

**FY19 PERKINS GRANT APPLICATION**  
**ANNUAL PERFORMANCE REPORT**

**Award Year:** 2018

**Report Period:** 7/1/2018 – 6/30/2019

**Consortium Name:** Southeast

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## 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)?

The following activities were conducted during FY19 to support quality Programs of Study:

-The Secondary Coordinator was a member of the Winona Business Education Network and the Winona Senior High School REACH Manufacturing Advisory Committee and the Health and Human Services Advisory Committee. The Winona Business Education Network supports a two-year immersion experience in the Manufacturing and Health and Human Service sectors for a select group of high school students at Winona Senior High School. The Manufacturing program is the older of the two programs and features a close relationship with post-secondary partner Minnesota State College Southeast. Students enrolled in this program are offered the opportunity for sector-based internships, high school courses bearing college credit at Minnesota State College Southeast and the opportunity to transition directly into employment and/or further education upon their high school graduation. A really great feature of this program is that the students, upon completion, receive both a high school diploma from Winona Senior High School and a Prototype Engineering Certificate from Minnesota State College Southeast. At the conclusion of the 2018-2019 school year, 9 students had earned this distinction.

-The Goodhue County Youth Skills Training program, titled “Earn & Learn”, finished its first year of implementation. Students (twenty) from across the seven school districts in Goodhue County were afforded the opportunity to participate in a year-long program that featured learning immersions with local advanced manufactures as well as completion of the industry-recognized OSHA 10 certificate, which also earned the students post-secondary credit at Minnesota State College Southeast. Upon completion, 100% of the students said they would recommend this program to their friends, 92% said they had increased their understanding of specific job choices in advanced manufacturing, and 8 graduating seniors will begin technical and engineering education programs at Dakota County Technical College, Dunwoody, Minnesota State College Southeast, Rasmussen, Iowa State, Montana State and University of MN Duluth.

-The Bluff Country Collaborative, a joint effort of eight schools from Fillmore, Houston, and Winona counties, continued to implement experiential learning programming for local high school students in collaboration with regional partners (local and regional businesses, Community Economic Development Associates, and Workforce Development, Inc.).

-Red Wing High School, which has been a leader in Programs of Study by using Project Lead the Way Course sequences, implemented Precision Exams assessments to expand Technical Skill Assessments beyond the Industrial Technology department.

-Plainview-Elgin-Millville High School continued its successful Experiential Learning Program. This program gives students an opportunity to tour local Agriculture-related industry sites and have follow-up seminars on those site visits. This past year, 91 students participated in the program.

-On the postsecondary side work was done to create a better process for honing in on our POS and, more specifically, to align dollars spent in our budget with our POS. Our postsecondary budget was changed midyear as the result of a leadership change at MSC Southeast, and a new process was created to bring academics more into the fold in planning and identifying goals for utilization of funds.

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

The Winona Reach Program provided 9 students with a combined high school diploma and Prototype Engineering Certificate from MSC Southeast. This program has been an innovative alliance of the Winona public schools, MSC Southeast, and the local Chamber of Commerce.

The Goodhue County Youth Skills Training Program (“Earn & Learn”) provided 20 students with advanced manufacturing immersion experiences and an OSHA 10 certificate.

At Rushford-Peterson High School, 9 students participated in the Certified Nursing Assistant program, with all 9 of the students passing the Certified Nursing Assistant exam!

At Red Wing High School, the following scores were earned on TSAs:

PLTW – Introduction to Engineering Design: 3/14

PLTW – Principles of Engineering: 2/11

PLTW – Civil Engineering: 2/9

ServSafe Certification: 39/39

Precision Exams – Woodworking: 1/1

Precision Exams – Welding: 13/31

Precision Exams – Small Animals: 41/67

Precision Exams – 13/33

Postsecondary program participation (unduplicated headcount) for FY2019:

The following represents participation, concentrators, and earned credential counts in POS on the postsecondary side for AY19:

<b>POS</b>	<b>Applicable programs</b>	<b>Participation headcount</b>	<b>Concentrator headcount</b>	<b>Earned credential headcount</b>
Engineering and Technology	-Biomedical Equipment Technology -Computer Engineering Technology -Cyber and Information Security -Electronics Technology -Automation Electronics -Electrical Engineering Technology -Network Administration and Technology -Software and Web Development -CNC Machine Tool -Prototype Engineering	382	217	41
Therapeutic Services	-Nursing -Massage Therapy -Nursing Assistant -Phlebotomy -Esthiology	153	145	72
Diagnostic Services	-Medical Lab Technician -Radiologic Technician	68	30	14
Design/ pre-construction	-Computer Aided Design Drafting Technology	148	145	21
Construction	-Construction Technology	23	31	2
Manufacturing Production Process Development	-CNC Machine Tool -Prototype Engineering -Machining	146	36	27

