

# 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](mailto: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?

The majority of the Lake Superior Perkins Consortium funds went to projects that were included in the initial plan with a few exceptions.

First, aside from paying for a few substitutes, funds that were allocated to completing the Consortium's CLNA were not utilized for this purpose. We initially expected that funds would be needed to pay stipends and/or substitutes, yet most school districts and Lake Superior College provided time for staff to assist with reviewing the data and participate in the priority-setting process.

Another change is that, specifically in the fall of 2021, some field trips and professional development opportunities either did not occur as planned or were held virtually at a much lower cost. For example, funds are typically used for 5-10 instructors to attend CTE Works! In the fall of 2021, we had ten instructors attend the conference virtually at a cost of \$50 each instead of paying for a higher registration fee and hotel rooms needed for an in-person conference.

Lastly, the Consortium included funds for Program of Study Development in the budget and application that were not used. This is due to a combination of factors, both positive and negative. The negative side is that some were due to staff turnover. The Consortium lost several quality instructors last fall that were working hard to develop a strong program of study. It takes time for a new staff member to be in a position to do this type of work. On the positive side, business and industry under the leadership of APEX took a strong leadership role in further developing the manufacturing Program of Study. This is ongoing work that involves the Consortium leadership and member schools, but has not required the use of Perkins funds.

- 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

The Lake Superior Perkins Consortium collaborated with multiple stakeholder groups, which led to the outcomes/initiatives within the FY22 Perkins grant and will continue in the FY23 grant.

The Consortium Coordinators, along with CTE instructors and administrators, worked closely with the Emerging Workforce committee, YES Duluth, CareerForce, JET, APEX, AMFA, Head of the Lakes United Way, and local union representatives to provide greater access to CTE programs for special populations students by carrying out evening events at LSC for at-risk youth. Examples included auto services, auto body, and welding. Working with these groups also allowed the Consortium to carry out Construct Tomorrow and Tour of Manufacturing collaboratively. These events assist CTE programs in integrating academic and technical skills into CTE courses and programs.

The work with all of the stakeholders listed above in addition to our Advisory boards, has expanded access to postsecondary credit for secondary students by offering CTE PSEO by Credit courses. One

course that was extremely successful this past year is the welding program that brought in 18 students from four school districts in FY22 to the LSC downtown campus.

The Workforce Healthcare Pathway committee has been a big part of establishing the Discover Healthcare career exploration event for high school sophomores. The work the Consortium has conducted with the staff from DEED, Essentia Health, St. Luke's, and other public and private sector partners has been an integral part of creating and developing the stackable credentials within Health Science. The initial work of this group has led to a formal CORD (Center for Occupational Research and Development) Healthcare Pathway project that will continue developing in the upcoming year.

The Technical Pathway Initiative Leadership Team led to the work with the CORD Manufacturing Pathways project. The initial Leadership Team was coordinated and led by business and industry professionals in Trade and Industry to assist with addressing the labor shortage. In addition to industry professionals, the team included representatives from education at the secondary and post-secondary levels and a wide range of organizations that work with special populations in the greater Duluth area.

Advances in recruitment, retention, and training of teachers and other education professionals were carried out by providing summer training for secondary teachers at LSC in welding, machine tooling, and audio/video technology. We look to expand the training and connections between secondary, postsecondary, and industry in the future.

The Consortium has made multiple changes to the processes and procedures to standardize operations and provide clear communication to all CTE programs, instructors, and administrators. With the expansion of schools from 8 to 16, this was a high priority for the Consortium that we are proud to say has been successful. Examples of this include adjusting the Executive, CLNA, and Budget Committees to include representation from both new and old schools. After being purposeful and transparent in communications with all CTE stakeholders in both the secondary and post-secondary institutions over the past year, all schools, programs, and instructors were able to submit proposals for Perkins funds. A website was also developed so that everyone has easy access to up-to-date information.

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?

On the Secondary side, reserve funds were used for Program of Study Development and Equipment purchases, as stated in the Consortium's application. The majority of the funds were used in the area of Manufacturing to support the purchase of industry-standard equipment and technical skill assessments for programs in the Duluth and Proctor school districts. Both districts work closely with post-secondary and industry to provide students with both academic and technical knowledge and skills and industry certifications to meet the needs of the local and regional workforce.

Secondary funds were also used to support Business and Marketing programs and Hospitality and Tourism programs. This included funding equipment, professional development, and curriculum development to align with post-secondary and industry standards.

Postsecondary's reserve funds were used to support the Introduction to Healthcare Careers Course, Program of Study Development, Evening Career Exploration Events for Special Populations, and Equipment purchases, as stated in the Consortium's application.

The Introduction to Healthcare Careers Course has been modified for our consortium's high schools. Even though many of our districts would like to start a healthcare pathway we have yet to get this course off the ground.

We are in our third and final year of funding SuperStrong. SuperStrong is a career discovery tool that helps students assess current interests and understand how that might translate to a corresponding career path or an academic program at LSC. LSC is able to load the college's programs into the software so that the results will match students with LSC specific programs. SuperStrong has been shown to be effective and successful and will be supported by the college once Perkins funds are expended.

We also offered a few evening career exploration events which supported many of our special populations. Due to COVID, we did not get these events started until Spring of 2022. These events were widely popular and have led us to continue and expand to others within our consortium. Many of the funds left over in this category went to support our POS equipment needs.

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?

