

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:

For the programs of study funded by Perkins in your approved local application, address the following for the reporting year (July 2021-June 2022):

1. 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?
 - Overall, initiatives including professional development, purchasing of equipment, increasing nontraditional participation and career investigation opportunities and tools were implemented as planned at the secondary level.
 - Several changes at the secondary level were made and these changes were submitted as budget revisions. Two of the changes involved decreases in the purchase of equipment (narrative 2 POS) and increases in Support to Professionals (narrative 8). This was due to several factors: increased staff development requests and staff retention staff development requests. An increase in the number of professional development opportunities in FY22 occurred after the cancellation of PD events due to Covid in FY20 and FY21. PTCC was able to fund the Summer Academy (narrative 5). This again allowed for an additional increase in meeting professional development requests (narrative 8). This professional development focused on staff retention.
 - At the postsecondary level, PTCC was able to implement a number of initiatives as outlined in the Perkins plan. These include the following:

- CTE Summer Academy - offered two camps; Welding, Design and Fabrication, and Cyber Security. 25 high school students participated, 3 PTCC faculty taught.
 - Partnered with Pine County, and Central Minnesota Jobs and Training to offer a Manufacturing Day experience to area high schools. Students participated in industry tours and PTCC campus tours to learn more about opportunities in manufacturing in the region.
 - CTE Marketing - PTCC worked with a video production company to produce three branding videos regarding CTE offerings at PTCC. These videos will be featured on the new PTCC website, social media, and other advertising platforms.
 - STEAM Day - PTCC coordinated a STEAM Day even in February for regional high school students to explore opportunities at PTCC, with in-depth and hands-on lab experiences with CTE instructors.
 - Early Childhood Visit - PTCC invited regional high school students in Early Childhood courses to visit campus and participated in hands-on learning and activities with PTCC ECD faculty and students.
- 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
 - CTE instructors gained skills in aligning the course syllabi with CTE standards
 - Providing greater access to CTE programs for special populations students
 - Trained multiple residents of Pine County in high-demand career fields through the Workfast program. This also served as an on-ramp to PTCC credit programs.
 - Expanding access to postsecondary credit for secondary students
 - Through the Pine Academy model, saw a 103% enrollment increase over the prior fiscal year in CTE courses.
 - Implemented a new Early Childhood and IT Academy via the Pine Academy model.

Pine Academy Model	
FY21 v. FY22	
Academy	Increase/Reg. Credits
Automotive	228% increase/177 cr.
Business	122% increase/213 cr.
Healthcare	8% increase/184 cr.
Early Childhood	New in FY22/45 cr.
IT	New in FY22/33 cr.

- Advances in recruitment, retention, and training of teachers and other education professionals
 - 3 staff members were able to pursue their Trade and Industry CTE licenses through the portfolio process (1 staff member is in process)
 - Changes to your consortium structure or processes
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?
- One of PT Consortium's funding priorities is to provide the capacity for a district to purchase industry grade / high price equipment that the district would not be able to provide.. This was requested in our FY22 reserve narrative. In FY23, the consortium focused these requests on new programs of study. In FY22 the consortium was able to purchase an Ironworker for Braham Public Schools. The cost was \$8487 and was specifically requested in the grant. The instructor stated the following; "This ironworker matches equipment in our local industry for seamless training and flow of workers. We

are able to more safely make cuts and notches than with other equipment. It will reduce the use of expensive consumables, making this equipment more sustainable” The consortium was also able to purchase a new Lathe for the T&I program at Hinckley Finlayson Schools. The cost was \$14006, this instructor is building a strong manufacturing program and she gave the following rationale for the purchase, “I want to start integrating more manufacturing processes into the metal shop. We have mills right now but would like the students to be able to use the two in conjunction to see if this is a field they would be interested in..” These two districts would not have had the financial capacity to purchase these items without Perkins funding.

- Reserve funds at the secondary level were used to support the Automotive, Construction, Advanced Manufacturing, and Healthcare programs at PTCC. This spending was aligned to what was in the Perkins plan.
 - Automotive - tool kits for Automotive Academy Students
 - Construction - construction technology utility core
 - Healthcare - vital signs machine
 - Advanced Manufacturing - technology for students

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?

