

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.

FY 22 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?**

One project that was planned and implemented was contracting with RealTime Talent to lead the Comprehensive Local Needs Assessment. RealTime Talent provided data which was used to inform our local application. The Comprehensive Local Needs Assessment was a robust process that led to a strong FY23 local application.

A priority project for SPPS and Saint Paul College was planning for the Districtwide Career Pathways Program to offer advanced coursework to students across the district. Perkins funded positions on both the secondary and post secondary side spent much of the year finalizing receipt of braided funds from 3M grants, MinnState, Greater Twin Cities United Way, and [Schultz Family Foundation grant](#) to plan and offer PSEO by contract courses in high wage and in demand areas. Saint Paul College is SPPS' main partner in this work. SPPS piloted courses at home high schools during the 2021/2022 school year; St. Paul College Distribution Logistics at Johnson High School, Bethel Intro to Healthcare at Harding and Highland; St. Paul College Intro to Engineering at Como High School.

Other projects needed to be revised or had delays. Many district staff were put in buildings to substitute teachers across the district as needed. While some projects were delayed because of this it also gave district staff great insight into programming in middle and high schools and gave the opportunity to recruit students and talk about career pathways courses and work based learning opportunities.

A project that was delayed a year was the work around Career Curriculum Integration which is implementing career related units into all 9th grade courses in the district and tied to teacher externships. SPPS canceled all professional development for teachers from November through June. Also, field trips were canceled across the district due to bus driver shortages and student absences.

Funds were redirected to support curriculum development, equipment, and virtual professional development.

For Saint Paul College funds were used to support the College's PSEO Coordinator and Director of K-12 partnerships. These positions were integral in supporting Saint Paul College's role in the Districtwide Career Pathways center, as well as the exploration of expansion of CTE opportunities in PSEO. Programs of Study in Culinary Arts- Pastry, Respiratory Therapy, Pharmacy Tech and Cabinetmaking received new equipment to align instruction and lab experiences with industry. One highlight was the sim spray virtual reality paint training tool to be used for the cabinetmaking program. The instructor completed training for the equipment in early spring and began working on incorporating this into his curriculum. After a site visit from their program accreditor, the pharmacy technician program was informed that an automated dose packager was required for the program to have and include in their curriculum. The college was able to use Perkins funds to purchase an automated unit dose packager and secure program accreditation.

The College's Career and Technical Education Specialist-Perkins Coordinator resigned from the position in fall 2021. The position remained vacant for the remainder of the year due to low applicant interest. This position was successfully filled in October 2022.

- **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**

Collaboration with Stakeholders

RealTime Talent also helped lead two Stakeholder Engagement sessions with industry partners in the Spring. SPPS shared a summary of results at our CTE Advisory Council meeting in May with stakeholders and CTE teachers. SPC shared the results with college leadership and stakeholders. Data can be found in the local application.

SPPS collaborated with all Parent Advisory Committees with a special focus on American Indian Parent Education, Latin Consent Decree Parent Advisory, and Special Education Parent Advisory groups around access and opportunities around career pathways and personal learning plans.

Work Based Learning teachers and Work Based Learning Handicapped teachers planned for recruitment of internships and how to create more access to work based learning opportunities across the district.

SPPS partnered with St. Paul College on the Schulze grant to provide special supports for SPPS ESL students taking concurrent enrollment or PSEO by contract courses in the medical field that was paired with an Interpersonal Communication course.

Integrating academic and technical skills into CTE courses and programs

Another outcome included offering a workshop for math teachers over the summer. This professional development opportunity allowed for 15 teachers, four who are CTE teachers, to integrate academic and technical skills into CTE courses. Planning continued last year for the pilot of Geometry for Construction. Evidence will follow after implementation.

Providing greater access to CTE programs for special populations students

SPPS has planned and started expanding courses in high wage and in demand career pathways at the seven largest high schools.

SPPS increased access and work based learning opportunities throughout the district and specifically targeted students in special populations to participate as well as recruiting internship partners and supervisors of color. Breakdown of these demographics is under question four. Also, all students have support of a Work Based Learning teacher including at LEAP High School (school for new or recent students to the United States), AGAPE (school for pregnant or parenting students), Gordon Parks and Gateway (alternative high school programs), and Focus Beyond (18-24 year old special education students).

The Districtwide Automotive program also employs a special education assistant to support and recruit students of special populations.

