



MINNESOTA STATE
Career and Technical Education

FY19 PERKINS GRANT APPLICATION

ANNUAL PERFORMANCE REPORT

Award Year: 2018

Report Period: 7/1/2018 – 6/30/2019

Consortium Name: Minnesota West

Submitted by: Linda Pesch and Gail Polejewki

Submitted Date: October 15, 2019.

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

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

Launch Your Future Today (LYFT) Career and Technical Pathways initiative is a rural CTE pathway initiative with the purpose of rebuilding CTE in southwest and west central Minnesota. The goal of LYFT is for every secondary student in the region to have access to and gain marketable skills through meaningful CTE courses and opportunities which lead to further education and careers that match our region's labor market needs through collaboration and cooperation between high schools, post-secondary institutions, and business partners. Since spring semester 2017, 1077 high school students have been able to take a CTE course that was not previously available in their school. Over 30 LYFT grants have been awarded to date. A LYFT Pathways advisory committee including representatives from 13 partner organizations was established as well as a Manufacturing Advisory Committee. A Healthcare Advisory committee is also being formed. Over 50 business partnerships were formed to support the new shared CTE courses. These partnerships provided work-based learning experiences, assisted with business tours, and in-class labs and presentations. Courses are offered in a variety of formats including on college campuses, within the high schools, online, or within communities.

Our Southwest Minnesota Career Pathways Partnership between Minnesota West Community & Technical College, SW Adult Basic Education, and SW MN Private Industry

Council/Careerforce continued into its 15th year. Courses are offered in the areas of Welding, CNA, Community Health Worker, CDL, and Electrical Controls for underemployed, unemployed, and ELL individuals incorporating integrated instruction, competency-based skills development, employability skills, job placement, industry credential attainment, and college credit/certificate program completion. The CPP partnership functions in conjunction with our relationship with the Marshall Area Technical Education Center that offers commingled courses in CNA and Welding with adults in the CPP and high school students.

The MN West Consortium has identified 8 POS with one in each Career Field plus Foundation, Knowledge, and Skills.

The Career Expo is held at Southwest Minnesota State University and Minnesota West Community & Technical College. During the Expo, high school sophomores and juniors receive a college campus tour, participate in a game show where they learn about labor market information as well as career and educational opportunities, especially those available in southwest Minnesota, and they interact with exhibitors who represent a wide variety of careers. Adult Basic Education students and Careerforce participants are invited to attend the Career Expo. 1776 high school sophomore and juniors from 31 high schools attended in 2018. A third event in Fairmont that serves 6 additional schools is also supported with consortium funds. The objectives of the Expo are for participants to:

- gain information about careers and educational options by attending interactive sessions, a career game show, and a campus tour.
- investigate career options that align with their skills and interests.
- improve job seeking skills and understanding of what employers need.
- become more aware of career opportunities in southwest Minnesota.
- explore non-traditional careers.

13 out of 31 districts who completed our annual survey indicated that they do not offer a careers course in their high school. The Career Expo may be the only career exploration event they are exposed to while in high school.

Professional development activities are also crucial to CTE and POS, of which the consortium supports. Each year, the secondary and post-secondary teachers gather by discipline for professional development days. Teachers receive professional development on the use of TSA's for assessing student achievement, linking curriculum to regional industry needs and standards, and delivering high quality and engaging CTE courses. Consortium funds were also available to instructors to attend discipline-specific workshops as well as state-wide conferences. Minnesota West was able to support professional development activities for a professional tutor, health information technology, farm business management, agriculture, office management computer support instructors.

TSA's were utilized to assess secondary students. The following assessments were used this year: Preparing for College and Careers, Accounting 1, Business Office Specialist, Computer Technology II, Small Engines, Agriculture Business Management, Animal Science, Small and

Companion Animal Science, Child Development. At the post-secondary level programs utilized the following TSA's: Precision Exam for Information Technology Concepts, NOCTI for diesel and electrician. Three students also received NIMS Credentials in Precision Machining while one Mechatronics students participated in the International Fluid Power Skills Contest but did not receive the credentials.

17 new shared-CTE courses were developed with school, agency, and business partners during the 2018-19 school year in the following pathway areas: Health Science Technology; Human Services; Agriculture; Engineering Manufacturing & Technology; and Arts, Communication & Information Systems. The courses, with the number of students served were: Introduction to Medical and Health Careers (74), Nursing Assistant (52), Introduction to Manufacturing and Engineering (11), Aquaculture (11), Electrical Controls (4), Aviation (25), Intro to Education (14), Information Technology Concepts 21), Medical Internship (4), Pharmacy Tech (3), Ag Drone Technology (6), Intro to Engineering Design (10), flight School (12), CDL Training (10), Welding (6), Industrial Construction Methods (16), Auto Tech (12), Yellowstone Video Productions (190), ProStart (16), CEO (17), Work-Based Learning (85), Computer Integrated Manufacturing (369) for a total of 971 students taking shared CTE courses.

