

STRENGTHENING CAREER AND TECHNICAL EDUCATION FOR THE 21ST CENTURY

MINNESOTA PERKINS CONSORTIUM ANNUAL PERFORMANCE REPORT (SFY22)

Version 8/29/2022

Final 10-14-2022

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

Secondary projects that were based on purchasing resources to support our approved programs of study all went ahead as planned. The only funding changes were for field trips and professional development. Professional development that was planned during the school year was not spent due to the sub shortages affecting our school districts. Additionally, funds were revised because of bus driver shortages so field trips to local businesses were canceled. Funds went back to the consortium to be spent on prioritized programs of study.

Generally, all postsecondary projects were implemented as planned to support POS and other funding priorities noted in both our CLNA and Perkins grant. However, there were some areas where funding changes were done. These areas/projects included funding to support a proposed Fire Academy and ABE pathways connections project, both designed to introduce and create targeted access CTE career pathways. Additionally, the exploration of faculty externships project was paused as well. Unused funds for these projects were redirected to fund other funding priorities.

- **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

Collaboration with stakeholders

A core strength of the Northeast Metro Consortium is the reliance on collaborative partnerships with various stakeholders. Much of what we do could not be done without these partnerships. Partnerships include but are not limited to the following:

- ❖ Robust collaboration between RealTime Talent and with consortium partners in data collection, findings from CLNA summits, which drove identification of POS funding priorities for the consortium; RealTime Talent conducted virtual summits for NE Metro business partners and held a second one for CTE faculty and teachers. These sessions supported development of the consortium needs assessment plan based on feedback from these important stakeholders.
- ❖ After a few years of virtual advisory meetings, in-person meetings returned throughout the consortium. Moving to in-person supports the re-establishment of relationships and partnerships for the upcoming school year.
- ❖ Several partnerships are engaged with the Northeast Metro Consortium which include but are not limited to the Washington County Workforce Center, White Bear Lake Chamber of Commerce, Forest Lake Career Force, Ramsey County Economic Development Association.
- ❖ The consortium has embarked on implementing strategies to re-engage underrepresented students identified as ABE participants. This group of learners is an important constituency in Perkins. The consortium is working to develop outreach designed to engage ABE students and directly connect them with area employers to both introduce them to employment

opportunities and learn what skills they need to acquire to successfully enter the workplace. A session was held with panelists from industry and students from ABE centers with eighty-one students attending. We expect to build on outreach strategies designed to connect students to industry and CTE programs at the college.

- ❖ The Additive Digital Manufacturing (ADM) developed activities designed to introduce students to the manufacturing field and ADM program through work with our secondary Perkins Transitions Specialist. Additionally, Perkins also supported a faculty driven initiative where sessions were developed to directly engage consortium teachers to both introduce them to the ADM program and review high school course curriculum to ensure alignment in student learning outcomes to the ADM programs “Introduction to Careers in Manufacturing” course. Participants represented North Branch, NEM 916, North Saint Paul, Roseville, White Bear Lake High Schools, and MN State Engineering Centers of Excellence (COE).
- ❖ The Northeast Consortium Governance Team reflects a group of collaborative stakeholders representing various sectors which include secondary and postsecondary administrators, Perkins coordinators secondary Perkins leaders, and a local workforce representative. This group provides robust discussion, direction, and feedback regarding consortium strategies to address CTE program, industry, and workforce needs.

Integrating academic and technical skills into CTE courses and programs

Utilizing different approaches, the consortium supports academic skill integration through funding support for innovative equipment/technology, curriculum development and special projects. Several projects include faculty driven approaches designed integrate academic and technical skills into CTE courses and enhance student acquisition of technical skills. Direct engagement with consortium partners (e.g., faculty, teachers, advisory committees) and community stakeholders help the consortium stay informed of current and emerging technical skills needed to successfully enter the workforce.

