

# STRENGTHENING CAREER AND TECHNICAL EDUCATION FOR THE 21ST CENTURY

## MINNESOTA PERKINS CONSORTIUM ANNUAL PERFORMANCE REPORT (SFY22)

Version 8/29/2022 DUE 10/18/2022

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### EAST RANGE PERKINS CONSORTIUM:

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](mailto:jared.reise@minnstate.edu)) as an attachment.

### FY22 APR Questions:

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**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?**

Yes projects were implemented and did not need to be revised. Implementation of the merger into True North Stars was established.

East Range: Mesabi Range College was able to bring back their open houses and bootcamps after an absence due to COVID. A 9th and 10th grade open house was held in December and a 11th and 12th grade open house was held in March. An EmpowHER women in the Trades camp was held in June as were Welding and Graphic Media Design Bootcamps.

Secondary funds were used to support the FY22 grant as written, although business and industry visits were still lower than normal because of Covid surges during the year. Despite that multiple secondary Mini Grants were accessed to send students in the field to tour area businesses and industry partners. Including a trip to St. Germain in Duluth to see the lab how countertops are designed and built. This was especially meaningful for RR students as they were a part of choosing the product for the new high school.

Students from Rock Ridge were able to participate in hands-on building activities at the new high school working with the district construction team and builders Krause Anderson. Students worked along with K/A and designed and built storage buildings and will continue to build dugouts and additional ancillary buildings as the building project moves forward. This has been an opportunity that will not be forgotten and has been a great hands on work based learning experience.

The MIB Food Occupations class was able to open on a limited basis after being closed most of the previous year. It was by reservation only, or take out but students were able to have a true "restaurant" experience.

**What accomplishments/outcomes resulted from this spending? What evidence do you have to support this? Include any relevant accomplishments on the following topics:**

Some of the initiatives included but were not limited to:

Seating of and orientation for a 22 board including representation from B&I, Secondary Admin, Secondary Faculty, Post-Secondary Admin, and Post-Secondary Faculty. Development of 2 subcommittees 1)CLNA which reviewed DEED Data and all audience survey results 2) finance subcommittee

Organization and implementation of SOPs including Post-Secondary and Secondary Fiscal, Professional Development Requirements

Common Calendar for all consortium events, post-secondary partners events and any other CTE events across the region with other partners like workforce, 218 trades,

Zoom Meetings with different levels of administration to keep them apprised of the progress of True North Stars Merger.

Licensure Cohort for Secondary Healthcare instructors

Completion of CLNA

Identification of the first ever True North Stars programs of study

Started a Secondary 5 year program approval cycle which included 6 training sessions with individual MDE specialists; invitations were sent to CTE instructors, principals and superintendents.

Teachers completing the consultation process with Troy Haugen left the session with greater pathway definition for completing licensure requirements. Collaboration with stakeholders

- Better understanding of the mission of Perkins, communication on spending priorities and relationship building with new board members. Consultant time created opportunities for additional CTE Licensure programs, including the upcoming CTE BootCamp on October 19, 2022 for additional teacher induction to CTE Licensure pathways. This project also provides opportunities for teachers in the consortium to network and collaborate with each other, thereby increasing the rate of integration within the True North Stars Consortium

Integrating academic and technical skills into CTE courses and programs

- Technical Skills are provided in most FCS course with Servsafe, several T & I course continue to provide OSHA 10, CNA, EMS, First Aid and CPR are provided through medical courses shared with Mesabi Range.

Providing greater access to CTE programs for special populations students

The EmpowHER women in the Trades Event was held on the Mesabi Range-Eveleth Campus in which all 22 high schools were invited to participate. Itasca campus hosted a natural resource career day for women and Native American populations, students from all 3-consortium attended. For summer CTE Boot camps special effort was given to school districts with high native American populations to ensure attendance, by providing free transportation through our partnering workforce organization NEMOJT.

