

STRENGTHENING CAREER AND TECHNICAL EDUCATION FOR THE 21ST CENTURY

MINNESOTA PERKINS CONSORTIUM ANNUAL PERFORMANCE REPORT (SFY22)

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

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:

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.

Hibbing: Career and Tech Trades day came back after an absence due to COVID. Secondary level projects required revision. Equipment 530, Textbook and Workbook 460 allocations, some Transportation 360 and 366, Memberships 820, Substitutes 145, Supplies 430, were transferred to 303 Contracted Services on the approval of Ms. Michelle Kamenov, 5.24.2022. The purpose of this redistribution was to provide consultant work by Troy Haugen for teachers in Chisholm and Hibbing to complete CTE licensure requirements pursuant to quotation 100 on 6.5.2022. The driving force for this change was the necessity for our teachers to obtain guidance for completion of CTE licensure, which is an important theme for our consortia leaders in maintaining programs of study. Maintaining approved programs of study necessitates the induction process for teachers to obtain full CTE Licensure. Additional 475 Equipment 530 funding was retasked to provide industry driven professional development for a T&I teacher from Chisholm. This training provided curriculum enhancements and skill-specific training for the teacher to bring back to the students of Chisholm.

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. The Chisholm teacher receiving training returned with curriculum enhancements and skill-specific training to bring back to the students of Chisholm.

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

- The Chisholm teacher receiving training returned with curriculum enhancements and skill-specific training to bring back to the students of Chisholm.
- 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.

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?

Hibbing-Chisholm: Secondary - The Chisholm teacher receiving training returned with curriculum enhancements and skill-specific training to bring back to the students of Chisholm.

Post Secondary - Funds were used to purchase Equipment to support technical programs at the college.

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?

Hibbing: Secondary - Work Based learning opportunities became more available due to the relaxation of COVID restrictions. We observed a greater number of placements for students seeking WBL work experiences. The first pre-engineering student was placed with L&M Radiator and the experience was positive for both student and industrial partner. The student received relevant experience working with quality control of gaskets and the documentation process required for ensuring quality.

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

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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

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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.

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 unperfctional 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.