The joint Carpentry program offered on the Pipestone campus was in its second year. Enrollment in the program was 6 which was not our desired outcome but was in part why we provided financial support for new equipment, marketing materials and offer of professional development. This course offers commingled classes with adult and high school learners. In FY19, Minnesota West worked to begin offering HVAC/Plumbing starting fall 2019. Decisions were also made to expand our Powerline Program to Granite Falls and Dental Assisting to Luverne, although those did not start until fall 2019.

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

Consortium members apply for funds to make improvements to their programs. Those funds benefit students' skill acquisition and exposure to technology and processes used in industry. As a result of this investment, students in the Minnesota West consortium have demonstrated significant achievements. In 2018-19, 2069 high school students participated in BPA, FCCLA, or FFA organizations where they developed and demonstrated industry-based technical skills. The graduation rates of CTE students were 95.33% and high school completion rates were 98.53%. Three year graduation rates for students entering Fall 2015 at Minnesota West for full and part time students was 67% with a headcount for FY17 of 1854.

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

Our LYFT Pathways project has by far been the most successful project conducted by the Minnesota West Perkins consortium in years. The excitement it has generated has been

palpable. People are talking about CTE like they haven't before and are creatively seeking solutions to the problems of lack of CTE teachers, lack of CTE courses, stereotypes of 2-year programs, etc. Business involvement ranges from simply keeping them informed of progress to business staff teaching courses in their facility.

A small number of secondary teachers have taken advantage of externship opportunities funded through Perkins, but those that have, have really enjoyed getting out into local businesses so they can incorporate new ideas into their classrooms. We will continue to offer the externships and ask those teachers who have participated to share their experiences at our teacher meetings.

The joint Carpentry Program with Minnesota West, Pipestone High School and Pipestone EDA is a model that is frequently asked in other communities to its replicability because of the shared risk between the partners. It is not our intention to replicate in other communities at this point but could be an effective model elsewhere.

QUESTION: Describe any innovative initiatives. Did your consortium award incentive sub-grants for exemplary performance or to promote innovation? If yes, please describe.

Through the LYFT Pathways grant, an opportunity for mini-grants has been established. This will allow schools to request smaller grants through a quicker review process. Teachers may apply for Externships. Educator Externships offer teachers a hands-on opportunity to spend time in a business environment where they can connect their subject area with relevant business practices as well as understand the challenges, new technologies, and necessary academic skills needed in businesses today. The goal is to ultimately improve students' academic experiences by linking classroom knowledge to real-world situations. It is expected that teachers will modify their lesson plans and instructional approaches after the externship so students can understand applications of classroom learning and the world of work. An added benefit will be to educate area employers about the innovative practices taking place in our schools. To supplement the Career Pathways and LYFT Minnesota West hired a K-12 Liaison (FY19 marked year 2 of this position) to support the work being done not only in LYFT but also REACH and PSEO.

If you answer "Yes" to any of the following questions, please briefly describe your activities.

QUESTION: Did your consortium:

- **Expand the use of technology in CTE programs?** Teachers use funds to upgrade their equipment so students are using the most up-to-date technology whenever possible. Minnesota West utilized about \$91,000 in Perkins funds to upgrade equipment and technology as well as purchase new in the areas of Carpentry, Surgical Tech, Diesel Technology, Welding, and Dental Assisting. The Minnesota West Foundation also received \$95,793.40 in non-cash donations such as equipment that were utilized in a number of our CTE programs.