- One example of expanded WBL experiences is a partnership between Hinckley Finlayson Empower Learning Center and YouthBuild/Central MN Jobs and Training. Students were paid/employed through CMJTS and were able to earn WBL credit. There were two work activities for students. Both activities were roughly 45 - 50 hours to complete. The first was a handicap ramp for an elderly man in Cloverdale. The students first did some research on installing a wooden wheelchair ramp and the ADA requirements for a ramp. Next, was a sight survey to develop a work plan and design the ramp. Once the design was accomplished, they conducted materials and price estimates. The final stage was the demolition of existing steps and the construction of the ramp. The second project was a greenhouse for an elderly couple in the Bruno area. Again, the students took part in all aspects of the project, from research, design, cost estimate, and construction.
- What were the results? The result was multifaceted learning on both projects. Teamwork, critical thinking, reflection and correction of mistakes, analysis, math, work ethic, and pride in supporting the community were all skills that were sharpened during these projects. In both projects, the clients were extremely happy with the end result. It also resulted in increased respect in the community for the students of the Empower Learning Center. This initiative also supports one of the consortium’s goals to increase the number of Native American students in CTE programs. 22% of students at Hinckley Finlayson High School are Native American Students. 61% of the students at the Hinckley Finlayson Empower Center are Native American Students.





- In FY20 and FY21, the consortium added 1 new WBL program and 1 new instructor to the field. In FY23 we are experiencing the loss of 2 WBL licensed instructors who have been replaced with OFP instructors. The changes in staffing have been challenging and ongoing support is needed for new WBL instructors. One of the challenges expressed from a new WBL instructor is finding work opportunities for students in a small town coupled with building new relationships with employers to develop these opportunities.
4. What initiatives or projects are you especially proud of within the reporting year? What do you consider most successful? Why?
- Supporting 3 CTE teachers in obtaining their CTE licensure was one of the most successful initiatives in FY22. The consortium had 3 excellent instructors that had taught in the field for a number of years but did not have their CTE licensure. The consortium worked with Troy Haugen to develop a portfolio process that enabled them to pursue their work in obtaining their CTE licensure (1 is still in process). Two of the teachers presented their CTE programs and this process to their school board with positive results.
 - Obtaining industry grade/high dollar equipment for 2 districts was a real win for the consortium. Exposure to industry grade equipment prepares our students for real work experiences and pathways. The local districts would not have been able to provide this equipment without Perkins revenue support.
 - Building relationships with the Mille Lacs Band that included partnering with Central MN Jobs and Training and the Mille Lacs Band to provide a Career Exploration Boot Camp at the 49's Union Facility. 6 out of the 8 student participants were Native American Students.
 - Providing extensive professional development for CTE teachers in their content areas. CTE teachers were eager to participate in PD in FY22 after experiencing Covid cancellations and disruptions for the previous 2 years.
 - Empower Learning Center's WBL partnership with YoutbBuild/Central MN Jobs and Training that provided students with real world work experiences.
 - Growth in our Secondary CTE Participation numbers - In FY17, the consortium reported 667 secondary participants, in FY21, the consortium reported 1153 secondary participants. Fifty of these participants were gained through the addition of the Willow River School District to the consortium. The consortium secondary participation numbers grew by 73% in the last 5 years. This is due to new CTE programs throughout the consortium and increased enrollment in these programs.
 - CTE Summer Academy - 2nd year was a huge success. We had new students and returning students from the first CTE Summer Academy come back for another year. New instructors this year were very engaged and excited to participate in this opportunity. Many students who have participated in the CTE Summer Academy are now taking Pine Academy courses, PSEO courses, or are now attending PTCC as undergraduate students. This has been a great opportunity to expand access to career exploration, and college exploration, activities for high school students in our region.
 - CTE Branding Videos - the branding videos that Perkins funds helped PTCC produce showcase a variety of programs at the college and will be beneficial in expanding both brand awareness and awareness of CTE opportunities for students in our region.
 - Partnership with Pine County - PTCC's partnership with Pine County continues to grow and be a great avenue on multiple levels, including the following (some funded through Perkins, some not - but benefit CTE):

