

STRENGTHENING CAREER AND TECHNICAL EDUCATION FOR THE 21ST CENTURY

MINNESOTA PERKINS CONSORTIUM ANNUAL PERFORMANCE REPORT (SFY22) FOR RUNESTONE PERKINS CONSORTIUM

Version 8/29/2022
Due October 18, 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?

For the most part, programs of study projects were implemented as stated in our FY2021-2022 grant application. Our programs of study were reviewed and where there could be revisions for a stronger alignment in courses a move in that direction was made. Priority in equipment purchases were within manufacturing programs at the secondary level, and for the new Mechatronics course for the education partnership with USNCC (United States Naval Community College).

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

In looking over the preliminary FY22 data from P-file submission on the secondary side, we see a growth from 1693 in number or unique students in FY21 to 1847 (with one district still needing to do their P-file submission).

Collaboration between the college, member districts and industry continue within areas of manufacturing through the following:

- *CTE Exploration Project--offered to 11 & 12 grade students and their teacher to travel from the high school two days a week for one full semester to have hands on in the various Manufacturing & Transportation labs and shops.*
- *National Fluid Power Action Workshop and Challenge for 8th and 9th graders—showing way to integrate both math, reading and technical skills within CTE.*
- *Retention and training of teachers through the offering of college faculty teaching Small Engines, Machine Tool and Welding—which provide ways to integrate math, reading and technical skills within these CTE areas.*
- *Transportation and Manufacturing Tour Days—where groups of students from high schools come in for a tour of all Transportation and Manufacturing programs here at the college and then out to various industries for tours there.*
- *Summer Hands on Manufacturing Camps opened to any student who is going into 10-12 grade in the fall. These camps provide one day within each program area of the college— Mechanical Drafting, Design & Engineering, Machine Tool, Welding and Mechatronics—with a personalized Bluetooth speaker to take home at the end of camp, along with a certificate of completion and a scholarship voucher if they choose to enroll in one of these four programs here at ATCC when they graduate high school.*

Collaboration with USNCC (United States Naval Community College) and Alexandria Technical and Community College provided the opportunity for five graduates to receive their Certificate of Nuclear

Engineering Fundamentals. This certificate lays the foundation for the Associate of Science in Nuclear Engineering and Technology. More on this can be found at the following link:

<https://www.alextech.edu/atcc-news/2022/07/29/usncc-commencement-2022>

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?

Curriculum for Programmable Logic Controls course for the education partnership with USNCC (United States Naval Community College) was completed and the course was implemented spring semester 2022. Funding was also used for equipment needed to build the module sets to ship to students taking this course (of which would be returned to the college once they completed the course).

Reserve funding for secondary equipment was used for expansion of the manufacturing programs at two of the school districts. Funding was not spent on the Computer Information Systems, as it was not needed this year. While there was some discussion, there was no progress made towards a health pathway. Two of the schools offer courses within a health pathway, but not within the Career and Technical Ed area. Our consortium will continue to work on this since it is a high skill, high wage, high demand area within our region.

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?

There was growth within work-based learning. In looking over the preliminary FY22 data from P-file submission on the secondary side, we have grown from 361 students who completed work-based learning in FY21 to 392 (with one district still needing to do their P-file submission).

One of the goals shared within our consortium is to work towards a strong work-based learning program in each of the 7 member districts. Currently we have six of the seven with a CTE teacher onsite who has a work-based learning program. We have several CTE teachers who are currently working towards their 16000 WBL endorsement so that more opportunities for students to access work-based learning program within their district can be made possible.

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

Collaboration between the college, member districts and industry within areas of manufacturing:

- *CTE Exploration Project--offered to 11 & 12 grade students and their teacher to travel from the high school two days a week for one full semester to have hands on in the various Manufacturing & Transportation labs and shops.*
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Progress made in the area of work-based learning programming within our member school districts.

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

Time and schedules are always a barrier when you are trying to collaborate with secondary, post-secondary and industry. Schedules do not always match up and everyone seems to have more than enough on their plates, making it a juggling act to find a balance. Transitioning into a phase of “after covid” also brought challenges of catching students up to where they need to be, working through a lack of motivation on students’ part, and the general burnout that all teachers and faculty were feeling. To be able to accomplish what we did in this past grant year with all barriers listed above is a win for our consortium and it took the effort of many of our stakeholders to make things happen. As the coordinator for both the secondary and postsecondary, I personally feel fortunate for the working relationships of administration, teachers, and industry partners we have in this area!

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

I feel the biggest way to help is to truly understand the challenges we face here in the rural Minnesota is not always the same as challenges faced in the metro schools. One size doesn’t always fit all when addressing problems. Our consortium is smaller—which makes it really nice for closer collaboration of our member school districts, local business and industry and the college. It also means a smaller piece of the Perkins V funding pie to accomplish directives from the state. To expect us to accomplish some things that can be done more easily in the metro with a bigger pot of money, more CTE teachers per program area in each district, and a larger student population is sometimes unrealistic. With that said, I feel our consortium’s accomplishments speak for themselves.

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

7. 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.
8. (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.