- **Offer or provide professional development to CTE teachers, faculty, administrators, and/or career guidance and academic counselors?** Each year the secondary and post-secondary teachers gather by discipline for professional development days. Tech. Ed and Agriculture were added this year. Teachers often use consortium funds to finance conferences and the consortium supports 10 teachers to attend the CTE Works Summit each year. At the post-secondary level Perkins funds were utilized for professional development for 5 staff and faculty to attend CTE and other professional development and conferences for tutoring staff, Health Information, Surgical Tech, Farm Business Management and Agriculture faculty.
- **Provide support for CTE programs that improve the academic and career and technical skills of students through the integration of academics with CTE?** Teachers purchase supplemental curriculum so students can learn technical skills
- **Use Perkins funds to support CTE programs that offer experience in and understanding of, all aspects of an industry for which students are preparing to enter?** Students have opportunities to explore careers through internships, job shadows, guest speakers, and industry tours. Student competitions such as BPA, NIMS, International Fluid Power Skills Contest, Skills USA, FCCLA, and FFA were also supported with Perkins funds. In all over 1500 students were impacted.
- **Use Perkins funds to support the improvement or development of new career and technical education courses and initiatives, including career clusters, career academies, and distance education?** Perkins funds will be used to sustain the new courses created with LYFT funds. Perkins funds were also used to support the K-12 Liaison who works closely with school districts to create and sustain the new CTE courses. Our joint Carpentry program was also supported (\$30,000) through expansion of technology, improvement of equipment, and marketing.
- **Use Perkins funds to provide activities to support entrepreneurship education and training?** We did not use Perkins funds in this capacity in FY19.

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

QUESTION: How did your consortium support partnerships among local educational agencies, institutions of higher education, adult education providers, and, as appropriate, other entities, such as employers, labor organizations, intermediaries, parents, and local partnerships, to enable students to achieve state academic standards and career and technical skills?

The Minnesota West Consortium supports partnerships to enable success of students in a number of ways and not always financially. Our talent participates in a number of advisory committees including the LYFT Rural CTE committee, SWMN PIC Youth Council, and out CTE program advisory committees. Our Career Pathways Partnership which includes Minnesota

West, SW ABE, SWMN PIC/Careerforce, MATEC, Avera Health and a number of other partners has worked over the past 15 years to ensure individuals are provided with nationally portable industry-recognized credentials and college credit and/or certifications in CNA, Community Health Worker, Pharmacy Tech, Welding, CDL and Electrical Controls. Our work ensures 1,500 plus students, both secondary and post-secondary, access job shadowing experiences along with internships, externships, clinicals, board reviews, and capstones. Student activities like the Culinary Skills Challenge are exciting events that require the expertise of a variety of partners to accomplish. Industry professionals and college instructors help create and judge student competitions to ensure students are learning and mastering skills required to be successful in the workplace.

The LYFT Career Pathways has solidified the consortium's commitment to partnering with local and regional agencies, service providers, parents and students to ensure the success of students and advancement of career and technical education and skills.

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

Over 660 9-12 grade students participated in job shadowing and an additional 304 participated in internship experiences in 2018-19. Several districts have recently created Medical Internship courses in addition to their existing internship opportunities. Students have the opportunity to explore many different types of internships including at Daktronics in Redwood Falls where they can rotate through several departments, many FFA programs allow students to explore careers through internships.

Business and industry partners provide a number of work-based learning opportunities for the students in the Minnesota West Consortium. At the core of the LYFT Career Pathways is partnerships between secondary, post-secondary and business and industry. Many of the projects through LYFT include industry visits, shadowing and internships. Staff from the SW MN Private Industry Council have received work-based learning licenses and are working with students in the shared CTE classes to add elements of the Foundation Knowledge and Skills to the courses. They focus on interviewing and job seeking and keeping skills. Students participating in our Career Pathways CNA group through the Marshall Area Technical Education Center participate in industry tours and visits that span the diverse work in the healthcare field. College students in Accounting, Automotive, Agriculture, RADT, Surgical Tech, Pharmacy Tech, Medical Lab Tech, Human Services, Child Development, Computer Support, Community Health Worker, Computer Science, Cosmetology, Diesel, Dental, Nursing, Health Information Tech, Business, Precision Machining and Medical Assisting all have internships, externships, clinicals, or capstone projects as part of their curriculum. In FY19, 713 (duplicated) students participated in 70 credit bearing courses.

Minnesota West has strong ties to area business and industry partners in which we provide education for incumbent workers. The following manufacturing employers dedicated time and resources for their student employees to attend the advanced manufacturing degree and certificate programs at Minnesota West as an effective “grow our own” talent development strategy:

<u>Employer</u>	<u>Student Employees</u>	<u>Degree or Certificate Program</u>
JBS Worthington	13	Mechatronics Diploma
JBS Worthington	2	Electrician Degree
Bedford Industries, Inc.	4	Mechatronics Diploma
Bedford Industries, Inc.	2	Precision Machining Diploma
Chandler Industries, Inc.	1	Precision Machining Diploma
Bedford Technologies, Inc.	1	Welding Certificate
AGCO Jackson Plant	6	Welding Diploma
AMETEK Avicenna Technology, Inc.	2	Mechatronics Diploma
Schwan’s Global Food Chain, Inc.	5	Mechatronics Diploma
Monogram Meat Snacks	8	Industrial Tech Certificate

Business and industry partnerships were pivotal in the Minnesota West Foundation receiving nearly \$96,000 in non-cash donations in FY19.