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

The most successful Program of Study has been the Winona Senior High School Business Education Network and Reach Program. This is due to the following factors:

- (1) It is a multi-partner collaborative which is led by business and includes secondary, post-secondary, and the local Chamber of Commerce,
- (2) It gives students a multi-year immersion experience in either manufacturing or health and human services,
- (3) It affords students an opportunity to earn a high school diploma and a post-secondary and/or industry-recognized certificate, and
- (4) It is a replicable program model for other communities in Minnesota as it is a Minnesota Chamber of Commerce-led initiative and program.

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

Our most innovative initiatives were collaborative, partner-based, and, when possible, regional in focus. Over the past few years, we have been transitioning more and more of our focus away from single items within a silo department at a local high school to more of the broader, more partner-driven initiatives and efforts. For this reason, in FY19, efforts like the Winona BEN/Reach Program, Goodhue County Youth Skills Training Program, and Bluff Country Collaborative were keystone initiatives. In addition, we continued to bring together job-alike instructors for regional meetings and laid the groundwork for future collaborations – including starting the planning for a Culinary Showcase that will likely happen in FY20.

In summary, the work that we have done in FY18 and FY19 has led us to a point where we can fully embrace the opportunities that accompany Perkins V legislation. Our hope is to continue to grow our partner-based and collaborative programs in an even more defined and intentional fashion. Moving ahead in FY20 and beyond, we are working diligently to strengthen collaborative innovation between the secondary and postsecondary sides, and thinking in new ways about the opportunities that exist between us.

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, on the postsecondary side. We were able to support the purchase of new equipment in prototype engineering that has enabled MSC Southeast to launch a new, state of the art prototype/CNC lab. We purchased new robotics equipment from the Electronics/Mechatronics program that brings their technologies up to newer standards.

We also were able to provide new technology in our Band Instrument Repair program, Cosmetology program, and Guitar Repair program that significantly impacted the ability of CTE students in those programs to work with equipment that is the standard in the field and that allows them to do their work at a higher professional level.

- offer or provide professional development to CTE teachers, faculty, administrators, and/or career guidance and academic counselors?
  - We offered regional meetings for our job-alike high school CTE teachers (Agriculture, Business, Family and Consumer Science, and Industrial Technology). Our consortium partnered with the Rochester/Zumbro Education District consortium to offer these professional development opportunities.
  - Partnering with the Rochester/Zumbro Education District Consortium, we offered a regional keynote speaking engagement by Mark Perna.
  - A follow-up effort from the keynote speech was a partnering among the Southeast Service Cooperative, the Rochester/Zumbro Education District consortium, and our consortium to offer two Career Pathways Summits that were created to give area high schools the time, space, and information needed to consider the implementation of a career pathways-based high school program or programming.
  - An organic and self-started collaborative among the Southeast Service Cooperative, the Rochester/Zumbro Education District consortium, Albert Lea Schools, Workforce Development Inc., Region 10 Low Incidence, and our consortium – called the CTEam – presented at the 2018 CTE Works! Conference.
  - The Secondary Coordinator, representing the Bluff Country Collaborative, presented at a Work-Based Learning Summit at the Minnesota Department of Education in the fall of 2018.
- provide support for CTE programs that improve the academic and career and technical skills of students through the integration of academics with CTE?

Not this year.

- 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?
  - This is an area that we have really worked hard at the last few years. Efforts from FY19 included:
    - Bluff Country Collaborative (a collaborative group of 8 schools in Fillmore, Houston, and Winona counties) Senior Day at Minnesota State College Southeast – featuring break-out sessions by Workforce Development Inc. and mock interviews by local and regional businesses;
    - Goodhue County Youth Skills Training program (termed “Earn & Learn”), an immersion experience in advanced manufacturing (92% of participants

say they learned more about advanced manufacturing job choices as a result of the program);

