

Strengthening Career and Technical Education for the 21st Century MINNESOTA Perkins

SOUTH CENTRAL CONSORTIUM

Annual Performance Report (sfy22)

FY22 APR Questions: Completed by Kim Mueller and Laura Attenberger

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?**

At the secondary level, multiple projects were implemented that were planned. From the Big Ideas trailer which promotes career and skills in Manufacturing and Trade & Industry, to camp experiences like the Construction Trades Boot Camp, Perkins supported projects that impacted student career exploration and skill development.

At the postsecondary level, many of the planned projects were also able to be implemented, including support for collaborative career exploration activities, enhancement of dual enrollment, support for programs of study, and a variety of professional development opportunities for CTE faculty and staff.

Some changes were made in terms of delivery of professional development for teachers (e.g. virtual option vs. face to face options) as well as being offered multiple times to accommodate districts who moved between distance learning, hybrid, and face to face learning. Some activities needed to be postponed till spring when more COVID-19 restrictions were lifted.

Career Navigator, our career exploration program for 9th grade students throughout the consortium, was able to restore its face-to-face format during the 2021 - 2022 academic year after a year of being a strictly virtual event. We were proud to be able to maneuver efficiently through safety precautions and a couple of rescheduled dates due to increased numbers of positive Covid cases. Overall, more than 2500 students were able to participate in the hands-on, interactive experiences provided by more than 100 presenters who represented career fields in all six career clusters.

Consortium leadership were able to implement a robust and meaningful CLNA process with the assistance of consultants from i3Works, as well as the valuable insight from our Perkins advisory committee. As part of the CLNA, we were able to survey multiple stakeholder groups

from secondary, postsecondary, and local industry partners to obtain important information about CTE priorities throughout the region, how CTE opportunities are communicated, general knowledge of CTE, and what can be done to further enhance and inform our stakeholders about the opportunities in CTE at both the secondary and postsecondary levels. Surveys were developed to align the five CLNA elements and, ultimately, integrated into the FY23-25 Perkins plan that was submitted and recently approved.

- **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

In the development of the “Transportation Works! Get Your Future In Gear” camp, local employers came together to create the 3-day experience for students. These employers provided tour sites, hands-on activities as well as some scholarship opportunities for students to attend. 12 regional students from 7 districts were able to attend this inaugural camp! Employers shared that this was a valuable experience for them and they are planning to plan the event again for next summer.

Employers from across the region came together for the Career Expo in spring. Employers showcased their careers in a hands-on format and provided career-connected learning opportunities. Local business folks also shared their career journeys with students in round-table discussions. The South Central Workforce Council supported the event by hosting a labor market game show, highlighting careers in the region and pathways to those career opportunities. Over 1500 10th grade students attended.

Scrubs Camp was another event that had significant Covid restrictions during the Summer of 2021 but was able to revive its traditional format in 2022 for students who are interested in pursuing a career in health care. The camp was capped at 65 participants, which was reached with a waiting list. Significantly restricted by where students were able to go in 2021, in 2022, students were able to safely tour three postsecondary institutions, two health care facilities, an emergency medical services bay, and a long-term care facility.

In addition to the already established career exploration events that the Consortium is proud to host each year, secondary and postsecondary partners were able to organize career-specific tours and experiences for students enrolled in CTE courses at their high school. For example, South Central College’s Culinary program hosted students enrolled in FACS courses at their high school for a tour and interactive demonstration stations in plating, cake decorating, knife skills, and proper handling of chopsticks. These stations were led by second year Culinary students, providing them with the experience of teaching, communication, and working with younger students. Similar on-campus experiences were also provided for secondary students enrolled in courses related to Agriculture, Health Sciences, and Manufacturing.