QUESTION: Describe the status and activities of CTE advisory committees in your consortium.

We continue to explore and work towards establishing joint advisory committees between Secondary and Post-Secondary programs. Through the efforts of the LYFT Career Pathways Initiative a Rural CTE Advisory Committee was created that includes business, industry, secondary and post-secondary, and service provider partners from both Minnesota West and Mid Minnesota Consortiums. This is the one joint advisory committee serving both secondary and post-secondary programs in the region although schools have expressed an interest in sharing advisory committee members with neighboring districts as well as post-secondary partners. The advisory committee is made up of representatives from: Southwest Minnesota State University, Minnesota West Community and Technical College, Ridgewater College, Southwest Minnesota Private Industry Council, Central Minnesota Jobs and Training, Southwest

Initiative Foundation, Minnesota West Carl Perkins Consortium, Mid-Minnesota Carl Perkins Consortium, Department of Employment and Economic Development, Member School Districts, Adult Basic Education, and the Southwest and West Central Service Cooperative. To date the LYFT Pathways Advisory Committee has:

- Determined the branding of the initiative (LYFT Pathways).
- Added Resources and Success Stories to the website.
- Developed an application process for school, college and business partners to apply for funds to develop collaborative CTE classes and programs.
- Developed a transportation plan to address the distance barriers that prevent the sharing of CTE courses and resources.
- Developed a communications plan to use with schools, businesses, and agencies throughout the region to encourage the development of high school CTE courses and pathways

Each approved program has an advisory committee. All CTE programs at Minnesota West are required to have advisory boards and should have a minimum of one meeting per year. Twenty-four programs completed at least one meeting in FY19. At the post-secondary level, advisory committees are made up of current and previous students, faculty, industry partners, secondary school partners, police officials and other local partners with a vested interest. Advisory committees have been instrumental in the return of HVAC/Plumbing in FY20, expansion of our Powerline program to the Granite Falls campus and Dental Assisting to Luverne. They have also assisted with equipment and technology donations as well as student scholarships and sponsorships. Members of our advisory boards also are employers that provide externships, internships, clinicals as well as permanent employment.

QUESTION: Did your consortium use Perkins funds to support CTSOs? If so, how?

Many districts use Perkins funds to cover transportation expenses, purchase supplemental curriculum to help students prepare for competitions, and purchase equipment for students to improve skills.

164 FFA teams earned Top 10 status at their State Meet. 39 State BPA teams earned Top 10 status at State, and 45 FCCLA teams earned Gold Level status.

10 BPA students from Minnesota West participated in State Competition and were all eligible for National Competition in Anaheim California. Six secondary and post-secondary students in our Welding Program at the Marshall Area Technical Education Center participated in the State Skills USA competition. 3 Precision Machining students earned NIMS industry credentials in Safety/Precision Measurement, CNC Lathe Operator and CNC Mill Operator. One Mechatronics student participated in the International Fluid Power Skills Contest.

The SWWC Service Cooperative hired Benson High School BPA students to design and print name badges for students who participate in any shared CTE work experience activities throughout the consortium so they can be identified as LYFT Pathways members when working

in the community. It's been a great way for the students to learn to take orders, work with customers, manage billing, etc.

QUESTION: Did your consortium use Perkins funds to support partnerships between education and business, or business intermediaries, including cooperative education and adjunct faculty arrangements at the secondary and postsecondary levels? If yes, please describe.

The Minnesota West Consortium helped to support the Carpentry program that is a joint partnership between Minnesota West, Pipestone High School, and Pipestone EDA. Minnesota West and Pipestone High School shared the cost of the instructor and both high school students and regular undergraduate students participated in the courses. The high school students receive college credit and participate as part of their regular high school day. The consortium assisted the partnership with upgrades to technology and marketing materials.

Goal 3: Improve Service to Special Populations

QUESTION: What strategies were adopted to overcome barriers for special populations and non-traditional (by gender) learners?

