

Annual Performance Report FY21

Form status

Consortium name: Southeast Minnesota Consortium

FY21 Strengthening Career and Technical Education for the 21st Century Act (Perkins V)

Why is the APR important to your consortium?

- This serves as your consortium's report on the priorities identified in your Comprehensive Local Needs Assessment (CLNA) that translated into commitments to action items in your local FY21 consortium plan.
- It allows you to reflect on consortium priorities, changes made, action steps taken on identified needs, and implications for future consortium plans aimed at continuous improvement.

The APR is a federal reporting requirement that will:

Why is the APR important to the state?

- Identify opportunities for professional development, technical assistance, or direct support to consortia
- Examine accountability of results and shifts in consortium plans
- Provide context which informs Minnesota's Consolidated Annual Report (CAR) submitted annually to the Office of Career, Technical and Adult Education (OCTAE)

You will find the following questions when you log in to AmpliFund.

The APR is divided into two interrelated parts: Performance Indicators and Narrative responses.

PART I: Performance Indicators

Relates to CLNA Element #1 and Various Application Elements:

Purpose: local funding decisions must be based on the comprehensive local needs assessment (Perkins V, Section 135). The following questions are aimed at aligning needs as identified in the data, strategies being implemented, and resources being allocated toward those efforts.
Directions: After reviewing your consortium's performance data for all secondary and postsecondary indicators, please respond to the questions below. Since 2021/grant year #1 data is not fully available for secondary and postsecondary at this time, please review consortium data for reporting year 2020.

• To locate secondary indicators and definitions, go here:

<https://public.education.mn.gov/MDEAnalytics/DataSecure.jsp>

• For postsecondary indicator definitions, go here:

https://minnstate.edu/system/cte/consortium_resources/documents/Perkins-V-Report-Structure-and-Definitions.pdf

• To access postsecondary data reports in Power BI, go here (requires postsecondary credentials to view PowerBI reports):

<https://app.powerbi.com/groups/me/apps/ac6f9c92-0a60-4e58-814e-b5b17f941353>

• For your consortium's state determined performance levels, please see the "Grant Years 2021-2024" document in the appropriate consortium folder here:

<https://minnstate.edu/system/cte/perkins-consortia.html>

Secondary Performance Indicators (1s1, 2s1, 2s2, 3s1, 4s1, 5s3):

As you review your secondary core indicator performance data from 2020, please respond to the following questions:

1. On which indicator(s) do you consider your consortium's performance strong? (i.e., your performance level is in reach of your upcoming grant-year-1 local level of performance)

We have four strong indicators: 1S1 - Graduation Rate (93.82%:57.07%), 3S1 - Post-Program Placement (61.02%:41.77%), 4S1 - Nontraditional Program Concentration (41.15%:8.45%), and 5S3 - Program Quality: Work-Based Learning (22.69%:6.56%).

1a. On which indicator(s) is your consortium struggling? (i.e., your performance level is lagging behind your upcoming grant-year-1 local levels of performance)

The data doesn't show any indicators that we are struggling with. This said, Reading and Math proficiency have historically been in need of improvement and our hunch is that this will continue to be a need once the MCA data catches up with the grant cycle.

2. What significant population performance gaps are revealed in the performance data and for which specific indicators?

2.1 (review the performance rates of each gender, racial/ethnic group, special population, and career cluster, looking for sizable differences between those populations and the overall performance rate of your whole population on an indicator)

Gaps exist in the following categories:
Gap Level Who Direction Degree Where
1 Both Females Underrepresented (-) 32% (Sec.), (-) 20% (Post-Sec.) Manufacturing
2 Both Females Underrepresented (-) 45% (Sec.), (-) 2% (Post-Sec.) Transportation
3 Both Males Underrepresented (-) 41% (Sec.), (-) 16% (Post-Sec.) Health Science
4 Both Economically Disadvantaged Underrepresented Enrollment (Sec.) = 24%, Enrollment (Post-Sec.) = 42% CTE (all)
5 Secondary Females Underrepresented (-) 16% Agriculture
6 Secondary Females Underrepresented (-) 26% Arch. & Construction
7 Secondary Individuals with Disabilities Underrepresented Total Enrollment = 14% CTE (all)
8 Post-Secondary Single Parents Underrepresented Total Enrollment = 10% CTE (all)