Approaches used to support academic integration of technical skills includes but is not limited to the following:

- ❖ Students were able to take advantage of earning the following industry certifications: ASE, OSHA 10, ServeSafe, Adobe Graphic & Print, Microsoft (Word, PPT, Excel), IC3, CNA, Drone (2), BLS, EMR/EMT
- ❖ Technical skills were introduced, practiced, and demonstrated through programs of study using the new industry grade equipment for students to use in classes to practice skills and demonstrate competency. Examples include phlebotomy arms, realistic animal manikins, CPR manikins (BLS) hydroponics growing system, plasma cutter, CNC router, auto scanner, 3D printer, real care babies, anatomy care/trauma manikins, tire balancer, fabric compressing system, PLTW Biomed, CAD printing tower.
- ❖ Additive Digital Manufacturing and Dental Program Project: Perkins supported the procurement of a Next 5100 3D printer to support an innovative and collaborative project between the ADM and Dental programs at Century College. This technology would give us the capability to allow ADM students to print scanned files provided by dental students and return 3D printed parts back to them for further training and use. The integration of technical skills gained through this project provides ADM students a real world, customer driven project in Additive Manufacturing

and exposes current dental students to the new digital processes and skills emerging in the field. ADM has developed showcase activities and strategies to directly engage students, employers, and industry partnerships to create interest, and synergy around this new technology. As the project is just launching, we expect more comprehensive data in future reports.

- ❖ **EMS Simulation Lab Project:** This project is noted in more detail in question 4. The project has significant ROI as students are directly engaged with innovative virtual technology designed to enhance technical skills.
- ❖ **Welding Program:** Perkins supported the acquisition of two new innovative pieces of equipment (Welding Cell and Orbital Welder) for the Welding program. This also required curriculum development work to integrate this technology into new courses. The support of the innovative technology enables the program to position students in the acquisition of technical skills in demand in industry. This enables Welding program graduates to have a boost when entering the workforce.
- ❖ Several career pathways have an industry credential and indicates that students in several programs of Study are earning recognized postsecondary credentials. Industry credentials information compiled by compiled by the Secondary Career Readiness Specialist indicates a small decrease in the number of students taking a recognized exam between FY20 (118) when compared to FY21 (106). The rates of completion by degree program ranged from a low of 70% in 2021 Accounting to a high of 86% in Visual Communications Careers. As students return to campus, we expect the number of students taking a recognized exam to vary during FY22.

Providing greater access to CTE programs for special populations students

- ❖ Secondary Transition Specialist works with post-secondary departments and programs to conduct an array of activities (e.g., campus visits, tours, campus department and CTE program area presentations, etc.) to provide greater access to CTE programs for students. During FY 22-23 these activities include: Application Day, Passport to Century, Concurrent Enrollment Tours, Financial and Transitions Presentations, and other activities in direct collaboration with CTE programs as well. Over 2,600 students from high schools in the Northeast Consortium participated in these events.
- ❖ The postsecondary Perkins Coordinator is working in collaboration with the ADM program and external ABE partners, and area employers, to create a series of activities to introduce to students to Manufacturing careers (noted earlier). This project involves facilitating direct engagement between employers and ABE students regarding industry career opportunities. A recent collaborative event with North Saint Paul and Roseville ABE centers included participation of 3 area employers and 81 ABE student attendees.
- ❖ For FY22-23, the postsecondary Nursing has proposed development of two targeted strategies (Nursing boot camp and Nursing 101 series) designed to directly engage underrepresented students to introduce them to the Nursing program and retain students currently enrolled in the program.
- ❖ Secondary data comparing CTE concentrators & participants between 2020 & 2021 show close to a 2% increase in non-traditional CTE enrollment and 3% increase in students from economically disadvantaged backgrounds.

Expanding access to postsecondary credit for secondary students

- ❖ CTE Credit MN Report (2) indicates, there were 3100 students participating in articulated credit. Out of those students 1,300 downloaded their articulated college certificate (ACC). The data point is very small compared to the number of students participating in CTE courses.
- ❖ Many early college credit opportunities exist in the consortium. We have maintained a high number of course articulations with consortium schools and continue to expand articulated credit offerings. We have over 59 individual college courses linked to multiple high school courses leading to 160 individual course articulations.
- ❖ There are many Concurrent Enrollment course partnerships with Northeast Metro consortium schools. Additionally, the college offers a robust PSEO program that provides early college credit opportunities for students enrolled in consortium schools. During the 2021-2022 academic year, we worked with 11 schools to offer 32 Concurrent Enrollment courses across 11 disciplines. We had 534 students enrolled in these courses and 90% of these students earned a grade of C or higher resulting in transcript credit from Century College. In addition, 89% planned to continue their education after high school graduation.
- ❖ High school students can earn Century College credits through PSEO. During the 2021-2022 academic year, 822 high school students enrolled as PSEO students at Century College. These students earned over 12,800 credits and on average, enrolled in 15 credits per semester. The Concurrent Enrollment program brings Century College courses right into the high schools. During this year, we expanded into 11 schools and offered 32 courses across 11 disciplines. There were 534 students enrolled in these courses and 90% of these students earned a grade of C or higher resulting in transcript credit from Century College.