- Pine County Manufacturing Day (referenced above)
 - Pine County College Initiative Scholarship - provides 2 years of free tuition and up to \$1000 for books, tools, and supplies for graduating seniors from Pine County
 - Workfast Program - offered through PTCC Continuing Education and Customized Training department, the Workfast program provides free hour-based and credit-based training to residents of Pine County, or people who work in Pine County. Courses offered in healthcare, business, IT, automotive, construction, and other CTE subject areas.
5. What challenges did you encounter when implementing your local plan during the reporting year? How did you respond to them?
- Staffing changes continue to be one of our greatest challenges. This year we experienced new principals and superintendents (both) in nearly half of the secondary districts coupled with changes in CTE staffing. The administrative changes are particularly challenging due to the extensive onboarding processes for new administrators. CTE is one of the many new components of the districts to become familiar with and become an integral part of the CTE work within the district and the consortium. In person meetings and making new connections are an ongoing response to this challenge. Our monthly Career Prep Consortium meetings also provide a space for CTE relationships to develop and CTE information and collaboration to develop.
 - Staffing challenges at the postsecondary level have also been a challenge. PTCC proposed a new position to assist with K-12 partnerships initiatives, which was not approved, but will hopefully be approved for the FY24 year. This position will allow the college to increase connections with secondary partners, develop more pathways from secondary to postsecondary, and coordinate additional career and college exploration events.
6. How can State staff (Minnesota State, MDE) best help you meet the goals of your plan?
- From the secondary perspective, MDE has been very responsive and supportive. Tim Barrett and Dean Breuer presented an inservice to our Perkins Leadership team regarding CTE teacher licensure in FY22, Shelli Sowles gave an overview of CTE Funding / CTE Levy in FY23 and Rob Lowe and Shelli Sowles presented to our counselors regarding programs of study in FY21. All of these presentations have been well received and provided needed resources for our consortium. Michelle Kamenov and Maxine Peterson have provided guidance and resources throughout the year. Jennifer Norton has also been supportive within her role with equipment requests. The Capacity Grants have provided the bandwidth for increased focus on specific areas including performance indicators. Eva Scates-Winston's insights and access to hear what other consortia are accomplishing during our check ins proved to be insightful and collegial. Having this level of resources, support and responsive access to state leadership has helped us meet the goals of our plan in FY22.
 - At the Postsecondary level, help and assistance with Perkins performance indicators would be the most beneficial (interpreting data, suggesting initiatives to impact gaps, etc.). PTCC does not have a designated IR staff person, so assistance with data is always appreciated.
7. If your consortium completed monitoring by State staff during the past year, please include information requested in the monitoring report with this APR.
- The consortium completed monitoring on April 19, 2022. The Secondary needed to address 2 findings from Criterion 2. On September 28, 2022, the consortium facilitated a meeting for all secondary consortium business managers. We invited Shelli Sowles / MDE to present and give an overview of the CTE Levy. After her presentation, Suzanne Hischer, our fiscal host from the St Croix River Education (SCRED) addressed the monitoring findings and highlighted the need for accuracy and processes to be in place to manage, archive and protect records and that the information contained in those records is accurate. Suzanne's presentation outline is included at the end of this report.
 - At the postsecondary level - the college had one finding regarding the completion of PAR reports. PTCC created an operating instruction (included below submission of this report) outlining the process for completing and submitting PAR reports for all personnel who are funded through Perkins.
 - A reminder to account for 100% of the position on PAR was shared with personnel on 4/28/2022, and calendar reminders to submit PARs were sent with staff for Summer, Fall and Spring submissions.

- o The finding, and resulting operating instruction was shared with campus leadership on August 8, 2022.
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.

(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.