The following is a summary of our Leadership Team-determined priority gap areas based on the above-chart:

Opportunity Gap Survey Summary
Open December 2020-February 2021
13/24 Respondents
10 Secondary; 4 Post-Secondary
Summed Priorities (lowest score is highest priority)

- Priority #1:
Economically Disadvantaged Underrepresented Total Enrollment in CTE (14)
- Priority #2
Males Underrepresented - Health Science (33)
- Priority #3
Females Underrepresented - Manufacturing (47)
- Priority #4
(Secondary) Individuals with Disabilities Underrepresented Total Enrollment in CTE (54)
- Priority #5
Females Underrepresented - Transportation (61)
- Priority #6
(Secondary) Females Underrepresented - Agriculture (73)
- Priority #7
(Post-Secondary) Single Parents Underrepresented Total Enrollment in CTE (77)
- Priority #8 (tie)
(Secondary) Females Underrepresented - Architecture & Construction (79)
(Post-Secondary) Males Underrepresented - Human Services (79)

Finally, it is important to note that our Consortium grades 9-12 gender breakdown has female enrollment slightly higher than male enrollment (4,002 Females / 3,968 Males). When the enrollment is broken down into CTE Participants, the gap between females and males widens (1,669 Females / 1,518 Males). Moving into Concentrator status, the numbers begin to shift (1,040 Females / 1,518 Males) and this gap widens for Concentrators in Agriculture, Food, and Natural Resources, Business, Management, & Administration, and Engineering, Manufacturing, & Technology. The challenge is this: how do we support females so that they can access CTE pathways as measured by moving from Participant status to Concentrator status – especially in career fields where males far outpace female Concentrator status?

3. Consider your data review, identified performance gaps (both overall and in specific population groups) and allocation decisions made in planning for 2021. What future actions will you consider based on your review of these components?

3.1 These could include gathering different information in your CLNA process or setting your local application/funding priorities, specifically as it relates to focusing programming and resources.

Our Consortium has started to lay the foundation for future work on two key gaps: (1) reaching and supporting students experiencing poverty and (2) supporting movement from participant status to concentrator status for our secondary female students. This second CLNA round will allow us to dive deeper into a Root Cause Analysis to inform our next two-year plan.

Postsecondary Performance Indicators (1p1, 2p1, 3p1):

Due to the smaller size data at a smaller community and technical college, numbers are being provided in percent.

4. On which indicator(s) do you consider your consortium's performance strong? (i.e., your performance level is in reach of your upcoming grant-year-1 local level of performance (target))

3P1 for females. We have been seeing higher numbers of females participating in Manufacturing. The numbers are higher in our CAD and Musical Instrument Fabrication and Repair programs. The CAD program has 30% female enrollment in 2021 reporting. For the Musical Instrument program, females make up 28% of the enrollments for the 2021 reporting year. Both programs see enrollments from across the nation due to the online program for CAD and the uniqueness of the repair program being limited for options in the country.

2P1 earning credentials is strong and we are above our target for 2021 reporting. The target is set at 61.52% and we are at 61.98%. MSC Southeast has a strong stackable credential model for programs. Most CTE programs, students have an option to complete at a certificate, diploma or degree level. This allows for students to complete a credential, step out into industry to work and then step back into school and continue to the next credential.