A number of strategies have been employed within the consortium to overcome barriers. We have been working on the Developmental Education Strategic Roadmap which focuses on increasing college readiness, improving success in developmental education through higher touch supports for students, improving the accuracy of course placement, and aligning developmental education with college level courses. We continue strong relationships with area ABE, Careerforce and industry to provide CTE courses, in the high schools, for college credit or articulated credits allowing for better transitions for special populations and exposure to non-traditional careers. While we have a strong relationship with ABE we are continuing to explore how we can work better to ensure necessary support for students. Recruitment of diverse faculty and staff has been a priority at Minnesota West with a focus on non-traditional advertising and translation of job postings and all new faculty are paired with a mentor. At Minnesota West the president has employed activities such as Pizza with the President, Talks with Terry and Cabinet Conversations giving students, staff, faculty, and administration opportunity to have open conversations. Transportation between the Worthington and Jackson campuses is in its third year providing opportunity for students that have difficulty with housing and/or transportation. In FY20 we have contracted the services of a social worker to work on the 5 campuses to provide mental health and community resource support while gathering data related to the needs of our students utilizing the service. Secondary teachers may purchase equipment to reduce barriers so students with disabilities can fully participate in CTE courses. Project Discovery is a career exploration program for special needs students. Students can explore 40+ careers. Written assessments of the student's interests, work skills, and social

skills are provided to each participant's IEP team. 203 students were assessed in 2018-19. 10 students are accepted into our region's transition high school, Project Search, each year. Project Search allows students to transition from high school to community employment by working at Avera Hospital. Students work with a job coach, program instructor and hospital staff to develop job skills.

QUESTION: What support service was provided during the grant year that was most successful in increasing special population and/or non-traditional learner recruitment and retention?

There isn't just one activity that can be attributed to recruitment and retention of special population students. A few that we believe to assist in this include:

LFYT career academies.

SWMN Career Pathways Partnership.

Activities that bring students to campuses to explore CTE.

Creation of the Blue Jay Villas on the Worthington campus bringing on campus living to students.

Transportation services to students between Worthington and Jackson.

Get Connected Week - first week of fall semester activities throughout the week that connect students to the campuses, communities, each other and faculty and staff.

Grades First - early alert and intrusive advising application.

QUESTION: Describe how your consortium uses data-driven decisions to target consortium activities to the needs of special populations. What impact have these efforts had on success of special populations?

Minnesota Statewide Longitudinal Education Data System (SLEDS) matching student data from pre-kindergarten through completion of postsecondary education and into the workforce. By bridging existing data with other incoming data a range of education programmatic and delivery questions can be answered to gauge the effectiveness of current programs and design targeted improvement strategies to help students. In conjunction with SLEDS we also use IPEDS and IDEA information which then brings together data from education and workforce to:

- Identify the most viable pathways for individuals in achieving successful outcomes in education and work;
- Inform decisions to support and improve education and workforce policy and practice, and
- Assist in creating a more seamless education and workforce system for all Minnesotans.

Student survey data, a gap analysis of high school courses, and local labor market information were all key to deciding which collaborative high school course to create.

Survey data is collected by students attending the annual Career Expo to gauge their knowledge about non-traditional careers prior to and again after attending the Game Show portion of the event. The event is held at two locations. In 2018, 20% of high school sophomores attending the Expo at Southwest Minnesota State University rated their knowledge of nontraditional

careers as a 4 or 5 on a five-point scale when they arrived at the Expo. After the event, 66% of the students rated their knowledge as a 4 or 5. At Minnesota West, 20% rated their knowledge of non-traditional careers as a 4 or 5 on a five-point scale when they arrived at the Expo. After the event, 64% of the students rated their knowledge as a 4 or 5.

QUESTION: How did your consortium provide preparation for non-traditional fields in current and emerging professions and other activities that expose students to high-skill, high-wage occupations?

Several consortium districts offer girls-only sections of traditionally male-dominated courses. The girls are interested in the material but often feel intimidated when in classes with boys and shy away from the class. These courses tend to be very popular. Marketing material, including a video and career guide, was created with special care taken to highlight women working in non-traditional careers.

Minnesota West offers CoderDojo at the Worthington campus in cooperation with the Nobles County Integration Collaborative. It is intended for young people ages 7-17 to explore technology and the world of programming. Activities were also held on all of the campuses that expose individuals to non-traditional careers. These activities are meant to get students on campus to get their hands on the learning that happens as a student and these included: College Knowledge Day, Technology Day, Scrubs Camp, Breaking Traditions and 9th Grade Day. The Nobles County Integration Collaborative has space on our Worthington campus which opens the campus to parents and students to tour and gives opportunity to highlight education. We have been strategic in our marketing efforts and paying special attention to parents and family members. In FY19 we visited 120 high schools, interacted with over 12,000 prospects, attended approximately 47 college fairs and over 60 career fairs. We continue to work with our business partners to offer educational opportunities to their incumbent workers.

