

# STRENGTHENING CAREER AND TECHNICAL EDUCATION FOR THE 21ST CENTURY

## MINNESOTA PERKINS CONSORTIUM ANNUAL PERFORMANCE REPORT (SFY22)

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

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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 reportingWe sJpu(1)-3r, 4(2)(0)-3(2)7gWe

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

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

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.

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 f

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

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