

Minnesota Annual Performance Report (APR) FY20

FY20 Mid Minnesota Consortium
Mid Minnesota 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.

The school year for both post-secondary & secondary was interrupted the beginning of March due to COVID with most Perkins events/activities cancelled for the remainder of the fiscal year. The programs of study that were reviewed, redesigned and improved include: manufacturing production process (#1 workforce need for both campuses and economic region 6E); health careers/health therapeutics, early childhood education, accounting and Animal systems. The FY 20 CLNA data collection/analysis resulted in several changes going forward into FY 21. The CLNA results showed that over 17% of all high school students were learning machining, welding, or carpentry skills in Ag courses. It was determined to begin to develop a program of study in the Power, Structures and Technical program of study and to cross-walk the program of study with the manufacturing production process POS. Furthermore, at the secondary and post-secondary levels Perkins funds purchased high tech equipment for machining and automation programs which builds the manufacturing production processes POS. At post-secondary Perkins funds were used to continue to build and add high tech equipment to the machining and automation programs (mill and lathe). At the secondary school districts use funds to build the manufacturing production process POS: ACGC - Iron Worker, DC- Shear Welder, Horizontal band saw, NLS - stainless steel welding system, Willmar -automation gearboxes/motors, Hutchinson - rotating welder, commercial tool sharpening system. After further analysis based on workforce need (CLNA) and through the advisory boards, the machining technology program will be moving to the Willmar campus FY 20/21. The move will provide more opportunities for Willmar area students to learn about careers in the industry and again build the program of study in manufacturing production processes. Moreover, EVW and Kimball Schools collaborated to use LYFT grants funds used to purchase a CNC technology system to be used in local businesses. Willmar and ACGC schools collaborated to offer CDL training for high school students- those who had turned 18 could take the road test. CDL drivers is the #1 job opening in the region. In addition, the Animal Systems program of study was expanded to include a Poultry certification to provide entry level skills for students (adult learners) into the poultry industry which is the #1 employer in the Willmar area. In the Health Therapeutics POS in FY 20, 50 high school students earned CNA certification through a collaborative project between three school districts funded through the LYFT grant. Moreover, the medical assistant program, based data analysis and advisory board recommendation, was made available on the Hutchinson campus (prior only available on the Willmar campus). According to advisory board members, medical assistants have become marketable for clinics including dental clinics. Post-secondary Perkins funds were used to purchase lab equipment for the medical assistant program in Hutchinson. School districts expanded the early childhood education with training and collaborating with Ridgewater College pre-school program in the Willmar area to provide OJT course credit in child development. Secondary school districts used Perkins funds to purchase Sim Babies (DC & Litchfield). The FCS instructors from Litchfield, GSL and DC collaborated and funded through the LYFT grant to provide CPR/AED/First training to students interested in early childhood education. For the Business Cluster POS, Maccray and KMS collaborated and used LYFT grant to start a CEO (Creating Entrepreneurial Opportunities) for students in those communities. In addition, Litchfield School used Perkins funds to purchase POS software that can be used with Mailchimp (online marketing system). The consortium also started to develop a POS in Culinary/Hospitality career field. GSL and Lester Prairie Schools were awarded LYFT grant funds for the FCS and business departments designed and build a Food Truck that would be operated by both the high school students in the business courses (accounting, small business management, admin assistant) and the students in the FCS program. Perkins funding was used to purchase an ice maker. GSL has worked with Hennepin Tech College to develop an articulation agreement for the course.

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

. As stated in question #1, the number of high school students learning welding, machining and carpentry skills in Ag courses, prompted adding program of study in Power, Structures and Technology. Furthermore, under the LYFT grant (Launching Your Future Together) several smaller schools collaborated to provide courses that would not be possible due to small numbers. Other schools are using Crowcap to allow students from neighboring schools to attend technical courses especially in small schools. School districts are also encouraged to promote PSEO offerings for technical programs (see Section #5) Since only one consortium school district offers a program approved health course, school districts were encouraged to consider PSEO both on site through the LYFT grant collaboration or by enrolling at the college. In FY 20, 50 high students were enrolled in CNA certification. Another 11 @ BOLD Schools completed the CNA program through the local hospital partnership. Outreach activities such as Scrubs Camp and local career exploration activities were included in the plan but were cancelled.

