

ISD

Strengthening Career and Technical Education for the 21st Century

MINNESOTA Perkins CONSORTIUM

Annual Performance Report (sfy22)

Version 8/29/2022

Email the completed MS Word document to Jared Reise (jared.reise@minnstate.edu) as an attachment.

Dakota County Perkins Consortium

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?

During the 2021-2022 school year, the COVID-19 pandemic impacted education throughout Minnesota, but our Consortium did the best we could under the circumstances. The Consortium shifted to remote-only meetings for the school year, and modifications were made to a number of planned in-person experiences. It was increasingly challenging to find in-person placements for students for work-based learning, and collaboration across districts and between secondary and post-secondary institutions was more difficult due to constantly changing conditions. During this time, we also had two Consortium Coordinator changes which impacted our overall functioning. We did not make as much progress as hoped in the areas of developing a consortium-wide CTE program guide, supporting staff to earn the credentials to teach concurrent enrollment courses, recruiting and retaining special populations, strengthening our secondary to post-secondary pathways, or holding a career fair for our consortium districts.

Below, we describe how the Dakota County Perkins Consortium implemented and/or modified our projects for the 2021-2022 school year.

At ISD 197 and throughout the TriDistrict program, they met and exceed their expectations for 2021-2022 by strengthening their Communications programs by funding industry-standard cameras for courses in their photography programs, up-to-date small engines for our Small Gas Engine Repair course, and a button maker to engage special education Work-Based Learning students in a project designed to engage them in developing and running a business. They prepped for the launch of ServSafe certification in a Culinary 1 program and grew and expanded Work-Based Learning and internship opportunities in their Diversified

Occupations program. To increase cohesiveness within and across CTE programs, they developed and implemented two district-wide CTE Advisory Committee meetings to bring all of their CTE programs, post-secondary partners, and local business and industry members together to review current and potential CTE programs of service.

ISD 200 used their MTEEA/ITEEA Organization membership to access materials for professional development in the Industrial Technology area, including curriculum enhancements, process improvement, and supporting the recruitment and retention of special populations that are underrepresented in Industrial Technology. They also funded a student field trip to the Delta Airlines maintenance facility at MSP International Airport to meet staff, learn about career opportunities and pathways, and see the work in action.

ISD 199 implemented the use of Xello in their high school to help create accessibility to career opportunities and planning to support students in developing their post-secondary goals, and ISD 917 strengthened their Mechatronics program with new equipment and the development of a new course and curriculum. Most of our districts utilized VirtualJobShadow to engage students virtually when they could not visit workplaces or participate in in-person job shadowing.

BlueSky School (4082), a virtual learning school, established a CTE Advisory Committee meetings with industry business representatives from three areas of the state and a post-secondary partnership. Their students participated in field trips to the Mill City Museum to explore MN industries and products, as well as local career opportunities. In Accounting and Personal Finance courses, students participated in simulations that engaged them in practicing critical thinking and problem solving in a controlled environment. The simulations provide multiple opportunities for students to demonstrate skill competency, reflect on previous errors, and self-correct.

SSD 6 used Perkins funds to purchase a cash register and printer to use with SHOPIFY in their school store.

ISD 659 strengthened their Culinary and Baking courses by purchasing industrial quality Kitchen Aid mixers to allow students the opportunity to prepare foods and baked goods in a manner that replicates the experiences they will have when working in bakeries or restaurants, implementing ServSafe Certification in their Advanced Baking and Pastries curriculum, and worked on production planning, budgeting, ordering, and selling their products because of their new industrial-quality kitchen equipment.

At ISD 192, they strengthened their Communications program by purchasing upgraded HD cameras to engage students in the production of Tiger News, a news program that is created and broadcast at school each week. Students learn about and practice the skills of careers in the Communications industry. They purchased Particle Photons to launch an Introduction to Computing Systems course as part of the University of Minnesota College in the Schools program that allows students to receive 4 concurrent credits. They also covered transportation costs for a field day and Project Showcase for this course. In their Construction program, they added a Spindle Sander to the woodshop to increase students' access to industry-standard equipment and develop a larger scope of projects. In the Agriculture program, funds were used to provide transportation for FFA students to attend a Career Development Event and a National Agriculture Day activity. FFA students also enhanced their leadership skills by teaching 5th grade students about agriculture. For the Business program, funds were used to purchase Mindtrap Accounting Software for Accounting classes.

DCTC used Perkins funds to support busing students to a grant-funded summer scholars experience at DCTC.

