

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?

The South Metro Consortium identified 3 "buckets" of need and action steps in the 2021-2022 Perkins Application based on the 2020-2022 CLNA:

1. Equity and Access

- Review disaggregated indicator data (not completed- as a leadership team, we were not able to schedule time to complete this task due to work on other Perkins related activities)
- Complete the NAPE Equity Self-Assessment (partially completed – review of the self-assessment was incorporated into monthly consortium leader meetings)
- EL intervention training module (completed)

2. Math Intervention Training

- Create math intervention training module (partially completed)

3. Programs of Study

- Utilize POS frameworks to complete an internal audit of POS (not completed- as a leadership team, we were not able to schedule time to complete this task due to work on other Perkins related activities)
- Student surveys (not completed- as a leadership team, we were not able to schedule time to complete this task due to work on other Perkins related activities)
- Expand course offerings (completed)
- Support POS content specific professional development (completed)
- Support POS field trips and other experiential learning opportunities for students (completed)
- Support updates to POS to reflect changes within business and industry (completed)

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

Integrating academic and technical skills into CTE courses and programs

- In addition to creating a training module for CTE teachers targeted at supporting the needs of English Learners in their classroom, we have also been working on a training module for CTE teachers in math.
- Students were able to increase their academic and technical skills through the use of new technology such as 3D printers; new courses such as SPED WBL, Certified Nursing Assistant and Biomedical Engineering; certifications; virtual industry speakers; and CTSOs.
- Middle school students were able to learn about CTE programs through tours of high school CTE programming.
- Advanced manufacturing students have access to an advanced CNC machine and participated in paid work experiences with a local employer.

Providing greater access to CTE programs for special populations students

- Burnsville Schools worked across all content areas to increase underrepresented students and students of color in CTE programs. In some programs (ie. Business Pathway), student of color enrollment increased by 35%. We are still working to increase enrollment in manufacturing and automotive pathways. The CNA/EMT pathway is approximately 50% students of color (CNA) and 50% female in EMT.
- The IHCC Community Based Learning Coordinator provided direct support to students in the Education, Law Enforcement and Pre-Social Work programs to locate work-based placements. Meetings began to discuss partnership opportunities between K-12 and Equity and Inclusion around community-based learning collaboration.
- The Accessibility Resources GA provided support to CTE students to navigate the transition process, assisted in accommodation implementation and reduced barriers to academic success for CTE students with disabilities and/or students on academic warning or suspension. The GA helped students identify barriers to academic success and assisted the students in creating action plans for overcoming the challenges.

Advances in recruitment, retention, and training of teachers and other education professionals

- Lakeville Area Schools is providing support to their Trade & Industry teachers by helping them obtain licensure in areas of expertise but where their undergraduate program was lacking. For example, teachers that had a Technology license (100100) were able to obtain their Manufacturing license (300200) through Lakes Country Service Cooperative.

- District 196 is also supporting teachers looking for alternative options for teacher licensure. We will be adding 2 teachers in Health Careers, 3 in Trade & Industry, and 1 in Communications Careers.

Expanding access to postsecondary credit for secondary students

- The IHCC Recruitment GA worked on campus infrastructure and the Customer Relationship Management system to support specialized Perkins' program initiatives, including some of the following: enrollment funnel outbound communication (inquiry; applicant; PSEO-transitions; event-specific; scholarship-specific; and new student orientation calling campaigns); marketing analysis and research (including geo-fencing high school and postsecondary institution opportunities; market analysis of particular programs in the secondary schools of the college's service district; and large-scale database file management); and more.

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?

As outlined in our application,

- The secondary Reserve funds were used to support the addition of Certified Nursing Assistant programming in place within District 196. We have increased our enrollment to 9 sections serving approximately 110 students per year in 22-23.
- IHCC used reserve funding to pay for buses for high schools to bring their students to the Allied Health Day in April.

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?

- District 196 already has WECEP / WED / WEH & Diversified Occupations programs in all 5 of our high schools.
- Lakeville and Burnsville were awarded the Youth Skills Training grant from the Department of Labor & Industry which allowed students to earn industry certification and complete paid work experience in the area of automotive and manufacturing.
- Lakeville added SPED WBL in 2021-22.

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

- IHCC hosted 49 students at the Allied Health Day in April. Highlights of the day included the participation from various areas of the college, the North Memorial ambulance arrival and the North Memorial helicopter landing in the south parking lot. We were also able to provide 5 scholarships through our foundation. We are expanding our offering in fall 2022.

- Youth Skills Training (YST) not only created immediate responses to the workforce shortage, but it also allowed students to learn about the industry and gain experience working on equipment that is not normally allowed for 16-17 year olds.
 - Manufacturing license for Tech Ed teacher through Lakes Country Service Cooperative
 - During the pandemic, CTSOs allowed students to continue to increase their CTE skills in an engaging atmosphere even though many of the experiential learning opportunities were eliminated.
 - A HOSA chapter was created and has drawn about 25 students to participate in activities/competitions.
 - The addition of Certified Nursing Assistant training to District 196 has provided 138 students with the opportunity to take this class. 124 of these students have taken the state exam with 58 students (47%) passing and becoming certified on the MN Nursing Assistant Registry.
5. What challenges did you encounter when implementing your local plan during the reporting year? How did you respond to them?
- The substitute teacher shortage continues to limit professional development, collaboration and field trips.
 - Limited CTE licensure programs do not help meet demand for CTE teachers.
 - Providing transportation to WBL for students in need. It is extremely expensive and hard to sustain.
 - Limit on guest speakers and field trips due to COVID.
6. How can State staff (Minnesota State, MDE) best help you meet the goals of your plan?
- Support CTE Licensure programs and awareness -- including for our current staff (i.e., Tech Ed)
 - Provide additional training and support around WBL
7. If your consortium completed monitoring by State staff during the past year, please include information requested in the monitoring report with this APR.
N/A
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.

The data shows that female enrollment in the career programs at IHCC sharply declined during the time period. A possible explanation is the need for females to stay at home with their children during the pandemic which aligns with workforce data. It is possible that this will correct itself as children are able to go back to school. The college has continued to focus enrollment on all interested parties, including females and employ its supports for students through the campus services including counseling, tutoring, food support, work-based learning services and accessibility services.

9. (Optional) As part of the APR submission, you may request changes in 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.

N/A