- Manufacturing Week Tours – a collaborative project among a Rochester non-profit organization, the Southeast Service Cooperative, the Rochester/Zumbro Education District, and the Southeast Consortium – which provided area high school students an opportunity to take part in local manufacturing tours;
  - Plainview-Elgin-Millville Agricultural Experiential Learning program which features multiple industry site tours and follow-up seminars;
  - Red Wing High School’s Flight Paths initiative – which is a career pathways-based framework encompassing Red Wing High School and features an emphasis on experiential learning; and
  - Winona Business Education Network and Reach program – two-year immersions in Manufacturing and Health and Human Services.
- 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?
- Notable secondary program additions in FY19 included:
    - Plainview-Elgin-Millville added a Certified Nursing Assistant Program
    - Rushford-Peterson adding a Business Program
  - In addition, Lanesboro Schools took the step of getting their existing CTE programs approved by the Minnesota Department of Education.
  - Red Wing High School initiated work to implement a career academy model at their high school while Winona Senior High School added Health and Human Services as a pathway in their business-led Reach program.
  - On the post-secondary side we used Perkins funds to support the development of several new academic programs including:
    - Violin Repair
    - Sustainable Agriculture
    - Bicycle Design and Fabrication
- use Perkins funds to provide activities to support entrepreneurship education and training?
- As part of the 2019 Senior Day event that was planned by the Bluff Country Collaborative, there was an opening panel of local business owners/entrepreneurs that shared information with students.

## 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?

Our consortium supported partnerships designed to enable student success through two main methods: (1) engaging in existing partnerships/structure and (2) facilitating new (or newer) partnerships/structure. Examples include:

Continuation of the Bluff Country Collaborative - a collective effort of 8 school districts, Workforce Development, Inc., and Community Economic Development Associates in the far corner of the state - to provide meaningful Experiential Learning opportunities to high school students. This partnership produced a Senior Day (a day designed to help support senior students think about and prepare for the transition from high school) as well as laid the ground work for a middle school career fair at Minnesota State College Southeast. Effort was also made to move the group closer to the idea of having an Experiential Learning Coordinator(s) to support the relationships between businesses and schools.

Continuation of the “CTEam”, a self-named and organic collection of entities focused on how to work together to provide meaningful programming to students. Involved in this work are:

- Workforce Development, Inc.
- Southeast Service Cooperative
- Region 10 Low Incidence Projects
- Rochester/ZED Consortium
- Southeast Consortium
- Albert Lea Schools

The Winona Business Education Network and Reach Program advisory committees were run during FY19. Headed up by the Winona Chamber of Commerce, these committees were responsible for the continuation of a Manufacturing immersion experience as well as the implementation of a Health and Human Services Reach Program in FY19.

The 7 school districts in Goodhue County collectively applied for a YST Grant, which was awarded. Titled “Earn & Learn”, the working committee with this grant includes employers and secondary and post-secondary personnel.

The Southeast Consortium, along with the Rochester/ZED Consortium, Workforce Development Inc., Albert Lea Schools, and Rochester’s Journey 2 Growth participated in planning for industry site tours during Minnesota Manufacturing Week.



**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?

What follows is a summary of high-lighted work-based learning opportunities nurtured through the connection business and industry to schools (this is not an exhaustive list - just highlights):

- Bluff Country Collaborative: This collaborative brought together around 40 businesses and 230 students for a day that included mock interviews between local businesses and students.
- Goodhue County Youth Skills Training Grant Program (“Earn & Learn”): 20 students participated in site tours and evening classes that included OSHA 10 training and certification.
- Manufacturing Week: Around 70 students from Southeast Consortium high schools participated in regional industry tours as part of Manufacturing Week in Minnesota.
- Plainview-Elgin-Millville Experiential Learning Pilot: 91 students participated in industry tours and follow-up career focused seminars.
- Rushford-Peterson Certified Nursing Assistant Program: 9 students participated in the Certified Nursing Assistant program.
- Winona Business Education Network/Reach Program Career Expo: Upwards of 900 – 1000 participating students in this event with local and regional businesses.
- Winona Business Education Network/Reach Program: 53 students are participating in programming that includes industry immersions and courses catered to their particular career pathway emphasis.

On the post-secondary side, our business and industry partners are eager to engage and connect MSCS students in work based learning, employment, and internship opportunities. Work based learning is available in the majority of our career and technical programs. Building trades is partnering with Habitat for Humanity, Auto Body and Auto Mechanics run the shop that is open to the public, the CNC program has a strong relationship with Fastenal and Fastenal will pay for tuition and books through the sponsorship program. Cosmetology students are running the onsite Salon.