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?

What were your successes and challenges? The LYFT grant requires a partnership with local health facilities/agencies. These Have been most successful in providing on the OTJ programming. Local advisory boards/chamber of commerce also provide opportunities for students in youth service programs. This year, most opportunities were cancelled due to COVID. At the post-secondary, students in most technical programs complete an internship or clinical experience through local business/industry. (40 programs offer internships) Many that were scheduled in spring semester did not occur or occurred through virtual technology. Several (nursing) completed clinical during the summer sessions. CTSO in FFA, HOSA, FCCLA, DECA, and BPA are active in consortium school districts. FFA is very strong in the consortium with all but one school district offering the CTSP experience. Agriculture department at the college also has an active PAS organization. At secondary, Perkins funds are used for advisor expenses.

4. Describe successes and challenges in your efforts to improve service to special populations during the transition year.

4a. Based on the data, what student group(s) did you identify as needing specific attention. What resources were applied to address these concerns?

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•Based on the data, what student group(s) did you identify as needing specific attention. What resources were applied to address these concerns? The Somali (black) students in the Willmar area (Willmar High School and at Ridgewater College - Willmar campus, have a significant low performance in academics both in the secondary and the college. In analyzing both secondary and post-secondary Perkins data, it was determined that very few Somali students enroll in technical programs. Most Somali college student enroll in the liberal art programs with many not retained. Somali college students primarily enroll in nursing and law enforcement programs and have low academic performance levels and low retention rates. Academic support staff work with the Somali students but the gap in reading, writing and math skills is significant for college level work. At Willmar high school, the math department staff worked with the college technical program instructors to develop a technical math course that could be a customized to a specific program (carpentry, electrician, agriculture, welding and drafting). The course would be an articulated college course. Due to COVID, the course was not offered. Willmar high school has developed a comprehensive plan in coordination with MDE to expose Somali high school students to pre-STEM and Math related careers/programs. Willmar high school also has cultural liaisons that assist the students in exploring careers, preparing for post-secondary. In discussions with the Community Integration Center staff and Willmar High school counselors, it was determined to offer a career exploration event specifically for Somali students and focusing on the technical programs. The event would be for both adults and high school students. Due to COVID, this event was postponed and included in the FY 21 plan. At the post-secondary one of the bigger challenges was identifying who our students are who fall into the 'special populations' designations as many must self-disclose. Students that are ELL, or have a disability are difficult to identify unless self-disclosed. If students don't elect to identify into a specific population group, it can be difficult to know who they are and how to ensure our outreach efforts to support them. Though COVID presented a sort of challenging environment, wherein staff had to pivot quickly and adapt how we are serving students, some of the initiatives that went online were able to reach more students. Workshops we would normally try and hold on campus were now taken virtually through Zoom. By comparison of attendance, our virtual workshops were remarkably well attended; possibly due to students semi-anonymous and still gain the content but on a less visible scale. Furthermore, a Recruitment and Retention video was created and published on YouTube that speaks to a variety of supports and strategies for success. The college also supported implementing texting software, which has been hugely beneficial in ensuring students are reached in ways other than email. Texting is a primary form of communication for so many; it was crucial to engage them in this way (so long as they opt in to this form of communication).

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?

