



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: South Metro

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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 Programs of Study (POS)?

The South Metro Consortium prioritizes it funds to support the following goals and activities related to Programs of Study:

- Evaluate, grow and improve programs of study that lead to high demand, high wage employment.
- Increase opportunities to become a member of a professional organization and attend content related professional development.
- Increase the implementation of TSA's.

We continue to expand our CTE courses and programs of study. Lakeville's Biomed program expanded a third year of programming by adding the Project Lead the Way Honors Medical Interventions course. Lakeville middle school students were introduced to the course opportunities in the high schools' IT/STEM programs with an interactive event at Lakeville South where high school students taught middle school students how to use various design and engineering tools. District 196 has expanded course offerings to include Networking and Cybersecurity and Certified Nursing Assistant. IHCC has been in process of implementing concurrent enrollment classes focused on Emergency Medical Services (Burnsville High School) and Certified Nursing Assistant (Burnsville, Rosemount and Simley High Schools).

Technical skills assessments have also been a priority for our consortium. We have replaced most of our TSA's with industry-recognized certifications (ASE, ServSafe, NREMT, OSHA 10, CNA) and we have increased the number of programs and students taking certification exams. All 3 secondary partners now offer TSA's to their students in at least one program of study (20 Total).

We continue to have concerns about teacher licensure and finding highly qualified staff for our programs. We have experienced success with the license via portfolio process and the CTE License Exemption for staff teaching at less than .8 FTE.

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

A year without indicator data has left us with a gap in our analysis. Based on our internal data, we continue to see growth in our CTE programs both in participation and in concentrators as the number of course offerings grow. The new definitions of participants (1 course) and concentrators (150+ course hours) will significantly impact our data and more accurately reflect our program participation. Our strengths as a consortium have historically been in our TSA pass rate, school completion & grad rates, and Non-Traditional participation & completion.

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

The South Metro Consortium "Back to School KickOff" continues to be a huge success. Having this event in place each year has allowed us to provide strategic professional development to our staff. This year, we were able to focus time on program approvals and Perkins V updates. The feedback from our staff is very positive.

Accessing outside funding (Office of Higher Education) allowed the CNA and EMS concurrent enrollment program development to move forward as these are both expensive to implement.

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

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? **Yes**
- offer or provide professional development to CTE teachers, faculty, administrators, and/or career guidance and academic counselors? **Yes**

- provide support for CTE programs that improve the academic and career and technical skills of students through the integration of academics with CTE? **Yes**
- 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? **Yes**
- 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? **Yes**
- use Perkins funds to provide activities to support entrepreneurship education and training? **Yes**

Each year, in addition to district operating and capital funds, we dedicate a portion of our Perkins funds to support technology in CTE. This includes purchasing equipment that reflects new industry standards, computers or software, and other devices or instructional tools used within the classroom (ie. virtual and augmented reality tools). We prioritize funding in new programs or programs making substantial shifts (ie. Vehicle Services to NATEF certification, EMR/EMS, CNA)

We support teachers by paying annual membership fees for state level professional organizations and the costs associated with attending a workshop related to their content area. IHCC provided professional development for high school EMS teacher. Ongoing professional development is offered through the mentor/mentee relationship in concurrent enrollment for the EMS and CNA teachers.

Leadership team members work with CTE teachers to review data on students who participate in CTE courses. Focused support has been placed on understanding the reading and math skills of students in CTE courses.

We support career exploration and the development of a broad understanding of industry through the support of field trips, guest speakers, student organizations, and other experiential learning opportunities. The opportunities happen in both Work Based Learning programs as well as in our content areas such as Business and FCS.

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?

Advisory committee members play a critical role in this process. With their guidance, we continue to learn about the skills students need to be most successful in today's workforce. Industry partners share ideas with leadership team members, faculty and staff regarding trends within industry. Additionally, many business partners share their knowledge and skills in the

classroom and directly with students. For example, Bonfe is partnering with the District 196 Construction program. They provide oversight during our plumbing and electrical units, work directly with students and assist in planning. Business partners have also supported externships with staff and faculty.

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?

Business and industry partners play a critical role in assisting students with work-based learning opportunities from in-class presentations, e-mentoring, field trips, job shadows and internships. Programs such as the LNHS Business Academy, District 196 Mentor, E3 STEM, work experience and many others reach out to businesses for these relationships. All students in Work Based Learning programs work or job shadow in a variety of career fields.

Additionally, courses such as Vehicle Services, Business & Marketing, FCS Teacher Education, Hospitality and STEM programs offer field experiences. Students in the EMS and CNA program must complete clinical hours for the class. Experiences are offered through care centers and local emergency agencies.