4.1 On which indicator(s) is your consortium struggling? (i.e., your performance level is lagging behind your upcoming grant-year-1 local levels of performance)

1P1 of retention and placement is below the required 92.09% mark but above the 90% mark at 87.17%. We are noticing retention challenges trending during COVID. We are finding we continue to bring in a higher number of new students but they are taking less credits at a time which will delay completion and increase the amount of time it takes to complete a program. We are finding a larger volume of students that are stopping out after enrolling for one semester.
3P1 for males in Nursing. In the 2021 reporting year there were only 9% of the enrollments were male. As we roll out further plans of our LPN in the High School programming, targeted efforts to increase interest in enrollment will be included.

5. What significant population performance gaps are revealed in the performance data and for which specific indicators?

5.1 (review the performance rates of each gender, racial/ethnic group, special population, and career cluster, looking for sizable differences between those populations and the overall performance rate of your whole population on an indicator)

It can be difficult at a small College to focus on individual populations. Most of the Race/Ethnicity populations are 10 students or less. It has been recognized as a priority of the college to increase the diversity of our students. Summer of 2021 we hired our first Director of Equity and Inclusion to focus on the needs of this area. Many projects have already been started this fall with discussions on new programming to come in order to address the gap in our diversity. The Southeast Diversity Institute kicks off with it's first session in September with a series of training sessions for faculty/teachers and staff in the region.

6. Consider your data review, identified performance gaps (both overall and in specific population groups) and allocation decisions made in planning for 2021. What future actions will you consider based on your review of these components?

6.1 These could include gathering different information in your CLNA process or setting your local

As noted in question #4, males in Nursing is low and to expand that across all non-trad for male programs, the college has a -9.29% gap in male participation. During the CLNA process, we will be looking for places that Perkins can support earlier intervention in the career selection process for students and to educate males about the opportunities in Nursing. We will seek guidance from stakeholders as we continue to tweak the design of the

application/funding priorities, specifically as it relates to focusing programming and resources.

LPN in the High School programming to increase awareness of the opportunities.

2P1 for Individuals with economically disadvantaged families at 51.43% for the 2021 reporting year. Significant work has gone in to building and promoting the food pantry at MSC Southeast. This will continue in FY22.

With the anticipation of the Director of Equity and Inclusion position starting in summer 2021, we allocated a much larger portion of Perkins dollars to support this work and to have another staff person to collaborate with on programming and supports. I see this continued in the future as we are able to roll out new programming and evaluate its effectiveness.

PART II: Narrative Responses

7. Explain how size, scope, and quality informed your data-determined decisions concerning programs of study and local uses of funds.

Include high-skill, high-wage and in-demand occupation considerations as well (Relates to CLNA Element #2 and Application Narrative 1 & 2).

For FY21, we used our Comprehensive Local Needs Assessment to identify priority Programs of Study and local use of funds. More specifically, we reviewed the following:

- DEED Labor Market Data
- Workforce Development, Inc. Priority Sectors
- WIOA Region 6 Priority Industry Sector
- State-Approved Secondary CTE Programs and Courses
- Review of Post-Secondary CTE Programs and Courses

We supported identified high-skill, high-wage, and in-demand fields/sectors by using funding, in part, to address the following:

- A joint purchase (secondary and post-secondary) of 3D printers for the Minnesota State College Southeast Students Learning Advanced Manufacturing (SLAM) program (please see below for a more complete description of this program).
- Secondary curriculum writing
- Secondary equipment purchases
- Secondary industry certifications
- Secondary professional development
- Secondary business/industry site tours
- Secondary Career Technical Student Organizations (CTSOs)
- Post-Secondary equipment purchases

Press Release re: Students Learning Advanced Manufacturing (SLAM) Program

Red Wing, MN (September 15, 2021) — In July 2019, Minnesota State College Southeast was awarded a National Science Foundation grant to create an 11-credit Engineering/CNC Certificate in four regional high schools. The program launched with students enrolled in Cannon Falls High School and Chatfield High School in the first year, followed by Red Wing High School in 2020.