Career Pathways Centers are at all of SPPS high schools where all students will have access to support thinking about a career. Career Pathways Centers are supported by the strategic plan in “Creating aligned career pathway and college/career coordination will support students and families as they develop post-secondary plans to achieve their goals and dreams.” - Joe Gothard

Career Pathways Centers:

- Support students on the path to their career and whatever post-secondary training that may be
- One-on-one advising for students in exploring career interests
- Career fairs and informational interviews with professionals from a wide variety of fields
- Worksite tours at local companies
- College fairs, tours and rep visits
- College research, application and planning assistance
- FAFSA, Minnesota Dream Act and financial aid guidance
- ACT, ACCUPLACER and other postsecondary test prep and support
- Connections to Right Track internships and other college access resources

In collaboration with the cross-cultural design firm, Uno Branding and SPPS student interns, career pathways banners and other collateral materials have been created. Banners are set to be installed in fall of 2022 in the seven largest high schools along with donor walls across the district. Communication plan to all Parent Advisory groups is being created making sure all special population groups have access and awareness of all opportunities and programming. Translations of all collateral materials are also being planned for in school year 2022-23.

Saint Paul College offered a variety of [grant funded summer camps](#), marketing to high school age students in the St. Paul area. Camps included a 3M sponsored Advanced Manufacturing Camp (3 sessions), Schultz Foundation Advanced Manufacturing Camp, and a Schultz Foundation Health Care-SCRUBS camp.



Other collateral from district promoting nontraditional participation.

you.

Let your school counselor know if you want more information or if you'd like to register!

The SPPS Auto Center boasts a state-of-the-art auto mechanic facility.

It is located in the Linwood Monroe Building and district-wide courses are offered here.

Explore Auto Today!



Auto Brochure.indd 1

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- Available to SPPS 10th, 11th, or 12th graders that are on track for graduation
- See your HS guidance counselor to get involved
- Explore careers while earning FREE articulated college credits!



- 1 of 10 NATEF certified high school programs in Minnesota
- NATEF certifications set you 2 years ahead in post-secondary training & placement



auto center

WHO'S BEHIND THE HELMET?



MAZZE

I TAKE WELDING BC...
IT'S SOMETHING DIFFERENT AND EXCITING.

I PLAN TO EXPLORE...
WELDING ALONG WITH OTHER COURSES.

MY FAVORITE THING ABOUT WELDING CLASS IS...
IT TEACHES YOU SOMETHING DIFFERENT, AND SOMETIMES THE SAME THINGS, BUT IN A DIFFERENT WAY THAN THE CORE CLASSES.

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INTRO TO WELDING/SEMINAR
WELDING 1 WELDING 2
WELDING CAPSTONE

Advances in recruitment, retention, and training of teachers and other education professionals
SPPS made advances with internal systems and processes that will help in the recruitment, retention, and training of teachers and support staff.

Human Resources approved a Memorandum of Agreement with SPPS honoring industry experience on the payscale for teachers. Before this memorandum, teachers coming from industry would be placed with zero year of experience.

“Credit for non-teaching experience for CTE program teachers may be considered at the rate of one (1) year of credit for each two full-time years of experience in the previous career, not to exceed ten years of credit on the current teacher salary schedule.”

Another advancement with HR is no longer requiring CTE teachers to hold bachelor degrees. Minimum qualifications now read: “Associate’s Degree OR Bachelor’s Degree from an accredited university OR Professional Certificate OR 5 years closely related experience.”

Human resources has also expanded and braided ARP funds to focus on the recruitment, hiring, retaining and promoting a diverse workforce.

Career and Technical Education teachers also have new teacher training and 12 hours of continued professional development hours for teachers in year 1, 2, and 3 with SPPS throughout the year.

There is also significant traction in building the foundation of Education pathways in the high schools and also at the Districtwide Career Pathways Program along with internships. Education classes were offered in three high schools in SY 2021–22. Students enjoyed the content of the Education classes.

Some high school students had the opportunity to participate in paid internships and tutored in elementary school classrooms. These students reported tutoring and mentoring in a classroom as a great way to understand what teachers do. Below are tables of the student population who participated.