•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? All students learn about careers through careers courses, MCIS is funded through Perkins for all school districts. FY 20, Perkins staff, Ridgewater College recruitment staff along with Hutchinson Chamber of Commerce members developed a new career exploration event, IGNITE, for students to explore careers in a cluster setting and primarily through business/industry partners. All tenth graders (1200) from consortium schools attended the event. High school counselors from consortium schools attended the fall Counselor Encounter to learn about technical programs and tour the various technical programs. The focus for FY 20 was health career pathway. Counselors learn about the transition process for students in special population groups; disability service staff and multicultural student coordinators attend the meeting and discuss the process for ease of transition. Students have on-going connection with the Ridgewater College special population staff. Disability services coordinator provides a pre-college orientation of not only on college information but also the community (bussing, banks, clinics, etc.). With the onset of the COVID, Perkins Retention/Recruitment staff along with Disability services and multicultural coordinators, connected with students for support and assistance (technology, financial, academic, mental health). Furthermore, in FY 20 Central Minnesota Jobs Training was awarded a LYFT grant to provide Career Navigator Program (CNP) for all consortium school districts. CNP will prepare referred students for local success by helping them identify satisfying, high-opportunity careers (those careers supported by the labor market with potential for family-sustaining wages) in their communities. A specialized Career Navigator (CNP) will assist school-identified students with vocational exploration and will advise them on the steps required to enter careers of interest. They will also help the students build workplace skills and coordinate work-based learning opportunities (e.g., unpaid or paid internships, job shadowing, informational interviews etc.) to give them first-hand knowledge of local jobs, employers. Moreover, Ridgewater College staff worked on strategies for marketing technical programs so that prospective students have more awareness of our program offerings. There is sometimes a misconception that 'generals' need to be completed before going into our tech areas. Ridgewater College advisors are trying to combat that rhetoric so students who want a career in the trades don't take classes they don't need, thereby, decreasing cost and time to earn a degree. Ridgewater College is also in the process of translating our materials, including our website, into different languages (Somalian). In addition, Ridgewater advisors have discussed expanding the processes for CPL (credit for prior learning) that may speak to our more non-traditional learners (adult learners) and could expedite degree completion.

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

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At the post-secondary, students have access to academic support staff and peer tutors. At the secondary students can receive remediation and at Willmar high school, work with cultural liaisons who assist in special mentoring opportunities. Individual high schools also offer services for students with disabilities through county DVRS/vocation rehab assisting with tutoring or special needs. Other school districts have modified technical courses such as finance, computer applications, and economics to provide learning concepts in several different ways. At Willmar High School, a Technical Math course was developed for students that need basic industry specific math. At the post-secondary, technology is a barrier for academic success and specifically with COVID and all online instruction. Students including special population sub groups were able to access technology (laptop, iPad, earbuds, etc.) through special grant funds. In some cases, students were also assisted in accessing internet. Many of Ridgewater College's information sessions, open houses, registration sessions, and were made virtual, making it accessible to students for whom coming to campus was challenging. Student success workshops were all offered online vs. in person, again, making things easier for access. Ridgewater College retention staff (Perkins funded RR Specialist for Technical programs) reviewed the early alert and no-show processes, to ensure a holistic approach in reaching out to students often and early to make sure they had the tools and resources needed for success. This included, but is not limited to: books, resources, financial aid, technology, log-in support, ability to check Ridgewater College email (primary form of communication for many departments and programs), connecting with Disability Services and Multicultural Services personnel as needed, among others.

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)

•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). Several school districts offer welding courses that have predominantly female enrollment. According to secondary teachers, these courses continue to increase in numbers. Currently, the consortium has more female Ag teachers than male teachers. The female Ag teachers teach welding, carpentry and other skills that are considered nontraditional for females. Ridgewater College also has five female instructors teaching in nontraditional by gender programs (machining, nondestructive testing, Ag (2), and drafting. Female teachers at both secondary and post-secondary are role models for females in the nontraditional by gender programs. The IGNITE Career Exploration event provided an opportunity for females/males to explore nontraditional by gender careers through business/industry presentations/demonstrations. In the Willmar area, Central MN Jobs & Training offers Careers in Manufacturing workshop for girls and several manufacturing businesses offer MAPS workshop for high schools featuring careers in manufacturing including jobs for females. Central MN Jobs & Training has also provided workshops for females through the Construct Tomorrow initiative. Males in nursing at post-secondary continue to increase slightly in enrollment. At the secondary, plans were in place to offer a Scrubs Camp focuses on males in the spring but it was cancelled. School districts use Perkins funds for business tours and classroom speakers who discuss nontraditional by gender occupations. In addition, at Ridgewater College staff reviewed marketing materials that represented special population students on campus (i.e. marketing our females in our Agriculture programs, our male students in Massage Therapy and other health sciences fields). Again, at Ridgewater College advisors/retention staff have been intentional about early alerts and supporting students who may be struggling specifically for students who may feel disconnected in nontraditional by gender programs; Perkins funded Recruitment and Retention Specialist also works with faculty to ensure they are seeing the signs in students of disconnecting/isolation and connecting those students with staff and services early to ensure retention and persistence.