Named SLAM (Students Learning Advanced Manufacturing) by the students themselves, the program has given high school students a chance to get hands-on experience in an industrial setting and earn college credit for coursework related to engineering.

“The objective is to develop a pipeline of skilled technicians for industry, working closely with local industry partners for support, such as summer internships,” according to Calvin Clemons, MSC Southeast’s Director of Trade and Technology. “In Cannon Falls, students have been enrolled in print reading, precision measuring/gauging, and CAD/CAM/3D printing the past couple of years.”

This summer, three students from Cannon Falls High School had the opportunity to intern at Gemini, one of the region’s largest advanced manufacturing facilities. Founded in 1963 and headquartered in Cannon Falls, Gemini has facilities throughout North America. Its product lines include signage, custom plastic parts, hard cases, bronze plaques, and engraving materials.

While Gemini has been an industry partner since the inception of the SLAM program, student internships were not possible in the first year due to the COVID-19 pandemic. This year, students were able to begin internships there in June.

But it’s not as easy as you might think to place students in manufacturing environments. Since the students are under age 18, special safety and training conditions must be met. Minnesota State College Southeast worked with the state’s Youth Skills Training (YST) Program to get the program approved.

“YST had to review MSC Southeast’s curriculum and the manufacturing equipment that Gemini planned to have the students operate. All parties, including the students’ parents or guardians, then signed an agreement outlining the scope and schedule of work at Gemini,” Calvin Clemons said.

Sue Lawlor-Rod, a Career Navigator with the Southeast Service Cooperative in Rochester, helped the students with applying for the internships. She noted that Gemini was named CTE (Career and Technical Education) Community and Industry Partner of the Year for its support of Cannon Falls High School and its students.

“Gemini excels as a community and industry partner,” Sue Lawlor Rod commented. “Beyond its involvement in programs like Youth Skills Training and SLAM, Gemini has consistently been a leader in supporting our schools through equipment donations, financial support, a scholarship program, and more.”

Mitchell Hoffman, a senior at Cannon Falls High School, is one of the SLAM students who interned at Gemini this summer. He said he has really enjoyed his time at the company.

“I love it! It’s been great – everyone is so friendly. I feel accepted by everyone,” said Mitch. “One of my favorite parts of working here is that it’s not just a bunch of employees, it’s really a close-knit group. If I need help with a machine, I can go up to any one of the machinists and ask —everyone wants to help.”

Mitch said that before coming to work at Gemini, he didn’t fully realize the scope of the company. “I knew Gemini was big, but I did not know that there were seven different buildings here,” he said, explaining that he was working in Building 2, where metal plaques are precision machined out of solid aluminum, bronze, and brass.

“Every single one is a custom order. I think they are really cool — you never see the same thing twice. Nothing is mass produced.”

Among Mitch’s duties at the company has been tending to the 18 CNC machines in Building 2. “We have to keep the coolant stocked and at the right level in each machine. We can’t let the level get too low, because then the tool can break, and the plaque will be ruined.”

He’s also gained experience loading and unloading the CNC machines, sanding the sharp edges of the plaques by machine and by hand, and in the shipping area.

“We try to give the interns a broad exposure to what we do,” said Margaret Lampman, Associate Human Resources Manager at Gemini. “The students

have fun! I met with them after their first week. They really want to get their hands dirty — they all want to learn and get that hands-on experience.”

She added, “SLAM is an extension of our work in the community. It helps build a pipeline of skilled labor for the future; helps students develop skills for work and life; and of course, it helps us find great talent for our business.”

Gemini Vice-President of Human Resources, Phil Jacobson, said, “With all of these programs involving students, it’s a triple win, because the students win, Gemini wins, and the community wins.”

Going forward, Career Navigator Sue Lawlor-Rod will be available to help the students with preparing their resumes so they can leverage their technical work experience as they pursue their education and career goals.

