

Minnesota Annual Performance Report (APR) FY20

FY20 Dakota County Consortium
Dakota County 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.

RESUBMITTED VERSION

We are trying to look at all of our programs to identify what its strengths are, weaknesses are, and ways they can be more relevant to outside employment / career. Our advisors are critical to this stage, as they are all in their respective industries and know what the trends are as well as equipment / technology needs and demands. We are trying to keep our programs up to date within industry standards as much as possible to help students get an actual idea of what a post-secondary experience might look like.

South St. Paul added 9th grade to our CTE rotation offering, added Apparel Design, and Entrepreneurship classes. Also new 8th grade Career Exploration classes added before they choose HS classes.

Farmington High School created a new course (Introduction to Programming) and will add a second course (Programming 2 for now) next school year. Plan is to align these two courses with an Electrical Engineering introduction course at the UofM. More work to come this year.

We reviewed all programs of study and renewed them within the consortium membership.

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

RESUBMITTED VERSION

We try to look at the "most bang for the buck". We look to where our numbers are highest and see what we can improve in those areas. We also look at programs that are not as populated and try to figure out what we can do to improve enrollment and relevance.

South St. Paul offered more HS electives to give students more opportunities and choice in the HS.

Northfield High School usually gives the Precision exams to accounting 1 students as a benchmark, but was unable to in the spring due to distance learning. Precision Exams extended my test purchases to 2020-2021. This year we have one Advanced Accounting student who is eligible for TSA.

"Since DCTC is a technical college, the use of Perkins funds for tutors has an impact on all programs of study. In an effort to utilize the monies as effectively as possible while providing quality service in an equitable manner to all students at the college, the professional and peer tutors serve any student. The programs are cohorted which allows for specific tutoring support in varied programs. As a result of COVID-19, tutors are embedded in online courses as well as available virtually or in person as needed."

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?

RESUBMITTED VERSION

Our consortium has been very proactive in looking at consortium wide industry partnerships along with individual school based partnerships. As a consortium, we often have the opportunity to tour local businesses that might provide employment. The same for individual schools. At Hastings High School, we partner with Quality One Woodworks, Hastings Automotive group, Extreme Sandbox, David Harris Architecture, Plastic Printers, Delta Airlines and the City of Hastings to name a few. These organizations have provided us with experiences that allow students the opportunity to see what opportunities exist after high school.

"Within ISD 917 the following events took place:

Fundamental Chef Training partnered with the following local businesses and colleges:

Saint Paul College (SPC) Culinary Arts Program--interested high school students who were enrolled in the Fundamental Chef Training class were able to have a shadow day at SPC. These students experienced a day of classes, including lecture, production and clean-up.

Senior Citizen Groups in Dakota County--these groups regularly attended our luncheons, of which we completed three before the students started distance learning. The students plan, prep, cook, serve and clean up for these events.

Guest Speakers--We hosted the Dexter Pro Tour cutlery demonstration truck, Vollrath Company, the Army culinary team, and there were also some presenters who came by as a part of our daily operations. Some of these were: Jeanne Sutton, Reinhart foods sales representative, Matt from Twin Cities Pita (a food truck) and Dan Lehmann, a former student and culinary graduate came, talked to the students about their career pathways and offered advice to the students as they started working.

South St. Paul •Our Trades class teacher has worked with local unions to bring skills to the high school. One major challenge is the transportation issue and bringing students to these opportunities (especially in a pandemic)."

"The consortium continued to include the Dakota County CareerForce Centers in our monthly meetings. 2 members of the Consortium Leadership team participate in the Dakota/Scott County Youth Council. The consortium included MN DEED local rep in our consortium meeting annually to provide the most updated information regarding local needs so that information could be provided to CTSO members.

One success is that we were able to include multiple partners in our Career and College Fair, which provided students direct access. Challenges included getting schools to allow time for students to visit worksites to learn more about careers. Local school class schedules create barriers for students to participate and schedule programs of study that promote CTE experiences. "

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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?

RESUBMITTED VERSION

Most of our Industrial Tech classes at Hastings HS are populated with predominately males. We are trying to encourage more females to our classes as well as people of color.

"After careful analysis of the success data, DCTC found that there is a positive correlation between tutoring support and academic success. Therefore, DCTC put a greater emphasis on tutoring support to students in CTE programs."

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?