Demographics	Number	Percentage
Asian	21	38%
Black or African-American	19	35%
Hispanic/Latino	9	16%
Two or more races	4	7%
White	2	4%
TOTAL	55	100%
Gender	Number	Percentage
F	40	73%
M	15	27%
TOTAL	55	100%

This is an area where Saint Paul College, and many technical colleges across the country, continue to struggle. Saint Paul College Human Resources and CTE Administrators have engaged in numerous partnership conversations with our health care systems and business industry partners in truck technician and machine tool, to discuss how to meet short term and long term instructional needs of

our programs. The credentialing requirements and salaries well below what is paid in industry are obstacles to finding candidates.

Changes to your consortium structure or processes

There were some structural changes with secondary and post secondary. The secondary Perkins Coordinator, Kathy Kittel, retired at the beginning of the school year and the new Perkins Coordinator, Betty Yang, was hired in February. The postsecondary coordinator, Nina Englund, left the position in September. The position remained vacant for almost one year until Alicia Reed was hired in October 2023.

Another significant change with how teachers can make requests. On-going planning documents were created to streamline equipment, field trips, and professional development requests. Teachers were encouraged to complete the planning document and the Perkins Consortium and Career Pathway Supervisor reviewed requests on a rolling basis. These documents were created and used in hopes of creating more transparency and equity among teachers and their requests in the district. Links to 21-22 planning docs can be found [here](#) and [here](#).

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 invested Reserve funding in a portion of the Partnership Specialist's salary and benefits. This position was charged with building and formalizing relationships with community groups and employers and coordinating the CTE Advisory Committees. The Partnership Specialist led the district to many accomplishments this reporting year including:

- Creating a system for tracking partnership documents - Memorandum of Agreement/Understanding, Data Sharing Agreement, Partnership Parameters Document (student outcomes, joint goals, etc.)
- Supporting educators with onboarding new partners to the district
- Creating an orientation session for new partners
- Recruiting new partners to CTE Advisory Council and Committees with a focus on including BIPOC and underrepresented groups on committees; additional focus on student voice
- Focusing on multi-organizational partnerships - secondary, postsecondary, corporation, community through meetings and attending events
- Creating and supporting groundwork/foundational work for the new Districtwide Career Pathways Center
- Expanding relationship with 3M by adding Skilled Trades scholarships, student opportunities, re-launched 3M STEP, Districtwide Career Pathways Center (PSEO by Contract Classes)
- Pilot courses for PSEO by Contract courses at home high schools (listed under question one)
- Pre-planning for PSEO by Contract courses at the Districtwide Career Pathways Center with multiple institutions:
 - Century College (Solar)
 - Saint Paul College (Engineering, Medical, Construction, Business - Supply Chain Logistics, Interpersonal Communication)
 - MSU - Mankato (Criminal Justice & Health Informatics)
 - Minneapolis College (Education)

- St. Catherine University (Certified Nursing Assistant)
- Bethel University (Healthcare)
- Dakota County Technical College (Construction)

Postsecondary reserve funding was used to support the newly created Culinary Arts pastry program and the pharmacy technician program. The Culinary Arts Pastry program purchased a NeoMox Ice Cream Machine, Dough Sheeter and Retarder Proofer to prepare students for jobs in commercial baking and patisseries. Pharmacy Tech acquired a glass door refrigerator with temperature gauge to replicate the storage of medication. The program's re-accreditation findings indicated that this additional equipment would enhance learning by directly simulating processes in the pharmacy environment.

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?

SPPS partnered with the City of St Paul's Right Track program to provide paid internships in high wage and in demand careers. Students participated in school year internships aligned with SPPS Career Pathways. In Spring 2022, over 70 students completed 4200+ hours in paid internships with 24 employer partners while exploring career interests and learning employability skills.

Starting in the 2021-2022 school year, the City of Saint Paul's Right Track program was the employer for the 3M STEP paid internship program. Right Track manages the application and on-boarding process as well as the job site supervision. 3M STEP provides high school juniors from diverse backgrounds the opportunity to participate in the process of scientific discovery at one of the world's leading corporations. Through mentoring by 3M volunteers and summer experience in a 3M laboratory, 3M STEP students will learn, increase job skills and gain insight into scientific careers. There were 36 SPPS students who completed the summer 2022 internship this past year.

This past year, students were able to complete Career Seminar in various ways. Aside from taking the course, students can complete a portfolio or the online course via Schoology with the support of their Work Based Learning teacher.

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

SPPS continued to provide opportunities for students to earn industry recognized certifications.