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

Advisory meeting discussions focus on what we are doing in our classrooms, what is happening in business and industry, and what we can do to help prepare our students for the next step after high school. Our community members give us helpful feedback on what we can do to assist our students for the future. Relationships with our community and business partners has resulted in field trips, job shadows, internships and mentorship opportunities for students as well as financial support in purchasing equipment and materials. Advisory groups occur at the program, building and/or consortium level; Teachers and teams are encouraged to work together to determine a plan each year that will best fit their needs. Leadership team members are assigned to advisory groups for support.

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

Yes, we support DECA, BPA, FCCLA, HOSA, FFA, and Prostart at various schools across the consortium. Perkins funds are used to support transportation and staff costs (ie. subs, registration, mileage). Additionally, leadership team members attend events and have served as judges for competitions.

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 South Metro consortium participates in numerous meetings and events with business partners, however, Perkins funds are not used for these types of activities. We currently do not have any partnerships with intermediate or cooperative school districts although some of our students do attend these programs by choice. We have one PSEO by contract agreement which is funded with district operating budgets.

Goal 3: Improve Service to Special Populations

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

At the secondary level, each district has worked to identify potential barriers to student participation in CTE courses. We continue to look for creative ways to reduce barriers such as reducing the need for students to drive themselves to courses at other sites, removing prerequisites or applications, removing fees for courses, and increasing the promotion and awareness of CTE courses to non-traditional students.

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?

One creative solution was from a Lakeville South student. She created her capstone project to engage middle school females in the area of industrial technology and engineering by inviting students to the high school to learn how to use various design and engineering platforms with female high school students.

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?

We are looking forward to the new indicator data at the secondary level that will include a broader definition of special populations (ie. gender, students of color, special education, English Learners, students receiving meal benefits).

Historically, we have supported local activities such as Grit to Great, Sci Girls, and Digirlz. In October, 2018 our Back to School KickOff included a data dive into negotiated targets, indicator data, and non-traditional participation. Staff were given time to look at the 2016-2017 state,

consortium, district, building and course data. They also completed an article read/discussion and brainstorming around strategies to increase non-traditional participation.

As part of the 2018-2019 Transition Application, we did a data dive as a consortium leadership team around non-traditional participation. Our process included:

1. Identified areas of non-traditional data to examine. The South Metro Leadership team agreed that we wanted to look at gender, students of color, English Learners, students who are economically disadvantaged and students receiving special education services participating in CTE courses.
2. Using our performance indicator data, we looked for areas of both strength and weakness. Our guiding questions (specifically related to special populations) were:
 - Where does our consortium data exceed/fall below our Negotiated Target?
 - Where does our consortium data exceed/fall below the State's performance?
 - Looking at our consortium data over the past 3 years, what are our trends for meeting our Negotiated Targets?
 - How are our district's and buildings performing in each of the Negotiated Target areas?
 - In courses that are identified as non-trad for gender, are there career clusters or courses that demonstrate strengths or weakness?
 - Across all career clusters and courses, are there strengths or weakness for any of the non-trad areas that we are looking at (students of color, English Learners, students who are economically disadvantaged and students receiving special education services)?
3. Hypothesized the "WHY" behind the data patterns in order to help determine future action steps. We used a "5 why's process" which did not work as well as we hoped. We are exploring a different process for this last step to use in the future.

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?

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

Activities for career exploration were similar for all students in CTE programs. As part of the 19-20 application, we identified these followup activities:

- 196-present Perkins/CTE information to Cultural Family Advocates and partner on conference nights to promote CTE programs to non-trad students & families
- Support non-traditional student groups, provide CTE counseling and invite the groups into our courses/programs for tours

- Interview other districts that have effectively increased participation of learners in special populations to determine what strategies they are using.
- Offer externship opportunities to staff to learn more about support non-trad participants in CTE

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?

We currently have 85% percent of our teachers engaged in the articulation process. With some turnover in staff, we have identified a need to provide professional development on articulation again.

Data from our northern and southern partnership indicate that we are awarding articulation credit to approximately 50% of our CTE students. The largest number of students earning credit are in the areas of Business & Marketing and Health Care. Articulated College Credit agreements exist between our consortium schools at approximately 13 post-secondary institutions.

In addition to articulation, we have a number of concurrent enrollment agreements which result in transcribed high school and college credit. Partnerships between South Metro secondary schools at post-secondary institutions include Inver Hills Community College, Dakota County Technical College, Normandale, MN State - Mankato, and Dunwoody College.

IHCC honors the articulation agreements developed in partnership with the high schools which are primarily found on the CTEcreditmn site. It also has a growing concurrent enrollment program, which has seen an increase in classes in the healthcare area (CNA, EMS).

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.

Yes. Perkins funds are used to support the CTECreditMN website, to contract with consultants to facilitate multi-consortia articulation meetings, and for staff to participate in articulation meetings.

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.

IHCC used dedicated funding to support recruitment of students into the career programs and to support student placement into work experiences.

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.