RESUBMITTED VERSION

"In South St. Paul 1. In culinary 1 all students complete the ServSafe certification. Large population of students on 504 plans. Sharing opportunities we encounter as a consortium with our students."

Farmington High School provided each student in the Introduction to Programming class with a Particle Photon device to apply programming concepts at home or in the school building.

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

RESUBMITTED VERSION

"To provide additional academic support in every CTE program, DCTC began a Peer Tutor program to support learning. In addition, professional tutors are available both virtually and in person if needed."

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)

RESUBMITTED VERSION

South St. Paul was offering ServSafe to males and females. Tridistrict offers pathways to all students, (females in transportation careers) Send students to Chamber of Commerce.

"Due to DCTC being a technical college, there are a number of non-traditional by gender students who are supported by Professional and Peer Tutors both in their technical programs and general education course."

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

RESUBMITTED VERSION

At South St. Paul ServSafe been successful based on success rate of passing. Limitation in tracking this data.

"Some of the successful strategies DCTC used include bringing tutoring support into the classroom whether virtual or in person, proactive referrals and partnering with faculty to support CTE students in their learning.

DCTC instituted the concurrent enrollment program at DCTC using mainly general education courses. The challenge that the college will continue to face will be the ability to qualify the high school teachers to teach in the career classes mainly due to the recency requirements. DCTC is also reviewing their participation in using articulated credits. There is very little use of articulated credits in the current practice so DCTC will review the system for possibilities to ensure more use and success."

5. Describe successes and challenges in the consortium's efforts to improve transitions for students from high-school to college and/or career.

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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.

RESUBMITTED VERSION

At Hastings High School we are working with local businesses and organizations to help students get an idea of the opportunities that exist after high school. Having guest speakers come in to present options for post-secondary options.

South St. Paul began new 8th grade class this year to expose students to all the various pathways. All incoming 8th graders take this class. PLC focus of last year focused on exposing students to various trade jobs. College credit offered for Entrepreneur class. Success with College and Career fair offered by the consortium.

Farmington continued work to align Programming course and anticipated Programming course with Electrical Engineering introduction course at the UofM. Plan is to finalize alignment this school year working with the professor at the UofM.

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

RESUBMITTED VERSION

At Hastings High School most years, I would say around 120-150 students participate in some level of presentation or field trip or connection to a local, outside organization.

South St. Paul had roughly 60 students participate.

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?

RESUBMITTED VERSION

South St. Paul offered new electives and an 8th grade Career Exploration class. Challenge of affecting our workload, new preps, and doing these changes during COVID-19.

"

Our members had to move all CTE coursework to a Distance Learning model in the spring of 2020 and transitioning to a hybrid model for the fall of 2020. We were headed towards the continued implementation of Mechatronics and Robotics training for our interested members. Due to Covid we had to table these efforts. "

DCTC began the concurrent enrollment program.

7. Describe Perkins-funded professional development (PD) that took place in the consortium during FY20.

7a. What was the total Perkins-funded investment in PD for the year?

RESUBMITTED VERSION

At Hastings HS about \$2000.

\$4000 for Secondary

280.00-DCTC

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

RESUBMITTED VERSION

3 Industrial Technology teachers at Hastings HS.

Teachers, coordinators, counselors, principals

Teaching staff, administration, college staff from all our member school districts and DCTC.

Dual enrollment, admissions, access services and academic dean.

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

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RESUBMITTED VERSION

MTEEA (Minnesota Technology and Engineering Education Association) conference, and 1 teacher to the ITEEA (International Technology and Engineering Education Association) conference in Baltimore for Hastings HS staff.

CTE Works, ACTE Best Practices, ACTE WBL Conference, ITEAA, FCCLA,
CTE Works, WBL Workshop, Region 3 Conf, ITEAA, FCCLA,

CTE Works

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

RESUBMITTED VERSION

Classroom upgrades (curriculum and processes), pedagogy, best practices, project / topic ideas, etc.

"Work Based Learning practices for high schools, business partners, careerforce centers, and post-secondary training. Due to Covid we were not able to fully implement many of the outcomes. We are continuing to offer WBL options for all our members and staff continue to work on growing these programs.

Another topic that was addressed is autonomous transportation and robotics related to drone use. This is being accomplished through the Mechatronics, Total Auto Care, Intro to Engineering, small engines, and other industrial tech related programs in our member schools. We are incorporating virtual welders for students and staff to experience continued growth in virtual training and skill attainment. "

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.