- Integrating academic and technical skills into CTE courses and programs

Through the secondary agreement with St. Cloud State University and their TEC Network, CTE Trade & Industry teachers were able to build academic and technical skills into their manufacturing classes with the equipment available through the training and trailer (e.g. CNC milling machines, welding equipment, 3-D printers, etc). Any CTE teacher could participate in the professional development opportunity offered to become comfortable with the equipment on the trailer and build professional skill sets to support students in the classroom. Some of the successes included five teachers from USC using the equipment together, two teachers from Maple River have earned their master's degree through the training and use of equipment, one Faribault teacher using the network to get a teaching degree and master's degree while using the equipment, NRHEG used the equipment in school and at the county fair, and Mankato East and West have attended the professional development and used the equipment extensively in their classrooms.

ServSafe and ServSafe Food Handler certifications were earned by students through the support of Perkins (Mankato, New Ulm, LCWM, NRHEG) as well as support for teachers to be certified as a ServSafe Food Handler to support students in earning their certifications.

- Providing greater access to CTE programs for special populations students

By providing funding to local ALCs to participate in field trips that connected them to local industries and post-secondary partners, students were able to connect classroom knowledge and skills to see real-world applications. An example of innovative access for special populations is the middle school ALC, PEEK, who took a field trip to Sibley Park to meet with Minnesota State University, Mankato Agribusiness students to learn about how the land in the park and the business around it is connected to Agriculture. A focus on American Indian history of agriculture was embedded in the event and connected to middle school science standards. Six students from PEEK attended the event that hosted over 250 students from the South Central region.

In efforts to remove barriers for secondary students whose primary language is not English, Perkins also supported a Spanish translator at Career Navigator. This strategy has proven effective when school counselors share the need and provide inclusion for their students instead of leaving students behind on career exploration activities.

- Expanding access to postsecondary credit for secondary students

Secondary Perkins supported concurrent enrollment fees for students in the Academy programming (HighSTEP, IT, and Education) pathways for students to gain college credits through South Central College. Through this support, barriers for students are removed such as transportation, cost per credit, and keeping a schedule that promotes a secondary student to participate in high school activities.

South Central College's Dual Enrollment Pathways/Transitions Coordinator has been a valuable asset to the dual enrollment program and the students who participate in the program. The majority of dual enrollment offerings at South Central College are CTE courses and providing

additional support to all dual enrollment stakeholders including secondary staff, educators, students, and parents has been extremely beneficial and resulted in an increase of students participating in CTE-specific dual enrollment courses.

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

Two new secondary AFNR teachers were able to attend the 2021 Vision Conference where they were able to collaborate with teachers and administrators across the state and country. Other events such as FACS to the Max, MBITE, CTE Works!, MTEEA, and MAAE, were supported to allow new and seasoned CTE teachers to sharpen their skills, connect and network with others in their field, and build discipline-specific best practice strategies for their home districts.

Secondary Health Science teachers were able to grow programming in Emergency Medical Responder Programs of Study. Teachers were able to get training to have a MN Dept of Health approved program for EMR through South Central College faculty.

Secondary Trade & Industry teachers were supported as professionals through the TEC Network through St. Cloud State University, which provided professional development in the use of the trailer's equipment. Trade & Industry teachers were also supported by the Big Ideas trailer through connection to real-world applications and career connected learning.

Several postsecondary faculty across multiple CTE career fields were able to participate in both discipline-specific and more generalized CTE professional development opportunities. Postsecondary staff and administrators who directly support CTE programming also participated in events such as the virtual CTE Works! Summit, ACTE national conference,

- Changes to your consortium structure or processes

At the secondary level, no funding changes were made. Everything was spent in the categories that were approved.

As previously mentioned, the consortium revised its CLNA process to allow for more comprehensive insight and feedback into CTE programming, communication practices, and spending decisions. We look forward to continuing this valuable process and embedding CLNA activities throughout the year, not just at the time when the assessment is due.