FY2021 Fiscal Monitoring Review Outcomes
Secondary Consortium CAP Training
September 28, 2022

Finding of Non-compliance Regarding Criterion 2: Fiscal Requirements

Finding 1:

MDE reviewed supporting documentation for the expenditure reporting period of July 1, 2020 through June 30, 2021. Based on review of the documentation one local district was missing documentation for expenses. While the secondary coordinator has some communication information, the business office was not able to locate financial documentation. It is the responsibility of the fiscal agent as well as the local districts to keep all documentation for **7 years per federal legislative requirements.**

It is recommended that all local districts create a procedure to store and track all Carl Perkins transactions in a safe and accessible manner.

Finding 2:

MDE Reviewed supporting documentation for the expenditure reporting period of July 1, 2020 through June 30, 2021. Based on review of the documentation of one local district, the date for invoices 428-2 and 428-3 exhibited the incorrect date stamped.

Dates are very important when reviewing documents that are submitted. MDE must make sure no expenditures occur between State and Fiscal Years. The district noted a stamp for the new year had not been received at the time the order arrived in January, yet a correction was not made until identified by MDE.

It is imperative that **processes are in place to manage, archive and protect records** and that the information contained in those records is accurate.

FY2021 Fiscal Monitoring Review Outcomes Postsecondary Personnel Activity Reports (PAR)

Corrective Actions for Finding 1 under Criterion 2

1. Establish a consortium process for completing PARs, including a submittal timeline. It is recommended that the process is included in the Operating Guide.
2. Provide an update on the process in the next Annual Performance Report (APR) due *October 18, 2022*.

Operating Instruction: Perkins Postsecondary Personnel Activity Report (PAR)

Definition: A Personnel Activity Report (PAR) is a record of activities conducted by an individual who is funded by Perkins resources or whose services are supported by funds included in a state match of Perkins resources. PARs must be completed for each affected staff member and maintained on file at the eligible institution for audit purposes.

Summary: Personnel who are compensated in whole or in part with federal grant dollars are required to report on their duties/activities funded under the grant. This time and effort reporting reflect how teachers, faculty, and/or staff spent the time for which they were compensated through federal grant funds. These are often referred to as Personnel Activity Reports (PAR).

The purpose of federally mandated time and effort reporting is to provide documentation to substantiate payroll charges. For example, if 25 percent of an individual's time was charged to a federal grant, time and effort reports must substantiate that the individual spent at least 25 percent of their time working on activities to support the goals of that federal grant. This should also align to the position description for the individual.

PTCC Perkins Funded Positions (FY22)

- Student Success Coordinator (\$25,000)
- Student Success Advisor – Basic Needs (\$20,000)

Alignment to Perkins Plan:

- The **Student Success Coordinator**, who serves as the campus' Chief Diversity Officer, Accessibility and Accommodations coordinator, and Equity and Inclusion Committee facilitator, helps to identify initiatives to help close the achievement gap for special populations.

- The **Student Success Advisor – Basic Needs**, focuses on improving service to special populations, specifically identifying resources to help eliminate the achievement gap for low-income and first-generation college students through initiatives such as PTCC scholarship programs, SNAP 50/50 program, Emergency Assistance Grant, and by building partnerships with internal and external resources to help address the non-academic needs of students.

Document File Name: PSPAR_Report_blank

Document File Location: S:\ASA Leadership\Perkins Reporting Folder\PARs (for access to the document, contact the Director of Student Affairs)

Deadlines: Perkins funded positions must submit the complete PAR twenty-one (21) days following the end of each semester.

Requirements: Time and effort reports must be a single, certified document that **reflect 100 percent** of an employee's time worked in a given period for:

- Each specific federal grant program
- Cost sharing, matching funds, or leveraged funds required for the federal grants
- All other activities not funded by a grant for which the individual is compensated (both grant and non-grant time is documented)
- Signature of employee funded through Perkins
- Signature of Postsecondary Perkins Coordinator (Director of Student Affairs)

Document Retention:

- The PAR documents must be retained to support personnel-related costs. Signed PAR documents are submitted to the Director of Student Affairs and saved in the Perkins Reporting Folder (S:\ASA Leadership\Perkins Reporting Folder\PARs (for access to the document, contact the Director of Student Affairs)