RESUBMITTED VERSION

Pretty informal, students come in and discuss with us and we can give them ideas of companies or post-secondary institutions that would have something similar to what they are looking for at Hastings HS.

ISD 917 is part of the consortium and offers multiple entry and exit ramps for students at the HS level to continue their education and graduate. Within these programs, students are offered the opportunity to attend CTE programs of interest located on the DCTC campus. Students who qualify are encouraged to explore PSEO opportunities at DCTC or another post-secondary school of choice.

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?

RESUBMITTED VERSION

We worked through the CTE licensure process several years ago to help maintain funding and security for our teaching staff. We have also been working through variance licenses for CTE funding for our non-CTE staff that qualify within Hastings HS and the consortium.

This past summer Julie Wolner, Business teacher at Northfield High School attended a 2-day professional development conference offered by DECA.org. The conference focused on digital apps and platforms to engage students remotely. We saw the apps demonstrated and practiced using them.

We had one teacher attain their CTE licensure through portfolio review within ISD 917. We had a technical tutor at ISD 917 begin the portfolio review process to work towards CTE licensure in 2019-20. This individual will continue this process in the 20-21 school year. This person currently has a teaching license in Elem Ed and has certifications in First Aid/CPR and Heartsavers.

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?

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Working through the career center, we have been trying to come up with different career / job opportunities that fit a variety of student's needs. The career fair also does a good job of providing a wide array of options for students at Hastings HS and within the consortium.

In South St. Paul all students at our CLC are exposed to the opportunity to take our Work Experience class. Trying to expand the program to be offered in the future in our High School.

The consortium conducted its annual Career and College Fair. This fair included over 100 vendors who provided WBL options for direct careers, training centers, internships, apprenticeships, military options, or post-secondary schools to provide direct work-related training. Each member school sent students and staff to this event. Those who could not attend were given the information about all the vendors so they could share with students and staff as needed. Multiple field trips were provided within the consortium prior to the Covid shutdown.

We offer WBL options for all students and members within the ISD 917 consortium. These options are posted on the website and provided in many of the schools registration guides.

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.

RESUBMITTED VERSION

Providing equipment and training needs, along with making connections to businesses and organizations that serve as an advisory to help guide our offerings both in what should be added as well as what should be taken away.

South St. Paul added ServSafe to our Culinary 1 class. Business and FACS students are exposed to resume/cover letter writing skills, plus some training on Excel. Sports Marketing class students are promoting events using social media in addition to traditional marketing campaigns.

Northfield High School had 45 students in my DECA club and took 28 students to the DECA State competition. DECA definitely builds both academic and CTE skills as the students work on confidence, professionalism, and increased knowledge in a variety of business career pathways.

"As a result of obtaining Perkins funds for tutoring, DCTC has actively integrated tutors into CTE programs. In addition, tutors have established relationships with faculty to enhance referrals and increase student success in CTE programs."

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

RESUBMITTED VERSION

Being able to maintain a wide cross section of academic offerings to our students. Also being able to provide our students with several experiences such as touring Delta's aircraft maintenance program, working with a local architect, working with the City of Hastings for project planning and working with Ford and Hastings Automotive. These opportunities give students a clear selection of options for what they might be interested in pursuing after high school.

"Providing equitable access to curriculum and instructional materials in a distant learning environment. Examples include; modifying content for special populations, providing access to digital platforms, access to virtual career and technical resources, and providing professional development opportunities for CTE staff to transition to a distant learning model.

South St Paul had the following:

- Partnership with our trades classes and the Construction Training Institute in St. Paul, and having students gain exposure to those skills/jobs .
- Volunteer efforts and expanded within our programs.
- New Career Exploration class in our 8th grade to help guide students gain exposure to all the career clusters, and prepare them for registering for high school classes that would be helpful to their future.
- All last years 10th graders at South St. Paul attended the consortiums College and Career fair at Hastings High School

"

"Over 1500 students and over 100 vendors attended our annual Career and College Fair at Hastings High School.

We were able to get Lynn Morris, Mechatronics and Math teacher within ISD 917 certified to teach CTE programs through her portfolio review. ISD 917 had 27 students participate in the Mechatronics course that was started during the FY20 school year.

"

The implementation of the concurrent enrollment program at DCTC.