Expanding access to postsecondary credit for secondary students

- Sheri Lee/Cherry HS business programing with Business Operations Management at Mesabi Range-concurrent enrolment
- Jeannine Bauman/Rock Ridge- Child Development partnership with Early Childhood Education. - Concurrent enrollment.
- Multiple districts with Medical Fields - CNA/EMT-Paramedic -PSEO with Mesabi Range

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

- The consortium licensure projects and CTE BootCamp will assist in creating defined pathways for teachers to be retained in their current positions due to the fact that full licensure can be obtained upon completion of the consultant programming.
- In our individual consortium budgets, we allocated funds for local, state and national training to continue professional development of our secondary and post-secondary educators.

Changes to your consortium structure or processes.

- See notes above for alignment of 3 consortium and board governance to form the True North Stars
- At post-secondary working towards reducing non-coordinator positions salary associated with the Perkins grants.
- A large spring initiative was creating a finance structure and processes were developed to transition prepare for the merger for FY23 implementation of True North stars. This helped with the transparency and streamline process to request funding for equipment, professional development and student activities.
- During FY22 had several meetings to discuss and determine the fiscal agent for the merger. This needed to happen to ensure smooth financial transition upon merger.

**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?**

East Range: Secondary funds were used to support supplies, equipment and staff development that were identified in the FY21-22 application. This holds true for the reallocation funds. They were used as written and approved by MDE. Potentially one of the most exciting initiatives is working with our NEMOJT/JET partners in developing a Virtual Career Video bank that their career counselors will use in local classrooms. The long-range plan is for them to educate our educators on how to use these to build on actual student site visits. Additionally, work is started on curriculum development to assist in a long range planning. Truly identifying a seamless series of virtual, hands on and site visits as part of career development. Videos include manufacturing, healthcare, and natural resources.

This is the link.....not available for public use! Roll out happening shortly!!

<https://vimeo.com/showcase/8668038>

Post-secondary funds were used for open house and trade events that were geared at special populations (EmpowHER Event), salary for a counselor who worked specifically with special populations and for an Empower coordinator.

**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?**

East Range: WBL occurred at Mt. Iron Buhl with a limited number of students that achieved 40 hours or more: Below is an assortment of student positions:

- Ben---Engineering shadowing---Polymet, DetroitReMan, L and M Radiator, Benchmark Engineering....Almost positive he will have a summer internship because of this opportunity He is attending the Iron Range Engineering Program, through the U of M at Mankato, at Mesabi Range this Fall
- Brody---MN Twist Drill, Chisholm Offered a full-time position beginning on June 6th. Twist will work around any school schedule he could have this fall
- Dominic--Iron Range Towing, Mt. Iron Tows, plows, mechanics, whatever is needed. Has since received other licensures
- Landon--Iron Range Towing, Mt. Iron Gets vehicles ready for disposal
- Chase---Menards, Virginia Electrical Department helping customers, unloading and displaying product, site management
- Rachael---Hillcrest Chestnut Senior Assisted Living, Virginia Helps with all the daily needs and cares of the elderly in the wing she is attending

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

Seating of and orientation for a 22-board including representation from B&I, Secondary Admin, Secondary Faculty, Post-Secondary Admin, and Post-Secondary Faculty. development of 2 subcommittees 1) CLNA which reviewed DEED Data and all audience survey results 2) finance subcommittee

Organization and implementation of SOPs including Post-Secondary and Secondary Fiscal, Professional Development Requirements

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Zoom Meetings with different levels of administration to keep them apprised of the progress of True North Stars Merger.

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Started a Secondary 5 year program approval cycle which included 6 training sessions with individual MDE specialists; invitations were sent to CTE instructors, principals and superintendents.

Students from Rock Ridge were able to participate in hands-on building activities at the new high school working with the district construction team and builders Krause Anderson. Students worked along with K/A and designed and built storage buildings and will continue to build dugouts and additional ancillary buildings as the building project moves forward. This has been an opportunity that will not be forgotten and has been a great hands-on work based learning experience.

A second area of success was establishing a DECA chapter at Rock Ridge high school. Students participated in regional and state competitions. Kyle Hammer, followed up by attending the national conference in Atlanta in anticipation of students making it there next year.

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

The biggest challenges we encountered were not having APR questions in the spring of the year in order to document required information. It would be easier to add information as the year unfolds, so questions could be addressed in a more realistic manner.