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

The engagement and activity of CTE advisory committees in our consortium is variable. There are some highly engaged and active advisory committees and some that are not as engaged and active. At the secondary level, the two most innovative Advisory Committees have been in Red Wing and Winona. Red Wing is transiting to a Career Pathways model across the entire school system (PK – Grade 12). As such, they have formed a central advisory committee as well as sub-groups to work on the respective career pathways. This effort involves a great deal of partnership with the local business community and other key stakeholders.

The Winona Business Education Network has provided equipment, materials, and advising to the creation, implementation, refinement of the Winona Senior High School REACH Program.

MN State College Southeast is actively working with advisory committees to address the need for updated equipment, curriculum, and training for faculty. The CNC advisory committee was instrumental in raising funds and providing direction for the CNC shop renovation. The Diesel Mechanic advisory committee just met the week of September 16<sup>th</sup> and is providing recommendation for tools, projects, and equipment in support of a new instructor. Building trades has an active advisory committee that will meet this winter to provide insight on recent grads. All of the career and technical education programs are reviewed every 5 years and the advisory committee is essential to completing the review process.

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

Yes, some funds were used to help support CTSOs. Primary support came in the form of equipping the engagement of CTSOs in state and national conferences/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.

Yes, please see a list of sponsored partnerships under Goal Area 2, Question #1.

### Goal 3: Improve Service to Special Populations

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

In FY18, our consortium put together a workshop focused on secondary Work-Based Learning programs and the opportunity to serve both regular education and special education students effectively and outside of pre-determined silos. In FY19, we brought together a leadership group to develop an action plan to continue this work in FY20. The leadership group is a diverse group and one that has the potential to have a long-term impact at the secondary level.

As we developed our FY20 plan we also identified a need to enhance our work around special populations and we have adjusted to include more strategies to affect these areas in the current year's plan.

**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?

On the post-secondary side we supported the purchasing of Read-Speaker, a software program that can read materials (e.g., tests, homework assignments) aloud to students. This has continued to help us make access to those materials far more accessible for students who may have learning differences.

**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 have not used data-driven decision making to target consortium activities to the needs of special populations. This is an area that we need to improve and we are taking steps in FY20 as well as looking at ways to incorporate this into our FY21-FY22 Comprehensive Local Needs Assessment.

**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?

Our consortium provided support via professional development and our sub-grant request process to help ensure that instructors have the knowledge and resources to promote high-skill and 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?

On the postsecondary side, our support of our Disability Services position helped to ensure that a variety of students had access to accommodation and disability services, helping to ensure their persistence and success at the post-secondary level.

## 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?

MSC Southeast offers a wide variety of articulated, dual enrollment courses. All of the articulated offerings are either CTE based or developmental courses. For example, we have agreements with most of our partner Perkins schools for our developmental and diploma level maths. Students are able to use the articulations to advance-place into college level math, or have the articulation transcribed so they meet the diploma math requirement. Many of the students that participate in PSEO take advantage of this articulation. It is also used as the pre-requisite for the concurrent enrollment maths that are offered.

Articulated courses are transcribed on the college transcript and appear at the top and are labeled as articulated high school credits. Most high schools do not note on the transcript that this class has an articulation. It is the student's responsibility to inform us that they took a class in high school that has an articulation agreement.

Dual enrollment, or concurrent enrollment, offers courses that are transfer level, whether taught at the high school or taken as PSEO. These credits look no different on the college transcript than they do on traditional college student transcripts. On the high school transcripts each school shows them slightly differently. For the options that offer credit we have been around 1200 credits sold per semester on average.

**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.

Our consortium paid for Kathy Haugan to work with us in support of updating and maintaining the CTEcreditMN website, as well as organizing and helping facilitate regional articulation meetings across secondary and postsecondary.

**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.

Perkins funds were used to help support the Winona Chamber of Commerce Career Expo. Drawing over 1,000 students, most of whom are from Southeast Minnesota, this career expo gives students, and attending staff, an opportunity to learn more about the different career fields in Southeast Minnesota.

**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.

Not this year.

**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?

Please see Goal 2, Question 2 for a listing of transition-related activities done in FY19. The biggest lesson learned from these efforts is that they work! The opportunity will now be how do we (1) sustain these efforts and (2) multiple these, or similar, efforts?

