

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:

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?

- 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

Secondary:

The first half of the school year districts varied widely on covid protocols resulting in a unique situation for each district and each teacher within that district. Communication was an issue for teachers who were still required to work from home. A major complication came from districts that did not allow students into classes every day; there was an every-other-day schedule and this made accomplishing goals and measuring outcomes very difficult. Some schools suspended in-school classes for nearly the entire year.

Explain what changes were made. What drove the change?

Changes in planned industry site visits, conferences, post-secondary school visits, and almost every form of travel was delayed until the beginning of March. Upgrading equipment and professional development was difficult, if not impossible due to district covid protocols. Most of the activities for the entire year were concentrated into approximately six weeks at the end of the school year. In spite of the chaos, there was time for planning and preparing for schools to resume a non-covid schedule.

Collaboration with stakeholders:

Local industries used all available means to recruit employees, including offering partnering opportunities to CTE students.

Integrating academic and technical skills into CTE courses and programs:

During the covid restrictions, there was time to evaluate CTE programs and create curriculum that embedded new methods of teaching mathematics and literacy into courses such as welding. The workshops were designed, tested, and are ready for scheduling for the 2022-23 school year.

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

In particular, trades and industry programs have maintained a strong network due largely to the Century Program (Rural CTE Consortium Grant). Several workshops for training current and new teachers in CNC/software and laser technology were held throughout the school year. A very high number of teachers resigned at the end of the school year which has led to challenges in training and licensing replacements. The shortage of licensed, fully qualified CTE teachers is at a critical stage.

Changes to your consortium structure or processes:

Formerly, North Country had a Leadership Team that was an advisory group for the Board of Directors. Due to retirements and members leaving teaching, membership declined suddenly to just three members. So a change was made to restructure that part of North Country leadership. A network of teachers, industry advisors, and post-secondary members makes up the new team now referred to as the Teacher Team. The results of this change have been excellent; far more participation, recommendations, and feedback for the Board.

Postsecondary: In general, projects were implemented as planned. In planning for the budget, there was funding allocated for collaboration/networking with secondary and post-secondary instructors that was not used in its entirety. Big Ideas <https://bigideasusa.org/mobile/> brought one of their mobile labs NTC in collaboration with Bi-Cap YouthBuild, CareerForce, and Rural MN CEP. Participants were able to engage in activities in the mobile lab, tour NTC and meet with instructors, as well connect with community programs. NTC hosted 2 healthcare mini camps in partnership with Sanford Health. Students and teachers spent the morning on campus at NTC exploring programs with hands on activities and then spent the afternoon at Sanford Health.

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?

Secondary: Significant upgrades to industry-level were accomplished with reserve funding: One example is Blackduck school is adding a \$3.5 million addition specifically for the CTE construction program. A showpiece of technology was added to the equipment currently available in the program - a laser engraver - that will give Blackduck students the advantage of learning skills that compliment CNC and 3d technology within the carpentry classes.

Another example of value added with reserve funding is the portable fume extractor for Bemidji High School. This equipment allows safe use of new materials to be used in the laser engraver which can now be moved to various locations including for use demonstrating technologies at career awareness events.

Postsecondary accomplishments: Reserve funding emphasized student success. This was the last year for a percent of the Director of the Student Success Center (DSSC) salary to be funded through Perkins. The Director's focus is on student success and retention. Division tutors/mentors as well as a student mentor for American Indian Students enrolled in healthcare programs are under the supervision of the DSSC and partially funded through Perkins. 120 individual students participated in at least 1 tutoring session in the fall 2022 semester. 44 American Indian students participated in at least 1 tutoring session. Sessions were held in a variety of ways, in person, online via zoom for individuals as well as study groups. Another support for student success is the use Starfish, an early intervention tool. The DSSC, in partnership with the American Indian Resource Center and the American Indian student mentor, responds to all starfish flags that are raised when there is a student concern. There were 345 flags raised during the 2021/22 academic year.

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?

Secondary: This area was not strengthened with the primary reasons being erratic school schedules due to covid and restrictions within companies. For most of the year, companies would not allow students in the workplace. That changed in March-April as covid mandates were relaxed but was too late for the school year.

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

Secondary: #1: Trades Day. North Country put together the best CTE activity of the year (ONE day after the mask mandates were removed). 375 students and teachers came together in Bemidji for a full day of industry tours, equipment demonstrations, an exhibitor hall with major vendors displaying new technologies, union representatives, local business', and post-secondary campus tours at BSU and NTC. The reviews were all excellent and everyone wants to come back next year. It was the first CTE event in this area in two years; another is in the planning process

for 2023. Districts in Pine-to-Prairie also attended. This activity created a strong partnership with regional industry that is intended to endure.

