

STRENGTHENING CAREER AND TECHNICAL EDUCATION FOR THE 21ST CENTURY

MINNESOTA PERKINS CONSORTIUM ANNUAL PERFORMANCE REPORT (SFY22)

Version 8/29/2022

Each year, Minnesota Perkins consortia must submit an annual performance report (APR) which details the progress and results of the previous year's local application for Perkins funding. **For the purposes of this report, the reporting year is July 1, 2021 through June 30, 2022.**

The annual performance report serves to answer two questions for the reporting year:

1. **How specifically did the consortium spend Perkins funding during the reporting year?**
2. **Did Perkins funding make a difference in improving student achievement and consortium operations, and how does the consortium know?**

Listed below are questions for the annual performance report. Responses should include specific evidence of the impact Perkins funding had on student achievement or the consortium operations. As an example, evidence may include the number of students enrolled in new courses, the number of teachers participating in professional development, or the percentage decrease in achievement gaps.

Process for completing the APR:

1. Use this Word document to respond to each question. Enter your responses following each question below.
2. Email the completed MS Word document to Jared Reise (jared.reise@minnstate.edu) as an attachment.

FY22 APR Questions:

1. For the programs of study funded by Perkins in your approved local application, address the following for the reporting year (July 2021-June 2022):
 - Were projects implemented as planned or did they need to be revised? If Perkins funding was not used as planned in the consortium's local application, explain what changes were made. What drove the change?

- With regard to the Programs of study included in the local application for FY22, most of the projects that were planned were implemented. Priorities were established on the basis of the CLNA. Some modifications to the plan had to be adapted due to a combination of factors that included the lingering impact of COVID, namely group activities and supply chain/logistics challenges. Masking restrictions that persisted on the college campuses throughout the first three quarters of the year prevented some on-campus events from taking place in their intended format. The modifications resulted in a combination of canceled events, alternative delivery formats (hybrid or online), and reduced scale i.e. rather than the large 1200+ person career exploration event, smaller targeted events related to key programs of study were held specifically with students interested directly in those career pathways.
- What accomplishments/outcomes resulted from this spending? What evidence do you have to support this? Include any relevant accomplishments on the following topics:
 - Collaboration with stakeholders
 - Integrating academic and technical skills into CTE courses and programs
 - Providing greater access to CTE programs for special populations students
 - Expanding access to postsecondary credit for secondary students
 - Advances in recruitment, retention, and training of teachers and other education professionals
 - Changes to your consortium structure or processes

The Programs of Study that were funded in FY22 included broad stakeholder engagement with secondary and post-secondary faculty, staff, and administration and relevant industry partners. Resources were allocated to support the growth of specific programs at several consortium schools and Ridgewater College including the purchase of equipment, as well as supporting faculty professional development to impact student success.

Post-Secondary POS included support for the expansion of Healthcare careers to the Hutchinson Campus, Advanced manufacturing – to include 3D Scanning capabilities and new CNC Equipment to support expansion to Willmar Campus, Manufacturing Automation Trainers, New Technology for transportation programs in Auto Mechanics and Auto Body.

Relevant examples include:

School	Title	Narrative
ACGC – Atwater, Cosmos, Grove City	3D Scanner, SawStop Table Saw, Advanced Welder	A 3D Scanner allows students to reverse engineer existing products by importing data to improve designs and finished products in the Manufacturing and Transportation related programs of study. SawStop table saws include new innovative safety technology to help provide a safer and more efficient production environment for both Manufacturing and Carpentry related programs of study. They are now

		<p>the default standard for industry due to their ability to prevent catastrophic injury.</p> <p>New welders with current technology allow students to have access to learn with modern equipment that is aligned with local industry partners workforce needs at companies like Towmaster Trailers, and Dahmes Stainless.</p>
EVW – Eden Valley Watkins	<p>Ironworker welding & fabrication equipment</p> <p>Faculty professional development – conference travel and substitute instructor reimbursement</p>	<p>Perkins funds were used to partially offset the cost of a new ironworker to support the welding and fabrication program of study.</p> <p>The agriculture program of study was supported through offsetting costs of faculty professional development and the costs of substitute instruction that made attending the training a possibility.</p>
BOLD – Bird Island, Olivia, Lake Lillian District	<p>Food & Beverage POS - Commercial Mixers, Career Exploration events</p> <p>Manufacturing & Construction- SawStop</p> <p>Faculty professional development</p>	<p>As BOLD seeks to expand the commercial food and beverage program of study to fill a critical shortage of food workers in the region they purchased 2 commercial quality stand mixers. Students also had the opportunity to engage in a number of career exploration and professional experiences related to this POS.</p> <p>A sawstop table saw was acquired to align with current industry requirements and ensure safety.</p> <p>Costs associated with faculty professional development were also covered to help ensure that students in AFNR, Manufacturing, and FACS disciplines had access to quality curriculum and modern techniques.</p>
BBE	<p>Manufacturing POS – New Miller Welders</p> <p>Business/Accounting – Accounting Simulation Software</p> <p>Professional Development</p>	<p>The primary industry demand in the BBE district includes several key welding and fabrication businesses, the purchase of welders with new pulse and spray arc technology will help ensure that students have a solid foundation for higher education or the workforce in this industry sector.</p> <p>Knowledge Matters Virtual Business Accounting software is an innovate opportunity to teach students about opportunities and applications for accounting principles.</p> <p>Partially funded faculty professional development travel.</p>
BLHS	AFNR – Plant Science Germination Chamber	The largest industry sector in the Buffalo Lake, Hector, Stewart region of the consortium is agriculture.