- 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

Collaboration was a key focus of our spending during 2021-2022. The district-wide Advisory Committee meetings led by ISD 197 and TriDistrict were effective in bringing together all CTE programs, post-secondary partners, and local business and industry members. They also added several new partners to their Work-Based Learning site in their Diversified Occupations program.

The ISD 200 collaboration with MTEEA/ITEEA and Delta Airlines led to the strengthening of their secondary curriculum to respond to the needs of industry and post-secondary institutions and increased career preparation for students.

BlueSky School (4082) field trips strengthened career preparation for students and provided opportunities for teachers to align curriculum with student experiences.

- Integrating academic and technical skills into CTE courses and programs

SSD 6 students strengthened their skills as they learned how to utilize a POS cash register and printer in their School Store and Store Management class and completed ServSafe Certification in their Culinary 1 classes.

From DCTC: Providing tutoring support for students in technical programs increased the student success and retention of DCTC students. Tutors not only provide academic assistance but also referrals to other support services that DCTC offers which contributes to a holistic approach to student success. DCTC periodically works with Institution Effectiveness to analyze the academic success of students who utilize tutoring services versus students who do not. In a 2018 analysis, students who met with tutoring services were generally more likely to enroll in later semesters. The report also examined special populations of students including students who did not meet SAP, Developmental students, student athletes and TRIO students, findings indicate that students who met with a tutor were generally more likely to succeed in every category than students who did not meet with tutors. The categories studied were award receipt, GPA's credit completion and satisfactory academic progress.

- Providing greater access to CTE programs for special populations students

ISD 917 funded a portion of a School Counselor to focus on CTE and supporting special student populations. Due to the COVID-19 pandemic and multiple leadership transitions, we do not yet have data on the impacts of this work.

- Expanding access to postsecondary credit for secondary students

From DCTC: DCTC is working with its secondary partners to develop postsecondary concurrent enrollment credit for their students. We have expanded from 13 sections in AY22 to 20 sections in AY23.

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

This remains a huge challenge for us. Good news is that, at ISD199, they have a new WBL coordinator working on WBL certification, with expected completion of the program June 2023.

- Changes to your consortium structure or processes

During the 2021-2022 school year, our Consortium experienced two changes in leadership due to the departures of an ISD 917 Secondary Schools Principal in the fall and another in the spring. In late spring,

interim Consortium Coordinator duties were handed to the ISD 917 Communications, Innovation, & Public Relations Coordinator who was later chosen to take on the position permanently.

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?

ISD 917 strengthened its Mechatronics program.

From DCTC: DCTC partnered with Rosemount and Lakeville Area High Schools to deliver a summer credit recovery program for junior year English credit in conjunction with a college credit course in career and college exploration. This pilot program was successful as students got back on track for their English high school graduation requirement and earned 3 college credits that provided career exploration.

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?

Dakota County Perkins Consortium Response:

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

As a Consortium, we are most proud of the district-wide CTE Advisory Committee meetings at ISD 197 (in partnership with the TriDistrict program), the Delta Airlines partnership with ISD 200, the growing Mechatronics program at ISD 917, and the hiring of a licensed Secondary Industrial Technology teacher in ISD 659.

From DCTC: DCTC is pleased with the outcomes of the Summer Scholar program. The faculty and staff were able to work with the students and watched the students' transformation of interest and engagement in their education as they experienced the different career areas and progress in their English requirements.

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

As mentioned above, the COVID-19 pandemic continued to impact our ability to carry out our plans in a variety of ways due to supply chain disruptions, teacher and staff shortages, constantly changing conditions, and reductions in in-person opportunities for students and staff. At ISD 659, one aspect of their Child Development course was eliminated and they used outdated software for Accounting courses due to supply chain issues. Adjusting to the updated requirements of Perkins V legislation, challenges with governance, and unclear Consortium systems and processes, leading to a lack of clarity at the district level about appropriate and allowable uses of funds, were challenges. We are addressing these issues with new leadership, the collaborative development and implementation of decision-making systems and processes, increased professional development during Consortium meetings, and increased communication between meetings.

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

Continued engagement with the Dakota County Consortium Secondary and Post-secondary Coordinators; sharing best practices from other Consortia; providing ongoing feedback on Consortium plans and practices; providing logistical support to establish clear secondary to post-secondary to careers pathways; providing

logistical support for budget and finance logistics (especially for those of us new to this work); thought partnering

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

Not applicable

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.

Not applicable

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.

Not applicable