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

As noted in comprehensive local needs assessment (CLNA,) a continued focus is needed in this area. The Northeast Consortium will engage appropriate consortium officials to explore more intentional strategies to increase recruitment and retention teachers and other education professionals; while also providing support for training opportunities to build capacity, cultural competency, and knowledge in implementation of best in CTE (CLNA p. 57). Through more intentional strategies to recruitment, retain, and train teachers; the consortium seeks to develop and reach designated benchmarks that will enable us to demonstrate success over time in this area.

- ❖ Seven teachers completed the CTE licensing through Lakes Country Service Cooperative to fulfill CTE Core Competencies requirements and another four teachers worked on building their portfolio during the summer to work towards licensure.
- ❖ Continue to support opportunities for mentorship and professional development to support CTE educators and staff.
- ❖ The consortium continued to offer professional development training opportunities relative to the renewal and creating new articulation agreements for teachers at partner high schools. More than forty teachers representing both SRPOS, and POS participated in these training sessions.

- ❖ During FY21-22 Perkins supported Additive and Digital Manufacturing (ADM) program faculty facilitation of professional development training sessions with high school teachers from Northeast Metro consortium schools. The trainings were designed to discuss alignment of secondary course curriculum with Century's ADM program. These sessions included hands-on lab activities/lectures and a review of curriculum content. Additionally, the session included training on new technologies, best practices, and pedagogy in manufacturing course instruction.
- ❖ The college's diversity goals are broad and include all staff and faculty combined. Full time faculty of color are underrepresented across all programs. As noted in the consortium CLNA, the college has meet and continues to work on attaining underutilization analysis goals for underrepresented groups identified in the Affirmative Action Plan. The college has a process through which they assess the demographics of applicant pools for posted positions in the EEO4 job category. The college will continue to evaluate targeted strategies noted in the Affirmative Action Plan to reach campus diversity goals. Secondary teacher recruitment for staff of color and underrepresented populations is a priority by each district Human Resource Department. Human Resource staff attend hiring events, recruit widely at colleges, and actively recruit staff that represent their districts diverse student population.

Changes to your consortium structure or processes

- ❖ The impact Perkins funding on consortium operations is two-fold: First, the consortium used resources to identify and select a consultant (RealTime Talent) to collect internal and external consortium data to CTE program and local labor market needs and talent gaps in industry. RealTime Talent distilled and disseminated this data to our consortium governance team.

Second, equipped with this data the governance team was able to guide our consortium in creating an integrated approach in determining appropriate Programs of Study (POS) based on industry needs and determine secondary and postsecondary funding priorities.

- ❖ Consortium (post-secondary & secondary) planned and implemented our first year with a governance structure. Membership consisted of community members, faculty, work-based learning coordinators, Perkins Leaders and CTE teachers. The governance team met every two months to review progress on implementation of FY 22 grant and planning for FY 23. Meetings were held virtually.
- ❖ Secondary Perkins Leader meetings returned to a combination of in-person and virtual meetings, most meetings having at least 20 people attending. During FY 22 our consortium welcomed five new Perkins leaders.
- ❖ Postsecondary CTE program areas are represented in the deans in the deans council meeting. The meeting provides an opportunity to directly engage CTE deans to learn of program needs, emerging trends, or new POS coming online. Attending these meetings enables Perkins to be both informed and collaborate with CTE leadership and program areas regarding program needs and priorities.
- ❖ Postsecondary CTE programs continue to meet with Perkins both in person and virtually to discuss funding opportunities that align with Perkins objectives.