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

The hiring of the Perkins funded position of Recruitment and Retention Specialist for Technical programs has provided a safety-net for special population students especially during the COVID crisis. The RR Specialist connects with special population students on regular basis with a proactive approach for retention. The RR Specialist has been able to focus specifically on technical students and review process for early identification of issues. The early alerts system has been so valuable in beginning the communication and getting ahead of the struggles for the special population students.

The RR Specialist for Technical programs in coordination with Ridgewater College advisors were instrumental in moving support services and resources online. The student services workshops, once held on campus and seeing low numbers, were not done via Zoom. By having this in a more 'anonymous' format, where students could just come and learn and not be expected to participate, retention staff were able to support almost 100 learners with topics such as eServices, email, bookstore, supplies, and financial aid. Questions were answered before the semester began, allowing retention staff to get ahead of issues students may have waited too long to ask.

An area that continue to need more analysis/data is working with Somali students and helping them to choose a career pathway. Although Perkins funds have been used to fund many outreach efforts to adult learners, recruitment of adult learners is also an area that has been difficult to penetrate.

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

5a. Examples should include articulation, early-college credit, career and college readiness activities, transition of adult learners into the workforce, and brokering with other consortia.

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. Articulation agreements are reviewed every two years. In FY 20 the following agreements were reviewed: Child Dev Careers, Culinary/Hospitality, Graphic Arts, Info Technology, Sales/Marketing, Medical Careers, Engineering/PLTW. Consortium students have 70 regional agreements articulating with 9 colleges and 18 local agreements specific to Ridgewater College. Early college credit occurs both through concurrent and through PSEO opportunities. Several school districts offer CIS through U of M and Southwest State University. Transition of learners is provided through the individual technical programs with an internship/clinical experience. Post-secondary students also enroll in interview skills/resume writing courses. Soft-skill training is incorporated into classroom activities. Ridgewater College works with business and industry to provide career posting for current and alumni students. Through the LYFT grant and the collaboration between schools in neighboring consortium (MN West and Mid-MN) brokering has occurred in several areas such as computers, CNA, agriculture courses, etc. Colleges readiness for high schools include RAMP UP programs, career courses, attending Discover Ridgewater and program specific mini sessions, Jagways (career pathway exploration at BBE high school, several school districts are using ICEV online career exploration/planning service, AgLink is another resource used in high schools for learning about careers in agriculture. All school districts have Perkins funded MCIS and use the portfolio feature for students in post-grad planning. Challenges include the recency requirements of Minnesota State Colleges & Universities for high school instructors to teach a college course, most high school technical teachers have not worked in the field with the exception of Ag teachers who farm. It is very difficult to provide concurrent opportunities for consortium students. Another challenge is the underutilization of articulated college credits. The regional articulation group (200 +high schools and 9 colleges) have discussed ways to help students and their parents understand the articulated college credit concept. A letter is sent to the parents when the students download the certificates. School districts have tried special award events to include articulation certificates. The solution would be to transcript the articulated credits but many colleges registrars will not allow that.

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

** all numbers are low compared to previous years data (assumption that COVID impacted students)

Articulation - 84 students earned college credit (much less than in previous years most likely due to COVID interruption)

Early college credit- Ridgewater Concurrent: Intro to Entrepreneurship (14), Agronomy (10), Animal Science (8), Nursing Assistant (7)

PSEO in Ridgewater Technical programs:

High School Count:Program Count:

Belgrade-Brooten-Elrosa HsWELDIN4

Bold Senior High SchoolNURAST11

Dassel-Cokato High SchoolNONDES1

Eden Valley-Watkins SecondaryMEDAST1

Glencoe-Silver Lake High SchMASSTH1

Hutchinson High SchoolMARKET1

KMS HsMACHIN3

Litchfield Senior High SchoolEDASST1

Maccray School COMSYS2

Sibley East Senior High SchoolAGRICU1

Willmar Senior High SchoolADMINI1

6. Describe the consortium's efforts to BE BOLD during the transition year and beyond. What innovation took place during the reporting year and what was the impact? What were the barriers or challenges to innovation?