Work-based learning was strongly identified as a need in the CLNA and was given a high score during the Priority Setting process. It was, therefore, the focus of many discussions over the past year, with challenges identified on how to expand these opportunities within Consortium schools. These challenges included the lack of CTE instructors with the WBL endorsement and barriers to starting a new program which included the initial low number of students and lack of knowledge/information for worksites. Although no funds were allocated during FY22, the discussions and information that was gathered on how to implement and support WBL in the Consortium laid the groundwork for moving forward in FY23. Three CTE instructors have successfully added the WBL endorsement, with another 3-5 taking courses to earn the endorsement. Additional funds were dedicated for FY23, and a pilot project is beginning this fall to expand WBL opportunities for CTE students in the Consortium.

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

The content-specific meetings that were held in the spring are one Consortium success story. Positive feedback was received from instructors regarding the quality of the information provided, along with the collaborative work and valuable discussions that were carried out. Instructors valued the time to meet face-to-face and connect with others in their content area at the secondary and post-secondary levels. The Consortium plans to conduct these meetings again in February of 2023.

Another initiative that we are especially proud of is our summer camps. Summer Camps provide an opportunity for students ages 14-18 to experience hands-on activities as well as team building experiences at Lake Superior College. This past fiscal year we were only able to offer three camps –

Computer Aided Design (CAD/SolidWorks + Revit), Robotics, and Welding. All camps have been supported by both industry and Perkins so that camps are equitable for all.

There were a wide range of CTSO successes this year with the DECA chapter from Barnum and the HOSA chapter from Duluth advancing on to national competitions. Other CTSOs and leadership development events in the Consortium that found success at the regional and state level included FFA, DECA, Robotics, and Supermileage.

Finally, the Consortium Coordinators and Leadership team worked hard to be thoughtful and intentional about bringing the Carlton +2 secondary schools into the Lake Superior Consortium. The discussion of evidence is listed earlier under question #1, but the merger of two Consortia is considered successful because all 16 secondary schools have accessed funds, had representatives attend full board and committee meetings, and attended events planned and coordinated by the Consortium. The 7 essential elements of collaboration include cooperation, assertiveness, autonomy, responsibility/accountability, communication, coordination, mutual trust and respect. There have been challenges over the past year, but the focus on true collaboration allowed the Consortium to grow, thrive, and move CTE forward in the region.

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

Schools new to the Consortium had different processes and procedures for accessing funds, invoicing, and reporting. Knowing this would be a challenge, training was held for all business managers and administrators, clear processes and procedures were provided, and regular communication with all stakeholders was provided. Questions arose and expectations were sometimes different than what was allowed, but by the end of the year, these were far fewer and stakeholders were thankful for clear, transparent procedures and strong communication.

Time. It has been and will continue to be a challenge. There is so much good work that can and should be done. Coordinators, administrators, instructors, and partners are continually asked to do more with the time that is allocated. Everyone responds differently to these constraints but providing clear boundaries, being honest regarding what is able or not able to be done, and being as efficient as possible allows everyone the opportunity to keep some semblance of life balance.

Especially at the start of the year, COVID caused the cancellation or postponement of some events and activities or reduced their involvement. Tour of Manufacturing had the added challenge of many sites opening their doors to tours but allowing fewer students in. Construct Tomorrow ended up being moved to May after being postponed in February. Some of the evening events normally held in the fall were backed up until spring. This required everyone involved to be flexible and put in additional planning time, but the effort was rewarded with successful events finally taking place. Throughout the year, schools continued to have a problem finding adequate substitute teachers and bus drivers for events.

Notification of Reallocation funds was received by the Consortium very late in the year, which posed a challenge in receiving equipment in time due to supply chain issues. The leadership and budget

committees responded by meeting promptly after receiving the notification. Some adjustments needed to be made to approved equipment due to some items being unavailable until later in the calendar year.

Teacher stress and burnout impacted some planned initiatives. It was one of the most challenging years for many teachers, and they just couldn't do one more thing.

Our evening career exploration events (piloted FY22) were a challenge to set up this year due to COVID and staffing changes. They were delayed until late Spring. Conversations with our area Boys and Girls Clubs, Valley Youth, and Neighborhood Youth Centers started in the summer of 2021. Just as we were getting things moving, COVID spiked and two out of the three centers lost their directors which led to delaying the events. In the end we were able to offer a few options and moved forward with the one center which became very popular. Students were asking when they could come back.

As mentioned earlier, changes in leadership and staffing in secondary, post-secondary, and industry were numerous and provided challenges. The new teachers coming in, some with experience and some without, were open to learning and advancing the work of CTE but lacked the skills and experience to build a robust CTE program. The Consortium provided as much professional development as we could through MACTA, MDE, State Perkins, state organization, etc. and work was done with superintendents and principals to assist them in supporting teachers new to the profession.

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

Since time is a major challenge, any information and examples that can be given in advance are appreciated. Anytime redundancy that can be eliminated would also save time. An example of this is between the application and the budget narrative as many of the same things are asked twice. In the same regard, it would be helpful if the CLNA narratives matched the narratives of the application and those questions asked in the APR. The alignment of all applications and reports could be improved.

We appreciate the time to meet with other coordinators as it is a good time to work together and to share best practices.

7. If your consortium completed monitoring by State staff during the past year, please include information requested in the monitoring report with this APR. Not applicable.
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. Not applicable.
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. Not applicable.

Note: Technical assistance will be provided for Special Populations and Performance Gaps when the data is available later in the fall.