		Adding the Phytotronics 6 shelf germination chamber is an asset for modern greenhouse and plant science applications to help move the curriculum forward.
GFW	FACS – Culinary – Commercial Grade Dishwasher AFNR – Animal Science POS Expansion under academies model	Perkins funds were utilized to help support the expansion of a commercial quality foods lab to move away from home economics based courses and modernize around the needs of regional restaurants and food service providers. Added a swine litter processor to address modern agricultural practices and technology. Additionally, GFW has integrated their CTE curriculum into 3 sustainable career academies – AEM (Agriculture, Engineering & Manufacturing), BACE (Business, Arts, Communications, Entrepreneurship), and HSHS (health sciences and human services).
GSL	Early Childhood Education – simulators Culinary – certification & exploration	Infant & Toddler scenario-based simulation training for early childhood and pre-school education training. Including infant simulators. ServSafe Certification & support for exploratory culinary challenge event in Marshall
Hutchinson	Manufacturing	Router, Grinders to meet regional industry needs in fabrication of wood, composite, and metal products.
KMS	Manufacturing	Gloforge Laser for manufacturing applications of laser-based material processing and fabrication opportunities.
Lester Prairie	Manufacturing	Modern woodworking equipment to align with industry standards in commercial fabrication specific to the region.
Litchfield	Culinary Ag Models Accounting Software Welding & Production safety equipment	Professional cookware Multiple digestive tract models (pig, ruminant, horse) and fish models for animal science classes. Quickbooks software to support accounting curriculum. 3M Speedglas professional welding helmets
MACCRAY	Manufacturing	Wood Planer for regional manufacturing opportunities.
NLS	Manufacturing	Router Table
Sibley East	Manufacturing	SawStop Table Saw
Willmar	Manufacturing – F170 3D Printer & Tormach CNC	Innovative equipment with new technology included the addition of the F170 3D printer and a Tormach CNC Machining center.

2. For Reserve funding, what projects were completed or accomplishments achieved during the reporting year? If Reserve funding was not used as planned in the application, explain what changes were made. What drove the change?

Reserve funding projects were completed during the reporting year. Funds were used to support faculty professional development activities through the HS & College faculty workshops branded as TECH UP, support for faculty externships to increase exposure to workforce experiences in local business and industry to support future work-based learning opportunities. Partnership events with CMJTS to deliver healthcare and transportation career exploration activities special populations. Hosting the Big Ideas career exploration trailer to specifically target underserved populations within the Willmar region where the greatest equity gaps in participation and completion exist.

Post-Secondary Reserve funding was utilized to acquire the equipment that was planned to support the inclusion of 5th axis modern CNC machining capabilities with the expansion of machine tool to the Willmar campus in the hybrid learning model that we have moved to.

3. Work-based learning: What activities did the consortium complete during the reporting year to expand access to work experiences in excess of 40 hours to secondary students? What were the results?

Several schools engaged in a range of work-based learning opportunities, it continues to be an area for further support and evaluation of alternatives due to a range of factors. Highlights from several partners included the ongoing efforts of Hutchinson HS through the YST grant and TigerPath academies to get students into regional employers for robust experiences. Other schools have expanded and offered work-based learning, co-operative education, and job shadowing opportunities but teacher licensure, scheduling, and overall logistics of getting students into these experiences requires significant efforts to navigate the range of barriers that may exist.

4. What initiatives or projects are you especially proud of within the reporting year? What do you consider most successful? Why?

We are proud of hosting the Tech-Up HS faculty professional development opportunities as an opportunity to connect HS and College Faculty for professional development around a range of programs of study. In many cases the HS faculty are teaching multiple different course preps and may not have deep content knowledge and expertise in all areas of the discipline or other related disciplines. The ability to create a safe place for faculty to learn and connect with their secondary and post-secondary peers is a valuable experience.