Our work with the SWMN CPP and LYFT are by far the most comprehensive preparation for non-traditional careers in that students both adult and youth are involved in full courses that are for college credit, can articulate into college credit and lead to full degrees or other degrees.

QUESTION: How did your consortium provide support for programs for special populations that led to high-skill, high-wage or in-demand occupations?

Over \$5900 was spent for high schools to purchase equipment that will reduce barriers for students with disabilities so they can fully participate in CTE programs. The consortium supports the LYFT and CPP programs in a number of ways that include a K-12 Liaison, advising, admissions and financial aid assistance, financial support for equipment and technology as well as career guidance tools.

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

QUESTION: Describe the kinds of articulation, dual enrollment, and transfer credit courses offered. What was the level of participation? How are these advanced credit courses transcribed on the student's high school record and on college transcripts?

The Minnesota West Perkins Consortium partners with 18 consortia to bring articulation efforts to high school and college instructors through 4 articulation meetings. Secondary and post-secondary instructors attend the articulation negotiation meetings where they get an opportunity to network and discuss curriculum, classroom instruction, and assessment competencies. 34 agreements are available for students to earn college credit through the www.ctecreditmn.com website. Within the consortium, a number of Career Academies have been developed in which students participate in CTE courses both at their high schools and on the campuses of Minnesota West to gain college credits. In FY 19, 160 participated in courses such as Intro to Education, Intro to IT Concepts, Medical Internship, Intro to Medical Careers, Nursing Assistant, Welding Principles, Intro to Electrical Controls, and Intro to Manufacturing and Engineering. Fifteen high schools in our region offered 34 REACH (concurrent enrollment) courses to 617 students. These included courses in Agriculture, Art, Biology, Chemistry, Community Health, Education, EMS, English, Healthcare, History, Math, Physics, Political Science, Psychology, Speech, Freshman Seminar, and Digital Literacy. Minnesota West served 1221 PSEO students from 64 schools plus home schools. Regular PSEO students participated in 54 different subjects from CTE to general education. College-level courses offered to high school students are transcribed just as college students are.

In addition to LYFT/Career Academies we continue to work with the SWMN Career Pathway Partnership a collaboration between Minnesota West, SW MN PIC/Careerforce and area employers. The intention of the partnership is to orchestrate adult and youth career pathway training programs for manufacturing and healthcare careers incorporating integrated instruction model, competency based skills development, employability skills, job placement, industry credential attainment, and college credit/certificate program completion. Students earn college credits, complete credit certificate programs leading to diploma and AAS degree completion which then provides the individual with nationally portable, industry-recognized credentials to advance along defined employment career pathways across industry sectors. In FY 19 participation was as follows:

Healthcare:	CNA 3 credits	56 students both adult and youth
	Community Hlth Worker 17cr/Industry Cert	11 students
	Pharm Tech 10cr/Industry Cert	8 students

Manufacturing:

Welding 6cr & 16cr certificate program	58 students both adults and youth
Commercial Driver License	21 students
Electrical Controls 5 credits	5 students both adults and youth

The participant profile for FY19 was as follows:

- 56% identified with a minority or ethnic group
- 19% were receiving food support
- 11% were receiving public assistance at time of enrollment (not including food support)
- 21% indicated limited English skills;
- 15% had not completed high school
- 13% indicated they were immigrants/refugees
- 12% indicated they had a disability;
- 5% indicated they were offenders

QUESTION: Did your consortium use Perkins funds to establish agreements, including articulation agreements, between secondary school and postsecondary career and technical education programs to provide postsecondary education and training opportunities for students? If yes, please describe.

The Minnesota West Consortium utilized Perkins funds for articulation meetings and the maintenance of the www.ctecreditmn.com website. 325 articulation agreements were awarded during the 2018-19 school year.

The Minnesota West Consortium also provided support to the joint Carpentry Program which includes Minnesota West, Pipestone High School, and Pipestone EDA. High school students participate in the Carpentry courses, at Minnesota West and on the job, as part of their high school curriculum and day.

QUESTION: Did your consortium use Perkins funds to improve career guidance and academic counseling programs and/or to support occupational and employment information resources? If yes, please describe.

Career Scope is a resource we use in our partnership with the Career Pathways Partnership and to any student at Minnesota West. Students are offered the assessment to help advise students in their career and educational journey. These are funded with Perkins dollars.

The consortium also applied for and received a CPIP grant to hire a Career Pathways Navigator to develop new work-based learning opportunities for our high school students.