The Northeast Metro Perkins Consortium Governance Team is an important and vital component of how the consortium operates. We will continue to review our governance team

structure and adjust processes, procedures, and membership to meet the changing needs of our consortium.

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?

- ❖ EMS Simulation Lab Project: The purpose of technology acquired for the simulation lab project is to provide students with an opportunity to acquire important technical skills needed in industry by utilizing cutting-edge innovative virtual technology coupled with in-person interaction and new equipment. Many aspects of this project were completed however, project implementation continues. The EMS program seeks to complete phase 3 and fully implement use of all aspects of the technology/equipment. We expected to complete this project during FY21-22 however server supply chain issues hampered the vendors ability to acquire equipment and complete the installation.
- ❖ 916 CTC class expansion in health science due to **employer demand in our community** added a second CNA and new phlebotomy classes which has led to an increase in enrollment by participants basically doubling the number of students who will earn their CNA certification.
- ❖ Program innovation and expansion included the following: e-vehicles, virtual welders, biomedical equipment, virtual business simulations, new visual communication technology programs and manufacturing expansion.

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?

916 CTC, through the work of a work-based learning consultant, is expanding opportunities for students in construction and nursing during the second semester for the 22-23 school year.

Perkins leaders were encouraged to grow and build their work-based learning programs. Efforts will be monitored since enrollment data is not available at this time. A challenge schools have is with summer internships, state data is not gathered from these opportunities. Instead of leaving school to work, students are choosing to do their internships during the summer.

At the postsecondary level work-based learning opportunities are universally available to students in CTE programs. These opportunities have been primarily decentralized, driven, and maintained by CTE programs. However, in recent years the college has worked to build out a centralized WBL repository with a focus on providing more robust data (tracking/monitoring) regarding work-based learning opportunities for students enrolled in CTE programs. work continues in this area, and we hope to include a data snapshot of WBL opportunities in future reports.

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

The Northeast consortium based on CLNA and LMI information believes a need exists to continue target support of Health Sciences programs throughout the consortium. Initiatives and projects we believe have significant ROI include but are not limited to the following:

- ❖ Secondary Initiative: Ensuring all students have a plan after graduation
- ❖ 916 Career and Tech had a goal that 100% of students who were set to graduate spring of 2022 would have a plan on their “next” step. Data was collected through a google survey at the start, middle and end of the school year to monitor progress. Our teachers, Century College and transition specialists worked together to create monthly activities to engage students in planning their future and supporting them on whatever that next step may be. Students were asked to share on a scale of 1-5 how confident they were in their next steps upon graduation.
- ❖ Data wise the biggest movement was for students who selected #5 who were very confident in their next steps which rose in the fall to 26% in the spring. The second data indicator was those that selected #3 which indicated they were in-between went from 35% down to 22% which is a great 12% change from #3 to a 4 or 5. Definitely showing a growing confidence in plans after graduation. Students who selected #1 or #2 had some thoughts or no idea what was next after graduation, showed single digit changes which suggests even with CTE classes students did not see these classes or programming impacted their next steps. Next steps are being planned and will be shared with consortium leaders as a model to share at other sites.
- ❖ A focused “relaunch” is around career and college readiness. Our consortium encouraged schools to re-engage in career and college readiness as schools returned to full time learning in-person. Schools like Stillwater, White Bear Lake, Forest Lake, North Branch, Fridley, Mounds View, North and Tartan have all hired Career & College Navigators. These navigators lead the work in their buildings by being purposeful with MCIS, Xello and YouScience to encourage students to find and identify skills, talents, and interests. Support students as they transition to their “next” step whether that is directly to work, two- or four-year school. Students need to know all these options are good and need guidance on how best to transition to that next step whether it is using industry credentials, articulated or concurrent credit, applying for grants and managing costs of expected lifestyle.
- ❖ **(EMS Simulation Lab Project):** Over the last 3 years the Century College EMS program has made extensive investments in simulation technologies to enhance the learner experience. We have installed a high-definition video and audio system in our lab areas that allows instructors to facilitate high fidelity simulations without having a physical interaction with the students. This coupled with high fidelity patient simulators creates an immersive in situation environment for students to learn in that closely reflects the working environment of their future jobs. It is through these simulations that students grow their affective skills such as team management and patient interaction. It also allows them to integrate their individual skills (i.e., medication administration) in real world environment, pushing them past simple completion of skills into deeper decision-making as they apply those skills in a real-world environment. This technology is also poising the program to take student learning to the next level by creating exercises wherein students can record their simulations and review them for self-reflection. This not only equips them for their immediate need of gaining employment, but also gives them the skills they need to be a lifelong learner by practicing constructive self-evaluation.