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 and postsecondary reserve funds were spent as they were planned. Perkins was able to share resources in rural districts and provide professional development for teachers and supporting:

- Big Ideas Trailer: Blue Earth Area Schools, United South Central, St. Peter, LeSueur Henderson, Tri-City United, Waterville -Elysian Morristown Janesville-Waldorf-Pemberton, Riverbend Education District, Cleveland and Lake Crystal Wellcome Memorial high schools.
- Curriculum PD/Writing: Medford, New Ulm, LeSueur Henderson
- Career Exploration Event Support (secondary and postsecondary): Career Expo, Career Navigator, Culinary Day @ SCC, Ag field trips, Healthcare Career Exploration (MSU, SCC)
- Mechatronics in Ag at South Central College: Mankato, Maple River, Medford, Lake Crystal Wellcome Memorial. Postsecondary funding supported this effort, providing trainers to the program that will be utilized in both the secondary and postsecondary learning spaces.

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?

Multiple supports for WBL were supported by Perkins at the secondary level. This included an active WBL Community of Practice that met 5 times throughout the year. A cohort of the group (Mankato, Madelia, and Lake-Crystal Wellcome Memorial) was able to present their multi-district partnership at the Work-Based Learning Conference in Salt Lake City to showcase the potential of working across districts to meet goals and work collaboratively in best practices. This community of practice piloted a few programs that would create work-flows to streamline their work and provide ongoing documentation of their student work and industry partnerships. The group piloted the AET and JobReady WBL platforms to determine which platform would collectively meet the needs of the South Central region.

Secondary Workforce Development Coordinators were able to connect employers to business partners to highlight the need for entry level work experiences as well as building a strong knowledge base for internships and youth apprenticeship programs to emerge. The Coordinators worked closely with employers to create a common language for work-based learning so that ongoing partnership development for WBL could be set up within the districts they serve.

Workforce Development Coordinator Partnership meetings, which included local chamber of commerce (Greater Mankato Growth), regional workforce development (South Central Workforce Council), talent programming (Educational Talent Search / Trio) and Workforce Development Coordinators met quarterly to collaborate on best practices for youth strategies for career and college success, which included strategies in WBL.

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

There was a large amount of professional development that occurred last year which was in stark contrast to the year before, due to COVID restrictions. CTE professionals were able to make connections with each other and industry partners in meaningful ways through Communities of Practice, Workforce Development Coordinators, conferences and workshops.

Workforce Development Coordinators, which were made possible through braided funding with Future Ready CTE, made significant gains in the districts they served by connecting employers to the districts. This included tours (Tour of Manufacturing), local speakers, career events (Career Navigator, Career Expo, Construct Tomorrow), Camp promotion (SCRUBS, Construction Trades Boot Camp, Transportation Works! Get Your Future in Gear), job shadows, work-based learning opportunities, and more.

Career Navigator is a significant career exploration experience offered to all districts in the South Central Consortium. Last year, over 2500 ninth graders were able to explore careers in all six career clusters by participating in hands-on activities on both South Central College campuses.

Career Expo is also an event offered to all districts in South Central and boasts over 1500 tenth graders who explore careers at Mayo Clinic Health System Event Center with over 50 organizations represented in three areas: Exhibits, MyStory, and Labor Market Game Show.

Consortium leadership are particularly proud of the collaborations between secondary and postsecondary that were either reinstated, created, or enhanced during this reporting year. Educators from both the college and high schools were eager to get students safely back to in-person, hands-on learning activities and events, which we were able to do across multiple events within several career fields.

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

There were still some COVID restrictions in place. Some things continued in a virtual format and probably will due to the ease of that modality. The other big challenge was in trying to get teachers to respond. Last year was a year of picking up the pieces and some teachers had a difficult time managing their full time load plus professional development and making improvements. Some things were offered multiple times to accommodate schedules. We have all become masters of pivoting.

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

For secondary, continued support with alignment of programs of study.

For postsecondary, assistance will be needed from MN state to ensure that program CIP codes align appropriately with POS and Perkins-eligible programs.

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

South Central did undergo monitoring for 2021-22, however no new documentation was required based on that review. Suggestions from the monitoring team will be implemented in FY22-23.

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.

The South Central Consortium was not on an improvement plan.

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.

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

The South Central Consortium will not request performance level changes.