Consortium funds are used to purchase the Minnesota Career Information System. 31 districts purchased a site license. 5 districts purchased IDEAS Interest Assessment, 4 districts purchased the Academic Practice Package, 1 purchased the Advanced Placement package, and 1 purchased MCIS for Special Education.

A Career and College Resource guide was printed and posted online for students and parents interested in taking classes at the Minnesota River Valley Career and Technical Education Collaborative.

QUESTION: Did your consortium use Perkins funds to support initiatives to facilitate the transition of sub-baccalaureate career and technical education students into baccalaureate programs? If yes, please describe.

We did not use Perkins funds to support such initiatives but work has been and is being done to ensure ease of transition to baccalaureate programs. We have articulation agreements with a number of institutions in areas of Business Management, Office Management, Nursing, Construction Management, Agriculture to name a few. Our newest endeavor is the Teacher Prep/Pipeline in which Minnesota West, Southwest Minnesota State University and District 518 are working to offer education courses and get students excited about being an educator.

QUESTION: Describe other transition activities (secondary to postsecondary; secondary to work; postsecondary to work), courses, or services you provided. What were the lessons learned from these activities?

Minnesota West has partnered with the Pipestone High School and Pipestone EDA to offer the Carpentry Program. High school students along with regular students are able to participate in the courses. The Pipestone EDA buys the properties to rehab and the students then learn by working on the rehab projects. The program was supported with Perkins funds for technology and equipment needs and upgrades, professional development, marketing, and outreach. In FY20, Minnesota West has added HVAC and plumbing to the Pipestone campus which will also be involved in the partnership.

Also supported in FY19 was the CoderDojo which introduces young people to programming and coding.

Partnering and collaboration are vital to our region. Through our partnerships, we are better able to leverage our area resources and support for those we serve.

Goal 5: Sustain the Consortium

QUESTION: What activities were conducted that helped to improve and sustain the consortium? Are you considering changes to your consortium structure to better serve students? If yes, please describe.

The Minnesota West Consortium coordinator is hired jointly by the SWWC Service Cooperative and MWCTC to oversee the Perkins activities for the MN West Consortium. Planning and implementation takes place throughout the year in a number of ways. Planning meetings occur every spring in which the joint coordinator, post-secondary coordinator, administration, and deans discuss the needs, goals, and direction for CTE in the post-secondary environment and how that adds to the overall consortia plan. Staff from Minnesota West and the SWWC Coop

serve as members of the local SW MN PIC Youth Council which addresses youth employment issues as well as employer issues. Members of the consortia are also involved in a number of partnerships which afford other opportunities for funding and access to other resources. For example, the Career Pathways Program accesses other funding and partners with Marshall Area Technical Education Center to offer CTE in ways that may not be possible with only Perkins funding. The creation of the LYFT Pathways initiative is another great example that assists in maintaining the consortium in that a joint advisory board was created as well as many as 50 partners coming together to enhance and rebuild career and technical education in the SW and West Central regions of the state.

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

The consortium leadership team is comprised of the secondary and post-secondary Perkins coordinators, leaders from the SWWC Service Cooperative, Minnesota River Valley Education District and Minnesota West Community and Technical College. In addition, the creation of the LYFT Career Pathways program led to the establishment of our rural CTE advisory committee which includes partners from both Minnesota West and Mid Minnesota Perkins consortia. The team also relies on input from secondary and post-secondary faculty and industry partners including advisory boards. Each competition, event, student activity, and CTE program (Youth Council, Photography Competition, Culinary Skills Challenge, etc.) is guided by an advisory committee made up of industry leaders, faculty and past and current students. Events like the Career Expo wouldn't be possible without the help from college partners- Minnesota West and Southwest Minnesota State University, over 120 business partners, Careerforce staff, DEED staff, as well as Chamber and Economic Development staff.

QUESTION: Did your consortium use Perkins funds to improve the recruitment and retention of career and technical education teachers, faculty, administrators, or career guidance and academic counselors, and the transition to teaching from business and industry, including small business? If yes, please describe.

The Minnesota West Consortium used to Perkins funds to improve the retention of new and previous faculty, staff and administration by offering funds for professional development. Faculty in the areas of Health Information Technology, Business, Farm Business Management and Agriculture, Computer Support, Math, Electrician utilized funds for varying professional development activities. Staff in the areas of advising and tutoring and administration in Allied Health also utilized the funds for development.

QUESTION: To what degree does the consortium seek additional grants (federal, state, or local) or braid various funding streams together to support consortium activities? Please provide examples.