Calvin Clemons expressed the hope that the students will choose to continue their education at MSC Southeast. “They will graduate from high school with valuable college credits in hand,” he said. “That gives them a great head start in CNC Machine Tool, Computer Aided Design (CAD) Drafting Technologies, or a similar technical program at our college.”

Source: Minnesota State College Southeast via Press Release

We worked to partner with multiple organizations to support our Programs of Study. Partners included:

- Community Economic Development Associates (CEDA)
- Economic Development Agencies (EDA)
- Red Wing Ignite - Goodhue County Learn & Earn Program
- Southeast Service Cooperative - STEMForward and Career Navigators
- Winona Area Chamber of Commerce - Business Education Network and Reach Program

A new and important partner in FY21 were the Career Navigators. Employed by the the Southeast Service Cooperative (SSC) and using legislatively-apportioned dollars, there were three Career Navigators who spent FY21 working with our consortium secondary schools and local and regional businesses. The time afforded to the Career Navigators, combined with their skill and insight, enabled them to quickly build relationships and connections both with high schools and the business community. This resulted in experiential learning options for students, in a way that would have been difficult without their level of engagement. The Career Navigator positions are in place for FY22 and we look forward to their continued partnership and work promoting CTE and supporting schools and professionals.

Here is more detailed information regarding the Career Navigator program:

Career Navigators are contracted FTE positions available to support a consortium of schools and communities develop and sustain career-connected and experiential learning opportunities. This includes supporting educators and students to identify career opportunities in industries that provide promise for future job demand, sustainable wages, and potential for industry-recognized credentials that align to their interests and passions of students including, but not limited to, career clusters like career and technical education and STEM. These experiential learning opportunities engage employers from multiple sectors and raise student awareness, engage the community in experiences, and provide career pathways for youth.

This position is an important contributor to providing leadership and support to students, teachers, parents, industry partners, and post-high school education partners (trades and colleges) in developing, iterating, innovating, growing, and sustaining pipeline development. Southeast Service Cooperative hosts and supervise this position, and work is performed is under the guidance of community, industry, and education partners within the consortium.

Services provided:

1. CTE & Workbased Learning Teacher Credential Navigating Support Service
2. Communications & Marketing
3. Distance and Virtual Learning Support
4. Dual Credit Learning
5. Grant Writing
6. CTE Program Development (Curriculum, mapping and planning, partnership, multi-district collaboration, etc.)
7. FutureForward(TM) Strategic Planning, Support, & Training
8. Experiential Learning Coordination
9. Event Management
10. Partnership Development
11. Regional Cooperative Career Courses & Pathways
12. Regional Networking & Community Presentations

Source: <https://www.ssc.coop/Page/612>

8. Describe the consortium's efforts to collaborate on (secondary/postsecondary), designing, implementing, and/or improving programs of study during the Perkins V transition year (Relates to CLNA Element #3 and Application Narrative #2).

The primary strategy employed in FY21 to support and advance teacher recruitment, retention, training, and education, at the secondary level, was through Professional Development opportunities. Professional development opportunities included:

- Job-Alike Regional Meetings
- State Conference (CTE Works!)
- State Association Conference
- Centers of Excellence Workshop
- Curriculum Writing
- Campus membership to NISOD, A membership organization committed to promoting and celebrating excellence in teaching, learning, and leadership at community and technical colleges.

10. Describe successes and challenges in your efforts to improve service to special populations during the past year (Relates to CLNA Element #5 and Application Narratives #5 & 9).

• Based on the data, what student group(s) did you identify as needing specific attention?

DEED data shows that Southeastern MN has a high percentage of people living in poverty. This is reflected also in our CTE student population. As seen in our 2P1 2021 reporting year, only 51.43% of Individuals with Economically Disadvantaged Families are on track to complete a Postsecondary credential. The CLNA process FY20 brought to light the high need to support this student population and improve resources available to students on campus.

• What resources supported awareness, recruitment and retention of all students, especially special populations?