Re-allocation funds were so late it made it almost impossible to work with staff to ensure funds could be spent on the most needed items and issues. This was compounded by supply issues felt across the county.

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

Funding to us in a more efficient manner. We did not receive funding until August. Reallocation dollars to us sooner. It is normal for us to be notified in early January.

More realistic deadlines. The turnaround times for various requests are short.

Better communication on events such as coordinators meeting and CTE Works. Agendas sooner. More relevant topics at events. Let coordinators drive the conversation (let us vote on topics).

Maybe poll coordinators before changing dates. Coordinators meeting has traditionally been held in late October/early November. To just change dates puts a big wrench into things.

Hold the summer coordinator's meeting at Normandale again. This was a very helpful meeting.

APR questions to us sooner. Maybe the spring prior.

Grant focus for future grants cannot change mid-stream-or close to grant due dates. Example FY23 we were led to believe heavy funding and focus needed to be planned for WBL and special populations. In

reality this changes close to the grant deadline, with the move to a larger amount of funding in Reserve. BUT that amount and how it could be used was changed at the last minute. This is very frustrating as we've had endless meetings telling administrators, faculty and counselors one thing and then "we" look unorganized and unprofessional and not strategic when we have to tell them....no sorry this is changed.

Grant, CPIP, Fiscal Documents, APR need to be better aligned. A grant for this amount of funding should not need to be re-written and documented in multiple areas. Answering the same questions in 10 different ways. A streamlined process is needed!

**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.**

We have collectively, as a new consortium, identified areas of improvement that cross over between all three previous consortia. Together we are working on projects to address each of the previous consortium performance gaps. Going forward this will need to be redefined given we will be provided with new performance data for the True North Stars. At that time new goals will be identified to meet the changing needs of the larger consortium based on state indicators. Work based learning was defined as a gap for all three consortia, this was addressed in FY23 plan with goals that will be met during the 2 year grant cycle working with teachers, counselors, administrators and most importantly data personnel.

### **Work Based Learning 5s3**

East Range— SDPL 1.53 and Actual Perf %0.55

Hibbing/Chisholm— SDPL .01 and Actual Perf 0

Itasca SDPL 5.82 and Actual Perf 2.14

Performance Indicators Reviewed by the consortium for Itasca, Hibbing, and East Range and for each district reviewed by districts only district with data entered was Little-Fork Big Falls. We are led to believe there is WBL happening in several other previously identified East Range, Hibbing and Itasca districts

Inaccuracy in East Range, Hibbing and Itasca reported data. Until these inaccuracies are corrected, we are unable to accurately prioritize groups to serve. It appears that only Littlefork - Big Falls accurately reported data for East Range, but we are to believe other districts are providing WBL, but this data was not entered. We are led to believe there is WBL happening in several other previously identified Hibbing/Chisholm districts. reviewed by the consortium for Itasca, Hibbing, and East Range and for each district reviewed by districts Deer River 1 student, Grand Rapids 3, Greenway 3.

### **Program Placement 3S1**

Hibbing/Chisholm SDPL 59.79% and Actual Perf 36 %

Itasca SDPL 50.85% and Actual Perf 40.82%

Through the merger, a common calendar was developed to track post-secondary outreach events to ensure greater attendance and not competing with each other's programming. We also now market and encourage districts to attend any post-secondary events.

Partner with CareerForce for funding college visits and attending open houses and career days at local colleges. Also, partner with upward bound and Avid programs around college readiness programs

### **3P1: Nontraditional Program Enrollment**

Itasca SDPL 24.92% and actual perf 21.85%

Actions on the postsecondary side include having specific academic advisors/counselors assigned to increase retention and placement as well as earning recognized postsecondary credentials. We also have two individuals aligned with the EMPOWER program (Anna Wald - Welding Technology and Angela Heikkila - Electrical Maintenance) that work to attract and mentor women in the trades. Both individuals will also be hosting Women in the Trades camps to attract more females to nontraditional fields. Empower is also working with Itasca campus for Engineering and Natural Resources, both programs' women are nontraditional enrollees. We are planning to host 4 events at all our college campuses to invite all 22 high schools to attend a Women in the Workforce event.