload any additional supporting documents here.

Other Summary Comments

QUESTION: Summary Comments

If you were unable to accomplish activities in your plan, indicate why and what you might do differently. Tell us what we can do to support your efforts.

At the secondary level, due to early exposure, increased collaboration, and greater activity from our advisory committees, we anticipate that we will see an increase in non-traditional student participation. We have also worked diligently to implement mindful career pathways that encourage learners to continue to completion. With these distinct pathways, we anticipate greater numbers of non-traditional students will continue through to completion.

We can be proud of the accomplishments within this consortium. Our new leadership team continued to create new and unique partnerships and collaborations.

Attachments

Description	File Name	File Size
RCTC Work Based Learning Data	Work Based Learning Trend Data.pdf	123 KB

Budget Goal 1

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Admin Cost	Post-Secondary Reserve	Post-Secondary Reallocation	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Admin Cost	Secondary Reserve	Secondary Reallocation	Secondary Total	Row Total
Goal 1 Total	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

Budget Goal 2

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Admin Cost	Post-Secondary Reserve	Post-Secondary Reallocation	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Admin Cost	Secondary Reserve	Secondary Reallocation	Secondary Total	Row Total
Goal 2 Total	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

Budget Goal 3

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Admin Cost	Post-Secondary Reserve	Post-Secondary Reallocation	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Admin Cost	Secondary Reserve	Secondary Reallocation	Secondary Total	Row Total
Goal 3 Total	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

Budget Goal 4

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Admin Cost	Post-Secondary Reserve	Post-Secondary Reallocation	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Admin Cost	Secondary Reserve	Secondary Reallocation	Secondary Total	Row Total
Goal 4 Total	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

Budget Goal 5

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Admin Cost	Post-Secondary Reserve	Post-Secondary Reallocation	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Admin Cost	Secondary Reserve	Secondary Reallocation	Secondary Total	Row Total
Goal 5 Total	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

Goal Totals

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Admin Cost	Post-Secondary Reserve	Post-Secondary Reallocation	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Admin Cost	Secondary Reserve	Secondary Reallocation	Secondary Total	Row Total
Goal Total	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

Verification

I have looked over these budget numbers.*