The Minnesota West Consortium and partners actively seeks additional funding and takes advantage of these opportunities when appropriate. Historically we have an affinity towards

collaboration which has led to a number of braided funding streams that have supported CTE programs, students, and partners. The \$3 million legislative grant (LYFT) has been a continued important addition during this reporting period. It has allowed schools and businesses to explore different ways of expanding CTE with less financial risk. In FY19, the Greater Twin Cities United Way provided support of \$340,000 for a Career Academies Pathways Project with Minnesota West, Jackson County Central School District, Windom Area School District, Worthington District #518 and Southwest Initiative Foundation to expand educational opportunities for high school students. CPIP funds allowed the Private Industry Council to hire a Career Pathways Navigator to support students who are participating in the shared CTE projects. Schools use Integration Collaborative funds to help with transportation expenses to shared courses.

Other funding sources that have been pursued and are important to the consortium's activities include: Teacher Prep Partnership, aimed to increase the diverse pool of quality teacher candidates in the region, received a two year \$600,000 grant from the McKnight Foundation. Pathways to Prosperity Grant - awarded in late FY18, \$1.15 million to SWMN PIC, South Central Workforce Council in partnership with ABE, Minnesota West and South Central College, MN Deed Job Service, and area employers to provide credentialed training and support for learners in careers within the healthcare, manufacturing, construction and transportation industries. Career Pathways Program - 15-year partnership between Minnesota West, SW MN PIC/Workforce, ABE that has brought in over \$1.5 million to the region to offer technical skills program, credentialing and industry-recognized training as well as support literacy and comprehension skill development, mentoring, career counseling, and employment assistance. This has led to the ongoing offering of welding for adults and shared CNA courses at the MATEC center.

QUESTION: How would the new definition of size, scope, and quality change the way you spent your Perkins funds this past year? What changes will you need to make in your next submission regarding size, scope, and quality?

At the college level, we may have shifted funds to support the expansion of our Powerline Program to Granite Falls and Dental Assisting to Luverne. These two programs were expanded to other campuses because data analysis discovered gaps in enrollment in these programs based on the current locations.

Changes we will need to make include closer examination of the data surrounding size, scope and quality and what we are doing surrounding these areas. The college is working on examining these areas, in particular quality, as we prepare for our upcoming 2021-2022 HLC visit.

QUESTION: How is your consortium planning to conduct the comprehensive local needs assessment required for submission with the two-year Perkins V application?

A number of consortium members are involved with the Careerforce/PIC's Youth Council. We will be working in conjunction with our Youth Council and their required assessments to gather regional data and feedback from students, business and industry partners and other service providers. At the college level, some assessments and talking sessions are already in place in which we can utilize feedback from our constituents. These include 2/year Pizza with the President in which the college President presents to students, staff and faculty at each of the campuses. This also includes questions to the students regarding specific areas we can do better. Cabinet Conversations and Talks with Terry are also opportunities for open conversation between administration, faculty and staff regarding the state of the college. Several surveys are given annually to secondary school administration, faculty, and students. These surveys can be used to gather useful information.

Other Summary Comments

QUESTION: If you were unable to accomplish activities in your plan, indicate reasons why and what you might do differently. How can state staff better support your efforts?

Although our Educator Externships are one of our highlights, we also feel they could be better utilized. There are over 120 CTE teachers with approved programs in the consortium, but few teachers take advantage of the opportunity to get out into business and bring that experience back to the classroom. We will continue to encourage teachers to participate by having those who have participated come to our meetings and share their experience.

QUESTION: What lessons-learned will you incorporate into your two-year application due May 1, 2020?

Collaboration and relationships are key to the success of career and technical education and will play an instrumental role in our two year application.

State Staff Review:

The LYFT initiative continues to be an excellent model of partnerships (Minnesota West, SW ABE, SWMN PIC/Careerforce, MATEC, Avera Health and a number of other partners) working to provide student success for learners of all ages and in turn, support for the economic development of the region. The grow of opportunities you are now offering is substantial. Congratulations! Providing joint professional development for the secondary and postsecondary teachers by discipline is noted as is your continued support of CTSOs. Your successful acquisition of additional grant dollars to support CTE initiatives is notable including the Teacher Prep partnership, McKnight Foundation dollars, and the Pathways to Prosperity grants funding.

Opportunity:

Thirteen out of 31 districts who completed your annual survey indicated that they do not offer a careers course in their high school. This might provide your next opportunity for innovation. We look forward to seeing how you will increase the number of teachers taking advantage of Educator Externships.

Thank you for your good work.