Significant time and effort was spent building and improving upon our campus Food Pantry. With a small Perkins budget, the college utilizes multiple funding streams for a braided approach to support the needs of the students. The college now partners with the AmeriCorps VISTA program to provide support for students. Below is an article that highlights the success of this partnership.

Winona Post: College food pantry gets extra use post-pandemic by Alexandra Retter, 2/17/2021

Ayjai Daniel had lost her job and was in the process of starting a new one. Income was tight. She wanted to make sure her daughter had plenty to eat, so she turned to one of Minnesota State College Southeast's (MSC Southeast) food pantries for some help.

As the current MSC Southeast Student Senate Vice President and a student studying computer-aided drafting, Daniel works to support the food pantries. She is even growing everything from carrots to cucumbers and peas in her own garden so she can donate them to the pantries later this year. "The only thing about it I'd like to make clear is people shouldn't be ashamed to use it," Daniel said. "It's there and open. People shouldn't be afraid to be classified in a certain manner because they use it, because everyone needs help at some point in time." MSC Southeast's Winona and Red Wing campuses each have a food pantry. All students and staff members may access the food pantries. "They can just go and get whatever they need, when they need it, no questions asked," Basic Needs Outreach Specialist Akilah Childs said.

At the food pantries, MSC Southeast community members can find grocery items including bread, milk, yogurt, eggs, beef, fresh fruit, pasta, rice, beans, oatmeal and granola bars. They can also find toiletries, laundry detergent and products for young children. "One of the things, just as a single parent myself, that I wanted to make sure was in there was diapers and wipes and baby food, so families don't have to choose between food and diapers," Childs said.

Slightly more than 30 percent of MSC Southeast students experience poverty, according to internal data collected before the pandemic, Academic Success Coordinator Arielle Pompilius said. "Providing food security is huge for people," Childs stated. "If you're not being fed, and you're not eating, how are you expected to succeed, especially... academically? How are you able to feel okay to study, and to graduate, and to get a better job to move up?"

Though the college is currently collecting data about how the pandemic has impacted students' need for the food pantries, MSC Southeast has received feedback from some students noting they never had to rely on the food pantries before, but they do now because of the pandemic, Pompilius said. The college has also received feedback from other students stating that food insecurity was a problem for them prior to the pandemic, but it is worse now, Pompilius said. The pandemic has "significantly increased the need in our student community, I would say," she stated.

MSC Southeast staff purchase the items for the food pantries with funding from grants and donations to the college's foundation. The college has also partnered with the AmeriCorps VISTA program. Through that program, Childs plans to develop connections with community organizations to help the college hold events such as food drives.

During day-to-day efforts to keep the food pantries stocked, some of the brightest moments happen when students thank Childs for the items they get from them. "That's probably the most rewarding," Childs said. She also enjoys connecting with students on a personal level when they email her to request specific items they need.

When considering long-term hopes for the food pantries' success, Pompilius wants them to become sustainable, integral pieces of the college's programming. She also wants to normalize using them so it becomes as typical a part of receiving an education at MSC Southeast as going to a tutoring session or a professor's office hours. "We want to create an environment in the pantries where everyone feels comfortable using them," Pompilius said.

MSC Southeast worked to reach a sustainability stage for the Readspeak Software that was piloted with Perkins funds to support students with readability needs. This software has increased in use as more courses moved online during the pandemic and more content was available online for a student to access through the Readspeak Software.

11. Describe the actions you took over the past year to improve your decision-making process, specifically to prioritize programing and funding (Relates to Narrative #10). Governance aspects should include:

- how needs and concerns of learners, teachers and administrators are brought before consortia leadership
- how program and funding priorities are determined

• how status of consortium activities is communicated to teachers and administrators

Southeast Consortium Expenditure Determination
Stage 1 - Proposals

Expenditure proposals generated by partnering with secondary and post-secondary stakeholders. Proposal infrastructure includes in-person/virtual meetings to review collaborative projects and the ability for schools and educators to propose expenditures.