Students have earned 750+ industry recognized certificates in:

- MOS Word, PowerPoint and/or Excel
- OSHA Automotive, Agriculture, Construction, General, Healthcare, Manufacturing, Public Safety (EMS)
- Customer Service and Sales
- Retail Industry Fundamentals
- Students have earned 800+ industry recognized certificates in:
- MOS Word, PowerPoint and/or Excel
- OSHA Automotive, Agriculture, Construction, General, Healthcare, Manufacturing, Public Safety (EMS)
- Customer Service and Sales
- Retail Industry Fundamentals

Internships aligned to SPPS Career Pathways

- Spring 2021 and 2022 internships
- \$78K+ was earned by over 115 students from 12 SPPS high schools
- 78% students of color
- 40+ employer partners

SPPS is also proud of the demographic of applicants for the Districtwide Career Pathways Program where advanced coursework reflects populations in SPPS schools. Breakdown shown below:

	American Indian/Alaskan Native	Asian	Black/African American	Hispanic / Latino	Native Hawaiian	White	Two or More Races	Grand Total
Districtwide Career Pathway Program - Number of Applicants	4	87	41	15	0	9	11	167
Districtwide Career Pathway Program - Percentage of Applicants	2.4%	52%	25%	8.9%	0%	5.4%	6.5%	100%
Saint Paul Public School Students - Percentage in 11th Grade	1%	37%	24%	13%	0%	20%	5%	100%
Saint Paul Public School Students - Percentage in 12th Grade	1%	34%	26%	15%	0%	19%	5%	100%

SPPS is also proud that the Saint Paul High School Automotive Center, as part of the Districtwide Career Pathways program for all high school students, underwent their 5th ASE Education Foundation 5 year Program Accreditation review. This process ensures that the automotive program's curriculum, tools and equipment, and instructor training meet the high industry standards set forth by the governing board of ASE. With this latest accreditation the Saint Paul High School Automotive Center will continue the tradition of delivering training excellence since 1979 to students of SPPS.

Students attending the program can earn ASE Student Certifications, apply for summer internships, as well as earn articulated college credits for automotive programs at St. Paul College, DCTC and Dunwoody.

[Link to Greater Twin Cities Way Career Academies video](#) with SPPS staff, students and partners.

Additionally, students at Como Park High School's Academy of Finance have an opportunity to graduate with a Business Certificate from St. Paul College by earning 16 college credits during high school. This past reporting year, eleven students earned their Business Certificate.

Another project that propelled student learning was the use of reallocated funds to support equipment. Teachers and students now have greater access to industry standard equipment to build knowledge and skills in high wage, in demand, and high skill careers.

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

One of the challenges that Secondary encountered during the reporting year were staffing changes. The previous Perkins Coordinator retired at the beginning of the school year. The Career Pathways Supervisor stepped in to lead the work and a new Perkins Coordinator was hired in February. Another difficult change was when the Office College and Career Readiness Director passed away at the end of the fiscal year. The Career Pathways team worked together to fill in the gaps during this adjustment.

As the district transitioned from online to in-person modality, attendance was another challenge that the district faced. There were various factors that contributed to low attendance for educators and students, such as COVID. Due to the shortage, some teachers subbed during their prep time and various staff from the district helped in school buildings. There were still restrictions on travel and this led to some training and professional development opportunities being canceled. The Career Pathways team continued to work together to fill in as needed.

Another challenge that secondary faced was shipping delays. We tried our best to follow up with vendors on shipping and delivery updates.

Postsecondary shared much of the same challenges as secondary. With all of the challenges of covid direct exposure to secondary students was limited, virtual professional development opportunities were not enticing, and many faculty were in survival mode rather than innovation mode.

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

State staff can provide clear goals around priorities in each program area, ideas around innovation, and methods on how to grow sustainable models for our school district. Other ways State staff can continue to support new Perkins Consortium leaders by continuing the assignment of a MDE mentor liaison. State staff can also assign a consortium mentor early on to help new leaders understand the cycle of the grant and the local application process.

Saint Paul College could use additional guidance on how to remove personnel from Perkins while maintaining the important Perkins related work those positions provide, in a budget deficit environment.

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 Saint Paul Consortium did not complete monitoring by State staff during the past year.

8. If you were required to submit an improvement plan for any performance indicator in your FY 23-24 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.

The Saint Paul Consortium was not required to submit an improvement plan for any performance indicator in the FY 23-24 application.

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.

Secondary and Postsecondary will not request changes to our consortium performance levels.

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