We are also exceptionally proud of the work surrounding the CLNA and the application of CLNA data and resources to inform not only Perkins Consortia decision making, but to also include such data in other consortia related activities i.e. Ridgewater College Hutchinson Campus construction bonding proposals, general advisory committee meetings, community stakeholder conversations etc. Within the Consortium priority of funding allocation is tied directly to the

CLNA to support and expand the educational opportunities and qualities in our primary workforce sectors.

We are also proud of our industry and community-based partnerships, particularly the alignment of activities with Central Minnesota Jobs and Training Services to expand opportunities and awareness for non-traditional career fields and partnerships for events and activities to support women in manufacturing as well as career exploration in healthcare and transportation fields.

In the absence of some of our major student events that would normally take place we used the opportunity in FY22 to engage with over 40 industry partners to plan for the FY23 Ignite Your Future Career Expo that resulted in 1200 students, along 200 staff and community volunteers to host over 70 hands-on activities across all career pathways.

We are also very proud about the innovative approaches that were taken to support special populations, and student retention using grant funds to support the hiring of a technical program specialist. The Technical Program Specialist was a liaison between students, faculty, and other support resources at the College to ensure that students who were potentially at risk had another trusted adult to connect with. The success of that model, along with the implementation of our Starfish Early Alert system helped to bridge a gap between students, faculty, and student services to help increase student success, retention, and access to necessary instructional and basic needs resources that students would otherwise potentially go without. The success of this pilot has now been moved off of grant funding and assumed by the college with the evidence that students who are retained through this process are not only having better outcomes (core to mission of the organization), but also their increased retention is a net positive to the College financial picture which is core to our strategic plan as well (financial sustainability).

5. What challenges did you encounter when implementing your local plan during the reporting year? How did you respond to them?

Outside of the significant impact of COVID forcing all schools remote, FY22 was in many ways comparably challenging. Due to significant levels of faculty and staff turnover at the secondary and post-secondary levels substantial amounts of momentum have been lost. As noted previously the disparity between the MN State mask mandate and the greater flexibility of the secondary partners also hampered the ability to engage students on campus and planning large events with the uncertainty of possible restrictions. In some cases key initiatives were:

- canceled - large scale events like the Ignite Your Future Career Expo
- altered – online consortia meetings rather than face to face, spring career expo was smaller and more targeted to enhance exposure to healthcare fields only, and more limited in scope

Other challenges also included supply chain delays and struggles receiving equipment in a timely manner. This was resolved to some extent by stressing the importance of early approvals and spending priorities. We will continue to prioritize the timely purchase of approved equipment in the current fiscal year to ensure that the funds impact students in this fiscal year as much as possible.

6. How can State staff (Minnesota State, MDE) best help you meet the goals of your plan?

We know that we have substantial opportunities for growth, improvement, and further collaboration with key stakeholders throughout our region and the state. Our new secondary Perkins Coordinator Kelley McClure Mork began in the role as of Monday 10/17/22. We will need assistance in adopting best practices from other consortia, mentoring, and overall onboarding to assure Kelley's success and the overall success of the consortia. One of our key challenges and initiatives for FY23 is improving connections with our 17 regional schools and ensuring the correct audiences are engaged in the correct manner with the consortium activities. For instance, feedback from valued members of the consortium leadership and governance team have shared that they don't feel as if they are the appropriate individuals to participate in leadership and governance discussions and decisions as a secondary faculty member while other partners include superintendents and principals.

Furthermore, we need additional clarity on allowable expenditures and guidelines that we can better refer district level leadership to in support of overall consortium governance and planning going forward. The MCIS subscriptions have come up repeatedly in meetings with MDE & MN State and we are prepared to have the hard conversations about the reality that career exploration is a statutory requirement for all students and therefore should be covered in their school or district budgets. In some cases filtering that information through a CTE instructor to the building principal, district finance manager or superintendent has a lengthy chain where those details can be impacted.

7. If your consortium completed monitoring by State staff during the past year, please include information requested in the monitoring report with this APR.

Due to the transition in secondary leadership the following information regarding a unified consortium equipment inventory will be forwarded shortly. Staff that were assigned to that task were unable to respond due to absence but details will be submitted soon.

8. If you were required to submit an improvement plan for any performance indicator in your FY23-24 application for funding that you submitted May 1, 2022, please provide a description of the progress you have made in implementing your action plan for that indicator.

N/A

9. (Optional) As part of the APR submission, you may request changes to your consortium performance levels for one or more of the performance indicators (1S1, 2S1, 2S2, 3S1, 4S1, 5S3, 1P1, 2P1, 3P1). However, if the consortium is on an improvement plan for an indicator, you cannot request a change for that indicator. If requesting a change, a consortium must provide sufficient rationale/justification for the proposed change.

Note: Technical assistance will be provided for Special Populations and Performance Gaps when the data is available later in the fall.