

course, our consortium strongly believes in hands on experiences and collaboration with related field trips.

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

Size in rural areas can look lower than metro areas because of geographical setting. But even with lower numbers of students one of our greatest strengths are the fact that we have teachers that are not only qualified but have a passion for teaching in disciplines. Being new to my position, I conducted listening sessions with many local CTE teachers and it was very clear that working with students, knowledge of industry and wanting to make their community stronger by supporting and encouraging of workers. However, with that said, a gap would be that recruiting CTE teachers to our region is difficult in that many don't rural areas. CTE teachers are often recruited into industry as their earning potential is often much greater. That opens up the turnover which disrupts continuity within a program. A statewide initiative for CTE teacher recruitment would benefit all counties alleviate both CTE license shortage and lack of equipment, districts collaborate with each other to offer a variety of programs close enough in proximity, transport students between districts by bus. One example last year was equipment purchased and developed for a class that was to be hosted between Hill City and Remer. Mark Gravelle in Remer worked to develop a machine a bus was going to bring over Hill City students. There was a lot of energy and excitement about providing this opportunity but due to Covid-19 this opportunity has been put on pause. We are also going to provide this sharing of students and teachers and Remer for a CNA course as well once Covid-19 restrictions lift

The scope of this work focuses around programs of study aligning with local workforce needs and skills. By staying within the consortium to connect secondary, post-secondary and industry to develop our programs of study. One example of scope is a close partnership with Career Pathways. Last year Perkins supported Career Pathways expansion of its pathways because of with the Blandin Foundation. Career Pathways applied for a 2.5M over 5 years grant that allowed them to expand from 3 schools to a school. In addition, the expansion includes expanding the opportunities provided from 2 (manufacturing and health care) to 4 pathways are natural resources, teaching, informational technology, business, and construction). Some of these pathways have been partnering with for years, but some are new to Perkins and will allow for new programs of study to develop.

When talking about quality of our program, our criteria focuses on (1) high skilled, (2) high wage and (3) in-demand occupations. DEED information 6 out of our 7 programs of study cover at least 2 of the criteria above. Next year, with the combining of 5 Stars, we will prioritize programs of study in all 6 clusters that meet 2 or more criteria for quality of programs.

Program quality will be measured by certified CTE instruction, which is not always the case in very small rural districts. In order to quality, we need greater participation from schools offering CTE credentials and flexibility in licensing individuals who may have accomplished in her or his field but lack the CTE licensing to be considered quality programming.

3.Describe the consortium's efforts to partner with business, industry, and local communities and to provide CTSO experiences to your successes and challenges?

In FY2017 Itasca Consortium budgeted \$16,910 through CTSO experiences in the following:
•FFA at Deer River, Greenway, and Grand Rapids. These three districts often collaborate on events, activity and sharing b

Minnesota Annual Performance Report (APR) FY 20

FY 20 Itasca County Consortium
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ag. teachers work closely on curriculum, equipment ideas, industry partners and student experiences. FFA support our program of study 1-Natural Resources. Also, this year's region 2 president and secretary come from Grand Rapids chapter of FFA!
•BPA at Grand Rapids—supports program of study-4 Accounting
•Supermilage at Hill City and Remer—supports program of study 3 Engineering/soildworks

One example of business, industry, and local communities' partnership was through IASC Career Pathways manufacturing careers summit and celebration of receiving the Blandin grant. It was an event held in November 2019 for secondary, post-secondary and industry partners that over 100 guests attended, and from there the Career Pathways Manufacturing advisory committee was formed to move forward ideas and initiatives from the summit and to have industry influence education at both secondary and post-secondary.