The most BOLD/innovative effort in FY 20 was quickly transitioning all Ridgewater College technical programs and high school technical programs to online/virtual distance learning classes. Although the barriers were enormous, the planning and collaborative work was extraordinary. CTE high school teachers quickly banded together through their MDE specialist and were able to put hands-on programs online. At the college, the Perkins Recruitment and Retention Specialist contacted students to offer support and help with any needs (technical equipment, tutoring, mental health referral, etc.).

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?

•What was the total Perkins-funded investment in PD for the year? \$15,000 (approx.)

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

Secondary and post-secondary instructors, secondary/post-secondary administrators, Perkins staff, high school counselors,

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

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? Ag: MAAE, Co-op Science/Ag Teachers workshop, National SAE Evaluation, MAAE Carpentry workshop, MAAE Electrical Workshop, MAAE welding workshop, MAAE Teacher Institution (TIP), MAAE Ag Tech Conference, Briggs/Stratton conference, MN Region V FFA/Ag Ed conference, Germinate conference, Ag Mechanics TSA meeting, Articulation meetings, CTE works, FCS: meetings/conferences (virtual), Impact Ed Conference, Serv Safe training, FCCLA virtual meetings/trainings. Business - MBITE conference, Engineering - MTEEA, Counselor Encounter workshop, Perkins Partners meetings, LYFT advisory board meetings, Perkins state meeting, Ridgewater College Duty Day workshops topics include enrollment strategies, position changes, policy changes, new technologies (ZOOM) Post-secondary technical instructors attend workshops for licensing, accreditation - each program has specific requirements.

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

specific to a skill set (welding, carpentry, small gas engines), trends in the industry, teaching methodologies, legislative/public policy information, career openings, learning new technologies, assessments, sharing best practices, and connecting/building relationships with other professionals.

*** Many workshops that were planned were cancelled this year due to COVID but several transitioned into virtual workshops but no Perkins funds were used for the training.

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.

The Adult Basic Education as well as the local Career Force offices are located on both of the Ridgewater College campuses. The Adult Basic Ed staff work with the Ridgewater admissions staff for a smooth transition. The Adult Basic Ed also promotes earning certificates as an entry level skill set. Nursing Assistant, ServSafe, AWS Welding Certification and CDL, are some of the certificates available through customized/continuing education program. The Career Force staff work with Ridgewater advisors to place persons experiencing unemployment or reemployment into approved WIOA programs.

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?

Several School districts offer the teacher cadet program to initiate the process for FCS teachers. Perkins funds are available for CTE teachers to attend association functions and stay connected to other professionals. Perkins funds were also used for teachers to learn new skills (Briggs/Stratton, Ag Tech workshops) Fortunately, most school districts reported that they did not have many vacancies to fill for FY 21 school year and that for the most part, CTE licensed instructors were recruited. The only teaching area posing difficulty is for FCS teachers; Willmar High school has been recruiting for three years. The Perkins coordinator works with the MDE specialist if a vacancy is difficult to fill. At Ridgewater College, technical instructors representing diversity are difficult to recruit (one technical instructor represents a person of color). Ridgewater College and Willmar School district are coordinating/strategizing on recruiting instructors who represent diversity. *** The TECH UP event which is usually held in June on the Ridgewater College campus was not held this year. This event provides hands-on training for high school teachers to learn new techniques and skills taught by the college instructors and using state-of-the-art equipment

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?

Work-Based learning occurs primarily through the Ag and business programs. Again, more students would have been involved but due to the COVID many were cancelled for spring. Work-based learning sites/connections (youth service, internships, mentorship programs, work experience) with most assistance occurring in the agriculture, business courses; 120 students were placed in agriculture-related work sites and 135 students placed in business-related sites. Other sites/program areas: health - 57 students, manufacturing- 18 students, human services-78 students, technology - 12 students.

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.

At Willmar High School, the math teacher worked with Ridgewater College technical program instructors to develop a Tech Math course. The course can be customized to a students' career interest (carpentry, drafting, agriculture, welding or carpentry). The course will be articulated into the college program. Also at Willmar High school a basic tech course was developed to help students primarily Somali students learn about basic welding, automotive, carpentry, etc. School districts used Perkins funding to purchase high tech equipment primarily in the machining, welding, construction areas which will improve students technical skill abilities.