Stage 2 - Proposal Review and Placement

Screen 1: Comprehensive Local Needs Assessment (FY20)

Does the expenditure connect to our Comprehensive Local Needs Assessment*? (Yes or No)

*Please note that in addition to our CLNA, we receive feedback through multiple feedback loops, including with our educators, our workforce development partners, and the Southeast Service Cooperative that build on our formal CLNA.

Screen 2: Programs of Study (FY21 and FY22)

Does the expenditure support an existing Program of Study, contribute to the development of a Program of Study, and/or highlight a component of a Program of Study? (Yes or No)

Screen 3: Consortium Leadership Team Priorities

Does the expenditure address one or more of the Leadership-determined consortium priorities? (Yes or No)

Screen 4: Consortium Plan Narrative

What Narrative does the expenditure most align with? (Determine Narrative)

Screen 5: Basic vs. Reserve

Does the expenditure align with Basic, Reserve, or both? (Determine Budget Category)

Stage 3 - Review and Endorsement

Group 1: Secondary Budget Sub-Committee/Work Group Review/Endorsement (Budget Categories) (Yes or No)

Group 2: Consortium Coordinator Review/Endorsement (Jeannie and Brian) (Yes or No)

Group 3: Leadership Team Review/Endorsement (Budget Categories) (Yes or No)

Stage 4 - Budget and Expenditure Management/Monitoring

Management: Jeannie and Brian

Monitoring: Leadership Team (Quarterly Meetings)

- how status of consortium activities is communicated to teachers and administrators

12. Considering your reserve allocation amount (\$xx,xxx), describe actions taken and major accomplishments from the use of reserve funds to make progress toward BOLD innovations in CTE program design and delivery (Relates to Narrative #11).

In our FY21 Reserve budget, we employed a few different buckets of strategies to support innovation: (1) Professional Development and (2) Program Support.

For Professional Development, dollars were invested to support participation in CTE Works!, as well as Job-Alike Regional Meetings. We anticipate to continue to invest in Professional Development, as it is a catalyst for program improvement and innovation.

Based on your reflections, what changes do you anticipate as you start your next CLNA?

For Program Support, we explored a few different areas: (a) Marketing and Communication, (b) Industry Certification, (c) Regional Articulation, and (d) a new Program of Study. In regard to marketing, we have made movement on becoming more intentional and collaborative in recognizing and using effective CTE messaging - including the value of CTE and even exploring ways to share common logos. This effort was undertaken by multiple Perkins Consortia and we anticipate continuing this work into the future. We also anticipate continuing to support the use of Industry Certifications within approved CTE programs and courses. We tried a new certification in FY21 - Microburst Learning as well as supported implementation of OSHA-10 certifications. Finally, it is worth noting that we supported the start-up of a new Program of Study - Architecture and Construction > Construction in Lake City. We anticipate supporting additional new Programs of Study in a similar manner if/when they come to be.

13. Choose one of your consortium's priorities. Walk through how the consortium identified the priority from the CLNA data and carried it through actions and results.

- Clearly state the priority.
- What actions did you identify in your consortium plan to address this priority?
- What expenditures were made in FY21 to address and support the implementation of this priority?

Priority: Promoting the development of high-skill, high-wage, in-demand Programs of Study.

Actions (Consortium Plan):

• What were your results as they impacted students?

The Southeast Consortium proposes to provide funding that contributes to the start-up of a new Program of Study offering at Lake City's Lincoln High School [Engineering, Manufacturing, and Technology > Architecture and Construction > Construction > Construction Technology (AAS, DIP)]

Expenditures: \$3,499.07 - Instructor and Classroom Tool Sets

Results: As a result of this investment, Lincoln High School - Lake City - was able to offer a new Program of Study in the Architecture and Construction Cluster and Construction Pathway to its students.

Cancel