- ❖ **Career Services Conover Project:** Employers seek CTE students that have both the technical and soft skills necessary to successfully enter the workforce. Employability skills were noted as a need by some employers participating in a stakeholder summit conducted by RealTime Talent as part of our CLNA data collection process (FY 22-23). Perkins supported a project that included the acquisition of new employability technology to enhance students' soft skills. Campus Career Services indicates at the initial launch of the tool of students who used the technology, 64% were in CTE programs. There was strong student interest which provided a basis to either expand use or transition to another technology that measures development of soft skills and the effect on successful transition to the workforce.
- ❖ **Law Enforcement IDI Project:** This project supports a recommendation by the MN State taskforce on Law enforcement education reform. The purpose of this project is to increase cultural competency of police officers for the state of Minnesota. The Criminal Justice and Law Enforcement programs seeks to increase cultural competency of students through curriculum, instruction, and mentoring through integration of IDI concept into program curriculum. Ultimately, preparing students to be more culturally informed in addition to the acquisition of technical skills will enhance students' successful transition into the workforce. During the first year of the project, the IDI tool was provided to 51 students in three different courses. Students participated in an introductory session and were later provided with follow-up after completing the session. An important milestone was providing the IDI to 16 students from the Saint Paul PD LECPA (Law Enforcement Career Path Academy). This group of students are cadets for the Saint Paul Police Department, and they meet regularly with one another, both in and out of class. COVID was still providing some attendance challenges in the Spring in other courses, but these 16 students were required to attend in person by Saint Paul PD. The benefit of providing the IDI tool in this setting was that because these students must work together in the same environment, it provides an opportunity for participants to reflect on their individual IDI results and engage each other regarding what they learned as a result of the IDI. As the project moves forward, we expect to take a closer look at data within and across cohort groups to assess the effects of IDI participation on how students and cadets carry out their work as they transition into the profession.
- ❖ **Peer Project Instructor Support Initiative:** The intent of this project is to focus support for CTE courses (and faculty) where the identified performance gaps among students of color were higher than in other groups. The peer coaching model includes a review of performance data and support of faculty to develop best practices and student engagement instructional strategies. The project was limited over the last year however, as the campus resumes on site operations/courses we expect to continue offering this project to expand the number of CTE program peer coaches/mentors for this project. preliminary data indicates the following:
 - Thirteen departments began Data Wise Process, an estimated 10 will complete the process by end of Fall 22, including Nursing, Biology, Marketing, Criminal Justice, Human Services, Computer Forensics, and Automotive.
 - 170 Faculty began Data Wise Process, an estimated 40 will complete the process by the end of Fall 2022.
 - The Action Plan for over half of our participants includes steps to increase outcomes for students served by the Perkins Grant.
 - Hosted 5 Community of Practice sessions.

- Summer 2022 developed a CPDC D2L page with resources for faculty and staff who would like to continue working through the Data Wise process before the start of Fall 202.

Is it important to note that at this point, our data is primarily leading metrics of those who completed the process. The impacts of the process cannot be measured in terms of increased student outcomes until faculty have had a semester or academic to enact their Action Plan. We will have that lagging data at the end of this academic year, 22/23.