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

The most significant "points of pride" would again be in how collaborative CTE instructors, teachers, administrators both at the college and at the high schools worked together to quickly move all technical programs to an online system. It took innovation and reorganizing of plans to replicate hands-on learning through a virtual medium.

1. Describe the consortium's efforts to design, implement, and/or improve programs of study during the Perkins V transition year.

The school year for both post-secondary & secondary was interrupted the beginning of March due to COVID with most Perkins events/activities cancelled for the remainder of the fiscal year. The programs of study that were reviewed, redesigned and improved include: manufacturing production process (#1 workforce need for both campuses and economic region 6E); health careers/health therapeutics, early

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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)

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

1. Describe the consortium's efforts to design, implement, and/or improve programs of study during the Perkins V transition year.

The school year for both post-secondary & secondary was interrupted the beginning of March due to COVID with most Perkins events/activities cancelled for the remainder of the fiscal year. The programs of study that were reviewed, redesigned and improved include: manufacturing production process (#1 workforce need for both campuses and economic region 6E); health careers/health therapeutics, early childhood education, accounting and Animal systems. The FY 20 CLNA data collection/analysis resulted in several changes going forward into FY 21. The CLNA results showed that over 17% of all high school students were learning machining, welding, or carpentry skills in Ag courses. It

Minnesota Annual Performance Report (APR) FY20

FY20 Mid Minnesota Consortium
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was determined to begin to develop a program of study in the Power, Structures and Technical program of study and to cross-walk the program of study with the manufacturing production process POS. Furthermore, at the secondary and post-secondary levels Perkins funds purchased high tech equipment for machining and automation programs which builds the manufacturing production processes POS. At post-secondary Perkins funds were used to continue to build and add high tech equipment to the machining and automation programs (mill and lathe). At the secondary school districts use funds to build the manufacturing production process POS: ACGC - Iron Worker, DC- Shear Welder, Horizontal band saw, NLS - stainless steel welding system, Willmar -automation gearboxes/motors, Hutchinson - rotating welder, commercial tool sharpening system. After further analysis based on workforce need (CLNA) and through the advisory boards, the machining technology program will be moving to the Willmar campus FY 20/21. The move will provide more opportunities for Willmar area students to learn about careers in the industry and again build the program of study in manufacturing production processes. Moreover, EVW and Kimball Schools collaborated to use LYFT grants funds used to purchase a CNC technology system to be used in local businesses. Willmar and ACGC schools collaborated to offer CDL training for high school students- those who had turned 18 could take the road test. CDL drivers is the #1 job opening in the region. In addition, the Animal Systems program of study was expanded to include a Poultry certification to provide entry level skills for students (adult learners) into the poultry industry which is the #1 employer in the Willmar area. In the Health Therapeutics POS in FY 20, 50 high school students earned CNA certification through a collaborative project between three school districts funded through the LYFT grant. Moreover, the medical assistant program, based data analysis and advisory board recommendation, was made available on the Hutchinson campus (prior only available on the Willmar campus). According to advisory board members, medical assistants have become marketable for clinics including dental clinics. Post-secondary Perkins funds were used to purchase lab equipment for the medical assistant program in Hutchinson. School districts expanded the early childhood education with training and collaborating with Ridgewater College pre-school program in the Willmar area to provide OJT course credit in child development. Secondary school districts used Perkins funds to purchase Sim Babies (DC & Litchfield). The FCS instructors from Litchfield, GSL and DC collaborated and funded through the LYFT grant to provide CPR/AED/First training to students interested in early childhood education. For the Business Cluster POS, Maccray and KMS collaborated and used LYFT grant to start a CEO (Creating Entrepreneurial Opportunities) for students in those communities. In addition, Litchfield School used Perkins funds to purchase POS software that can be used with Mailchimp (online marketing system). The consortium also started to develop a POS in Culinary/Hospitality career field. GSL and Lester Prairie Schools were awarded LYFT grant funds for the FCS and business departments designed and build a Food Truck that would be operated by both the high school students in the business courses (accounting, small business management, admin assistant) and the students in the FCS program. Perkins funding was used to purchase an ice maker. GSL has worked with Hennepin Tech College to develop an articulation agreement for the course.

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

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?

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?

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?

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

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)

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

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.

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

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?

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?

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

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

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

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.

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?

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?

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.

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