#2: Continuation of School Shop Safety training. In spite of covid, training continued and has reached all of North Country teachers in FCS, Ag, and T&I. The training is also being offered in other consortiums.

#3: Development of workshops for adding math and literacy to curriculum in CTE courses. This has not been an easy task, but a group of highly qualified members has met weekly for over one year to make this a reality. In addition, methods of teaching industry project management in Agile and SCRUM were designed, tested, and ready to roll out for 2022-23.

#4: Career awareness pilot projects for middle school in Transportation and 3d printing. For the 3d printing pilot, students used 3d printers to create objects that were used to calculate mathematical formulas for example creating a cylinder and then calculating dimensions, volume, weight, etc. All students learned to use software common to CNC, plasma-cutting, and laser engraving.

#5: Support for the development of new programs, especially for teachers with out-of-field licences. This has been an important part of the functioning of North Country.

#6: Participation in the Rural Consortium. Bringing together consortium leaders has been an excellent way for all of us to learn and improve service to our programs. The exchange of ideas and sharing projects and resources benefits all members.

#7: North Country programs received a tremendous boost in updated equipment and training from outside grants that directly complemented existing programs and helped tremendously in strengthening current developments.

Postsecondary Success: NTC's continued outreach to area high schools.

* PLHE1000 PSEO taken by students enrolled in Women in Construction course at Bemidji High School. Students attended class in person on Friday at NTC. Another online section of PLHE1000 was provided to students at Lake of the Woods, Indus, Northome high schools with in-person hands on days hosted by NTC.

* 3 sections of Nursing Assistant offered to Bemidji High School students, 1 section of Nursing Assistant offered to Cass Lake-Bena students – the instructor travels to the school to teach there.

* School visits: NTC hosted students from various career academies/pathways from Cass Lake Bena, Bemidji, Park Rapids high schools. Instructors were given time to travel to area high schools as well to collaborate with secondary school teachers and students.

* While there aren't direct funds from Perkins being used for this outreach, it is important that NTC engages with area high schools.

On a professional note: I have been working for over a year with White Earth Tribal and Community College to provide technical training to students/community. This fall 2 classes came to fruition: A special Boiler operator course and a nursing assistant course are being offered at White Earth Tribal and Community College in partnership with NTC. They are offered on through customized training and continuing education. The next round a goal is to reach out and offer this to high schools in the area.

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

Secondary: There were many challenges.: Keeping teachers networked and supported when schools all had separate, erratic scheduling, attendance, and distancing protocols. Trying to stay in line with financial goals of the Perkins grant. Due to issues that suddenly arose, North Country stayed alert for immediate changes in equipment needs and professional development. For instance, school shop safety training was restricted in schools so the location had to be changed multiple times. Staying inline with budgets was a continuous challenge but, with a watchful eye, that worked out well. Considering the situations that provided surprises every day, the year was successful in reaching training/PD and equipment goals. If there could be an advantage identified, there was additional time for office work rather than spending time traveling which in turn allowed for more research into upgrading technologies.

Postsecondary Challenges: The use of funding associated with secondary/postsecondary collaboration. While NTC is slowly making progress, it is important for collaboration to occur both bringing secondary teachers/administration to NTC but also for NTC faculty/administrators to visit area schools.

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

Secondary: Having clear expectations for reporting and simplifying the processes would be helpful. Also, any/all information on program approvals is always welcome.

Postsecondary: I would like some assistance in doing a better job of creating individual year budgets for a two-year grant, are there examples/ideas on how to really align multiple budgets for a single grant?

7. NA 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.

Progress:

Action Plan to offer PLHE1000 to women in construction class at Bemidji High School in the spring of 2022 went well. 25 young women completed the course.

Initially I wanted to interview male nursing students as part of the action plan but couldn't quite wrap my head around what I specifically wanted to learn/understand. Earlier this fall I met with Maria Vittone to learn about the mentoring programs she has created and is facilitating with Hennepin/North Hennepin. Moving forward with this action step, it is important to work with admissions in creating program sheets that are reflective and inclusive of all audiences (both men and women). In reaching out

and engaging secondary schools, bringing men in healthcare (alumni) as guest speakers. Making sure that men in healthcare are available when secondary students are on NTC's campus, emphasizing math and science components of healthcare in admissions presentation.

9. NA(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.