- ❖ **Quality Matters Project:** As noted in our FY2020 CLNA and referenced in the 2022 CLNA, data indicates student success in online courses lags in comparison to in-person courses. Students of color fare worse than their majority peers in online courses. The college will use student success data in online and blended courses to target faculty support. This project was somewhat limited over the last year and the primary focus was and continues to be soliciting instructor participation in this faculty driven project. preliminary data indicates 9 CTE program faculty have gone through Quality Matters self-reviews, with 31 CTE courses that have also had a QM self-review conducted. CTE faculty involved in the Quality Matters project represent several program areas including, Accounting, Computer App Tech, Office Tech, Dental Assisting, Dental Hygiene, Engineering, Kitchen/Bath & Interior Design, Marketing, Orthotics, and Prosthetics, Prosthetic Technology. We believe this project has a high ROI as it could directly affect student persistence in all course delivery formats. We expect to continue support of this strategy with a full academic year timeline to implement and fully engage CTE faculty in this project.
- ❖ **Tutors Linked to Classes:** This project has been highly successful for students. Perkins support was provided to expand the program's reach to CTE students and students from underrepresented populations. Support of the Tutors Linked to Classes (TLC) program provides an important strategy designed to increase the academic success of students. The TLC program suggests data indicates students do better in classrooms that have a tutor in the class. Supporting this approach enables TLC tutors to directly engage CTE students helping them develop study skills needed to succeed in CTE course work.

TLC data suggests 3 core themes as a result of student use of TLC:

1. Students achieve a higher GPA
2. Complete more courses,
3. Persist to subsequent terms, transfer, or graduation.

TLC data highlights indicate:

- In Fall 2021, students in TLC supported courses had a 4% higher GPA and had a 4% higher credit completion rate than students in non-supported courses.
- Students enrolled in TLC supported courses in Fall 2020 also had an 8% higher persistence rate to Spring 2021 and a 12% higher persistence rate to Fall 2021 than students that were not in any TLC supported course sections.
- The TLC program has a bigger impact on persistence rates of students of color (SOC), Pell-eligible students (PE), and first-generation students (FG) when compared to white students, non-PE students, and non-FG students and therefore show a significant contribution to decreasing the equity gap.

- SOC enrolled in TLC supported courses in Fall 2020 had a 14% higher persistence rate to Fall 2021 than SOC that were not in any TLC supported course sections, a difference which is 3% higher than the difference in persistence rates for white students.
- PE students enrolled in TLC supported courses in Fall 2020 had a 16% higher persistence rate to Fall 2021 than PE students that were not in any TLC supported course sections, a difference which is 7% higher than the difference in persistence rates for non-PE students.
- FG students enrolled in TLC supported courses in Fall 2020 had a 14% higher persistence rate to Fall 2021 than FG students that were not in any TLC supported course sections, a difference which is 4% higher than the difference in persistence rates for non-FG students.
- Perkins funded five tutors for the 21-22 Academic year in CTE and science programs as well as students who are non-traditional in the areas they are tutoring. Programs tutors were hired for were Radiologic Technology and Narrative Video Production.
- These tutors supported 27 sections for a total of 505 students in various program courses including Radiologic Technology and Narrative Video Production.
- The Tutors Linked to Classes (TLC) program overall supports students from underrepresented and diverse backgrounds with 51% of student tutored being students of color (compared to 42% of all Century students in this group), 46% being Pell-eligible (compared to 34% of all Century students in this group), and 56% being first-generation (compared to 49% % of all Century students in this group).
- TLC tutors themselves are also diverse, with 43% being students of color, 35% Pell-eligible, and 48% first-generation students.

These initiatives are promising and provide potentially high ROI however, we must take a deeper dive to ensure both noted projects and future project outcomes/activities are more intentionally linked to Perkins performance indicators as noted in the comprehensive needs assessment (CLNA).

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

- ❖ Secondary schools were not able to hire enough substitute teachers impacting professional development opportunities and planned field trips.
- ❖ Field trips were canceled due to a shortage of bus drivers
- ❖ Supply chain issues (available inventory and shipping) was a significant factor affecting the ability of consortium CTE programs (secondary and postsecondary) to procure equipment and technology. In a few cases the excessive shipping delays required canceling the purchase and reallocating dollars to other funding priorities or carrying forward the purchase by allocating funds in the subsequent fiscal year. This continues to be an issue as inventory is limited and prices increases occur regularly making budgeting tricky. Our consortium has increased dollar amounts for all equipment purchases knowing costs would increase from the time the grant was submitted until schools order.

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

- Continue to provide timely information and professional development opportunities regarding Perkins reporting needs and data.

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

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.

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.