## 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 Goodhue County Education District continues to be the secondary fiscal host and employ the Secondary Coordinator. Minnesota State College Southeast continues to be the post-secondary fiscal host and employ the Post-Secondary Coordinator. The Secondary and Post-Secondary Coordinator met/talked/collaborated multiple times over the course of FY19 to ensure that the consortium moved forward in a positive manner. Secondary partnerships such as the "CTEam", the Bluff Country Collaborative, and job-alike Regional Meetings allow the consortium to ensure that all stakeholders are connected to the work being done and have an opportunity to participate in programming and initiatives that benefit their students and staff.

The secondary and post-secondary fiscal hosts employ a secondary and post-secondary coordinator, respectively, to plan and monitor Perkins activities. The job-alike Regional Meetings allowed staff in attendance to ask questions and get information from the Secondary Coordinator. The partnerships that occurred in FY19 allowed for the Southeast Perkins Consortium to be positioned as a key stakeholder in CTE in Southeast Minnesota. These partnerships involved a significant investment of time (and mileage!) by the secondary and post-secondary coordinators.

Yes, we not just considering – but anticipating - changes to our consortium structure to align as fully as possible with the intent and letter of Perkins V legislation. There will be much more of an emphasis on collaboration and partnerships and less of an emphasis on individual pursuits. Towards this end, we have formed a Perkins V Transition Team for FY20 that will help guide our consortium’s movement from Perkins IV to Perkins V, and we are piloting a model of implementing advisory groups for each of our POS.

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

One reason why our consortium structure needs to be adjusted and improved is because we lack a true consortium leadership team. For the last few years, our leadership team has essentially been the secondary and post-secondary coordinators. Both coordinators have had feedback loops with their respective stakeholders that has helped inform planning and direction as there hasn’t been a consortium leadership team inclusive of multiple stakeholders.

We are making changes to this beginning in FY20. Starting with our Perkins V Transition Team, we will be building the foundation of a connected and more aligned consortium leadership team that adds value to our strategic goals and directions. On the secondary side we have done a good job of involving constituent voices from across school districts, and we have made significant movement on the postsecondary side to dramatically increase participation and involvement from key stakeholders at the College. We are also looking at ways—including through our Transition and Advisory teams—to involve local business and industry.

**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 main focus of recruitment and retention at the secondary level has been on retention through the fostering of peer-to-peer connections within job-alike fields. For the last few years, our consortium has developed and implemented regional meetings for job-alike instructors in Agriculture, Business, Family and Consumer Science, and Industrial Technology. Often times, our secondary CTE teachers are singletons – meaning that they have no colleagues within their building and district. The regional meetings serve as a networking opportunity as well as to continue to improve the professional craft of teachers.

**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.

Within our secondary partnerships, there has been more of an effort to do this. Example include:

- Bluff Country Collaborative: Braided funding (Community Economic Development Associates, Local Businesses, and Perkins)
- Goodhue County Youth Skills Training Grant Program (“Earn & Learn”): Braided funding (Youth Skills Training Grant and Perkins)
- Winona Business Education Network/Reach Program: Braided funding (Youth Skills Training Grant, Local Business, Perkins)
- In some cases, school districts combine their funding with Perkins funds to secure equipment, supplies, and staff opportunities in the sub-grant process.
- Our consortium also was able to secure a Minnesota Career Pathways Continuous Improvement Project grant that enabled our consortium to move forward with Programs of Study work at Dover-Eyota High School, Red Wing High School, and Winona High School.

Finally, it is worth noting that our partners – specifically Community Economic Development Associates and Workforce Development Inc. – continually seek out grants and, when and where possible, partner with our consortium to support programming.

On the secondary side, Minnesota State College Southeast has secured a half-million dollar National Science Foundation to support the ongoing growth and development of our Hubs program. This grant, guaranteed for three years, will build on the success that MSC Southeast has already had in creating high school partnerships that provide college credits, credentials, and internships in advanced manufacturing to students throughout southeast Minnesota. Through the project, titled “Establishing a Rural Advanced Manufacturing Education Hub in the Upper Mississippi River Basin,” Minnesota State College Southeast, regional K-12 schools, industry partners, and four-year universities will collaborate to develop a high school STEM Academy Hub model in southeastern Minnesota and nearby western Wisconsin.