IHCC offers a number of options for students to complete their education at Inver Hills and move into employment or continue their education at a four-year institution. Stackable courses, certificates and degrees are available Accounting, Criminal Justice, Education Foundations, EMS, Engineering, Law Enforcement and Nursing. Perkins funds support these programs with staff support in developing concurrent enrollment offerings and equipment purchases.

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?

The Lakeville South “Opportunities Day” event added an investigational opportunity in the area of Trades. Also in Lakeville, three elementary schools had 5th grade students design a car with an automotive manufacturing company. The cars were created in the IT department at Lakeville South and then, alongside the company’s engineers, students assembled the cars and added components to enhance the car’s speed. Both of these activities were well received and reinforced the need to think more creatively when looking at new ways to introduce students to CTE programs and careers.

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 South Metro Consortium Leadership Team is a well-oiled machine! We have established a partnership of honest communication and collaboration with a “students first” vision. Monthly leadership meetings are rotated between each of our sites and include engaging and thoughtful deliberation geared towards student outcome. Discussions include how best to use funds to address goals, the development of both building level and consortium-wide activities, and professional learning related to CTE. We are very pleased with the infrastructure we have created.

We have started to document our procedures and develop a South Metro Perkins Consortium handbook. Additionally, we have been discussing how to create a culture of more distributed leadership. We plan to add professional development on a Perkins related item to each of our monthly leadership team meetings. This may include watching a recorded video provided by MDE/MState, reviewing a document or getting information from other consortia leaders. We have also discussed how we might fund small portions of FTE in each district to support the “tasks” that need to be completed throughout the year.

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 South Metro Consortium Leadership team consists of representation from District 196, District One91, District 194 and Inver Hills Community College. Our team has a culture of allowing each organization to determine the leadership team members that best address their needs. Going into 2019-2020, our team will now include just one representative from each organization, however, we have additional Perkins contacts in our districts that may join us from time to time. All leadership team members contribute to the agenda, planning and work that is done within the consortium. District 196 continues to be the fiscal host for the secondary partners.

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.

Yes. Initiatives to support teacher recruitment at the secondary level has focused on increasing course offerings in Teacher Education and career exploration activities such as field trips around Teacher Education. Additionally, creative strategies have been used to recruit and hire CTE teachers from within industry. Teacher retention efforts have included supporting the professional development needs of CTE teachers, increasing student interest in CTE courses through articulation and concurrent enrollment, and providing externship opportunities to CTE teachers. Lakeville Schools added the role of Career Pathways Coordinator to support CTE teachers which will ultimately work to retain those teachers (not Perkins funded).

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.

Each consortium member accesses resources well beyond Perkins funding to support CTE within our programs of study. For example, the South Metro Consortium applied for a leadership grant with MState to support externship experiences for teachers and faculty in 2016-2017. STEM Levy dollars have been used to purchase curriculum and equipment at LSHS and LNHS. District 196 received a grant from the Construction Careers Foundation to support startup costs in Construction as well as an MDE grant to support Teacher Education. District One91 received a grant from Walser's to support their automotive program. IHCC obtained Office of Higher Education funds to implement concurrent enrollment courses in the areas of EMS (BHS) and CNA (Simley HS). General fund dollars are used throughout all of our programs to fund staff, professional development, curriculum, instructional supplies and equipment needs. We are also very fortunate to have industry partners such as Dick's Sanitation, Uponor, Thomson Reuters, and Delta who purchase equipment for us, provide grant dollars and/or support events and activities with donations.

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?

This question is difficult to determine at this time. We will have a better sense of impact once we know the definitions of "size, scope and quality", how they are going to be applied to Perkins eligible programs and we are able to apply these parameters within our internal needs assessment process.

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

Full disclosure, we are planning to figure it out as we go. We plan to use the training and guidance documents provided by MDE/MState to lead the way, but the "how" behind executing each step will need to be developed as we go. We expect that this will be a learning year with some bumps along the way.

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?

We implemented all of the activities identified in our application.

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

With a broader definition of non-traditional students in Perkins V, we will need to focus more coordinated efforts with other programs such as Special Education, Equity and English Learners to increase student interest in CTE programming.

We know we need more help. As the expectations for reporting and tracking of the work increases, we need “more hands on deck” to get it done. Additionally, we need to continue to define our system for increasing the knowledge base of leadership members, distributed leadership and active participation in the work, and sustainability of our procedures to support leadership changes in the future.

State Staff Review:

Thank you for your comprehensive documentation of projects such as Project Lead the Way work, IT/STEM and concurrent enrollment increases. You also provided evidence of CTSO supports. The student examples of the capstone project and engaging middle school girls to design projects certainly reflect promising practices. The 5 Why process is another example of best practice.

Opportunities: How will the implementation of review of size, scope and quality as well as the full CLNA process impact your work? Are you working with neighboring consortia to do any of the CLNA elements? With the postsecondary coordinator shared between two consortia, how might that influence your future work?

Thanks for providing a detailed report.