Strengths

- leveraging partnerships between Perkins, Career Pathways and ALI (Applied Learning Institution)
- collaboration between secondary, post-secondary and industry
- college and career readiness skills
- selection of post-secondary institutions
- dedicated and knowledgably counselors that work individually with students on college and career readiness
- CTE related clubs and organizations
- many CTE courses offered for students

Weakness

- develop career exploration activities to grades 5 and older
- confusion of funding streams and requirements; Perkins is often viewed as the funding opportunity that has too many strings attached
- marketing of CTE and Perkins. What is CTE? Materials are needed (this will be accomplished in FY 21). Also, what is Perkins' identity compared to other funding streams in the area.

oWe do not expose students to really what is available in the workforce, the same old tracks are being reported. New and different opportunities will be important for future course offerings and modifications of the programs in existence. Consider modifying the career pathways to showcase myriad possibilities - multiple possibilities to complete a pathway - customization of a coherent sequence of courses that may not traditionally be in line with the current way in which things have been done.

- recruitment and retention of qualified CTE faculty
- the need for work-based learning experiences
- school does not always have equipment for the programs of interest
- method of bringing the newer equipment to secondary from post-secondary
- class schedules, class offerings, state requirements conflict, causing students from completing a coherent program of study
- project based learning limited by class duration
- influencers at the secondary side may have lack of knowledge as it pertains to CTE - language of Perkins, procedures, needs specific to CTE.
- Industries are asking for entry-level workers and are willing to train hire themselves.
- Rural education vs. urban education, the disadvantage of rural CTE.
- Regulations in industry and busing inhibiting CTE participation (policies, procedures).

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?

We identified that the Native American population at some of our high schools has significant number of students enrolled and needs a tailored approach. The two high schools that border a local reservation are Deer River district 317 and Remer/Northland district 118. At Deer River 50.32% are white, 31.09% Native American and 14.39% are two or more races (need to confirm an assumption, but I am presuming the two or more races also include Native American.) At Remer/Northland, 58.69 are white, and 36.75% are Native American and 2.85% are two or more races. Last year Deer River students attended a rally brining awareness to "Missing and Murdered T

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The Itasca Consortium will continue to work and collaborate with Upward Bound and Educational Talent Search along with others to promote our CTE Programs for special populations at secondary schools. For post-secondary, we work with our Student Support Services, to ensure special populations and first-generation students receive the support they need. Our Student Support Services offers students one on one support with academic planning, enrollment and registration assistance, career/goal setting, touring and study groups, disability advocacy, Cultural Enrichment Activities and Training in Study Skills. They have been a great partner on campus.

At the post-secondary level, we made intentional efforts to include Native American Students to our Natural Resources Exploration Event last fall. Natural resources programs lead to high-skill, high-wage, and in-demand occupations in our area. We invited students from the Cass Lake High School, Bug-O-Nay-Ge-Shing the school on Leech Lake Band of Ojibwe reservation, Deer River and Remer/Northland districts all of which have large Native American Students. Students rotated through hands-on learning about firefighting, forestry, wildlife management, etc. We invited industry partners to attend and lead these sessions as well. Students contact information was collected and we followed up with a survey about the experience and shared information about how they can get more involved in Natural Resources and next steps. We had a meeting to plan what this year's event could look like due to covid-19. We are considering hosting several mini events for several weeks where schools could send small groups of 10-15 students to ICC to explore Natural Resources careers hands on!

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

Post-secondary will use a large portion of their funds to pay for two College Lab Assistants in the areas of Nursing and Natural Resources. The college's management team have been discussing their plan to move the two CLA's salaries from the Perkins budget to their general funds. This will be completed by the end of FY 22. Besides supporting students directly through tutoring, and lab assistance, the two CLA also work to

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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.

Both secondary and post-secondary teachers work together as one unit to ensure all learners have opportunities at any given point in their

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Changes instituted by the Higher Learning Commission have eliminated the ability for students to receive college credit through the Applied Learning Institute unless the instructor has at least 18 master's credits in the field. However, students are still able to gain college credit by taking the courses as a PSEO student. It is also hard for students to become concentrators in tech programs as their course load is often filled with academic and required courses leaving little hours for electives/tech classes.

Our Career Pathway programs in hours for performance elimination hours for