**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?

We think that the biggest change will be making sure our local and regional data supports the Programs of Study we are developing, implementing, and refining. This will be a good change for our consortium as it will allow us to be more intentional in developing Programs of Studies

that are meaningful to our business partners, our communities, our schools , and, most importantly, our students. Embedded into this look at local and regional data is the notion of High-Wage, High-Skill, and High-Demand. We will need to ensure that two of these three, if not all three, categories are met in each of our Programs of Study.

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

Our consortium is planning on using two strategies to conduct the comprehensive local needs assessment: strategy #1 is to form a Perkins V Transition Team and strategy #2 is to leverage current partnerships.

The Perkins V Transition Team will be a group of secondary and post-secondary stakeholders who receive in-depth training on Perkins V and helps guide the consortium’s design of the two-year plan to fully embrace the spirit and letter of Perkins V legislation. It is anticipated that this Transition Team will also serve as the basis for a fully functional consortium leadership team to help guide and monitor implementation of the Perkins Plan in future years. We will be looking to involve not only secondary and post-secondary constituents, but also potentially business and industry as well as regional workforce centers in this endeavor.

The second strategy, leveraging current partnerships, seeks to honor the fact that we have collaborative relationships with multiple stakeholders who will be able to provide excellent feedback as to how to best design and implement an effective Perkins Plan. These stakeholders include business folks, related organizations (Community Economic Development Associates, Southeast Service Cooperative, Workforce Development, Inc., etc.), and other Perkins Consortia (Riverland, Rochester/ZED, and South Central). In addition to these relationships, there are structures in place that encourages feedback and collaboration – examples include the CTEam and the Bluff Country Collaborative. Though these groups will not all sit on the transition team, we will utilize their expertise, insights, and data to support and grow the work we are doing in our CLNA.



## 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?

On the secondary side of things, two things stand out:

1. The intent was to establish a Work-Based Learning Community of Practice that would meet twice in FY19 and be focused on aligning regular education work-based learning and special education work-based learning into a more collaborative and effective partnership. The two meetings did not materialize due to the fact that our planning team needed to be developed first. The good news is that this planning team does include the right stakeholders and we held our first planning meeting in June 2019 to plan for the coming year. The planning group's vision is to implement a 3-year plan, which would align well with the two-year plan due this coming May.
2. Although not specifically called out, one of, if not the most, key steps in the Bluff Country Collaborative work is to hire an Experiential Learning Coordinator who can serve as a conduit between schools and business in promoting and securing Experiential Learning opportunities for students. We have been on the verge of making a decision and just haven't quite gotten there. It is anticipated that in early FY20 we will know the direction that the collaborative is going to go with this idea.

On the post-secondary side, we had a leadership transition in October that changed the flow of planned activities. Upon the new post-secondary coordinator coming on board, it was determined that there were gaps in process on the post-secondary side, and that the plan needed reworking. Through careful work with MN State staff and College personnel, a change request was put through mid-year (and approved). As a result, some of our original endeavors were not completed, such as implementing Career Services programs at MSC Southeast. The change set us back slightly on some of our goals, but with new staff and a better process now in place, we are well positioned for FY20 and beyond. MSC Southeast is also continuing to look at restructuring leadership within Perkins to provide ample staff support for our Perkins work.

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

We have certainly learned a lot this past year! Lessons learned that we anticipate incorporating into our two-year plan include:

- The importance of designing, implementing, and supporting collaborations that seek to support student success. In other words, there are other organizations and folks that are passionate about helping young people launch into a successful career pathway and

when we can work with those organizations, businesses, and individuals our programming effectiveness increases.

- The importance of having a consortium leadership team. We are excited for the formation and implementation of our Perkins V Transition Team, as it will provide a more well-rounded view of how our consortium can maximize our effectiveness and efficiency.
- The importance of having systems in place that keeps the work moving forward. Whether it is through the scheduling of regular meetings or ensuring that communication loops are functioning well, it is important for not only immediate effectiveness, but for long-term sustainability, to have systems that carry the work forward. This is one positive impact, for example, of our Regional Meetings system.

#### State Team Reviews:

Thank you for documenting the impacts of POS and providing actual student numbers.

Congratulations on your Reach program! The Winona Business Education Network is another example of innovation. Your APR is well documented. We appreciate the work that you have undertaken to make changes in the governance process to plan and evaluate your work.

#### Opportunities:

The challenge that you have documented is the challenge of increasing the TSA scores. How can you enhance the quality and success for your students? We also look forward to the continued development of your governance.