

STRENGTHENING CAREER AND TECHNICAL EDUCATION FOR THE 21ST CENTURY

MINNESOTA PERKINS CONSORTIUM ANNUAL PERFORMANCE REPORT (FY22)

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?

The Central Lakes Perkins Consortium was able to execute its FY 22 plans. Like many consortia, some of the equipment requests were affected by supply chain issues. The consortium also saw secondary faculty turnover toward the end of the fiscal year.

- 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: The Central Lakes Perkins Consortium collaborated with stakeholders during the FY 22 year in a variety of ways. Examples of collaboration include: Hosting a *Train the Trainer* event in August 2021; conducting the CLNA; enhancing, promoting, and utilizing the Game of Careers website; focusing on POS requirements and linking secondary and post-secondary faculty and programs; executing advisory board meetings; reinvigorating Articulated College Credits and coordinating an Articulation meeting in February 2022; and meeting with Sourcewell personnel, a regional education partner within the consortium.

Integrating academic & technical skills into CTE courses and programs: The Central Lakes Perkins Consortium contracted with Precision Exams by YouScience to provide unlimited access to TSA assessments for CTE students as well as other students looking to enroll in CTE courses, including grades 7 & 8. The TSAs were received well by the schools that chose to utilize them.

Providing greater access to CTE programs for special populations students: The Central Lakes Perkins Consortium is constantly mindful of equity. The consortium adheres to, and promotes, the MinnState Equity 2030 plan and the Minnesota Department of Education commitment to equity. The consortium has also provided AVID training for faculty & students.

Expanding access to post-secondary credit for secondary students: Fiscal year 22 saw the reinvigoration of Articulated College Credits, more CIS offerings, and an enhanced focus on connecting with consortium high schools.

Advances in recruitment, retention, and training of teachers and other education professionals: The Central Lakes Perkins Consortium fully supports, information sharing, networking, resourcing, and professional development opportunities. FY 22 budgeted funds supported requests for teacher portfolios for submission for tiered licensure, as well as requests related to technology, professional development, and other Perkins-approved expenditures.

Changes to the consortium structure: FY 22 saw the Central Lakes Perkins Consortium preparing for Dr. Mary Ward's retirement. This also meant hiring her replacement. The position description was rewritten so the secondary coordinator would be a ½ time position, rather than an 85-day contract. The interviewing and hiring process was conducted by Freshwater Education District. Dr. Ward's Perkins tenure ended in June 2022, and Mr. Mike Shrode replaced her, starting July 1, 2022.

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?

The Central Lakes Perkins Consortium used all Reserve funds as planned. Funding highlights for FY 22 included: Virtual career exploration; student engagement via the CLC app and use of Full Measure Education; outreach and resources for special populations; and equipment purchases at the secondary and post-secondary levels.

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?

Within the Central Lakes Perkins Consortium, Work-Based Learning opportunities are found in AFNR, business, and trades & industry. Funds allocated for this purpose supported professional development for instructors to pursue WBL licensure through portfolio development and implementation of WBL opportunities in the districts.

The consortium has identified some obstacles related to WBL. Challenges include the need for many students to be at least 18-years old, transportation to and from the worksites, and time away from the classroom to provide the required and necessary supervision.

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

The Central Lakes Perkins Consortium had a number of positive and engaging projects in FY 22. Examples include: Collaborating with other Perkins Consortia in building and creating the CLNA; AVID training for students; renewed engagement between high school teachers and college faculty; enhancement, promotion, and utilization of the Game of Careers website for career exploration; high school group tours and visits to Central Lakes College in spring 2022 after a COVID surge subsided; and use of the Prioritization Rubric for the FY 23 Perkins application.

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

The Central Lakes Perkins Consortium feels that innovation every year may be a challenge. It takes time to get communication, projects, and initiatives off the ground. It takes time to demonstrate value and get buy-in from stakeholders. Consortia are given seed money for innovation, but then the funding goes away after a year or two. Secondary and post-secondary institutions may not have the funds to assume said innovation.

Too, it feels that funding is determined by the Perkins application process and questions, rather than the CLNA. This can be confusing for districts and colleges within the consortium.

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

The Central Lakes Consortium recognizes that MinnState and MDE staff can support us by continuing monthly meetings; continuing to provide professional development; encouraging collaboration between, and amongst,

Minnesota Perkins consortia; and participating in our meetings. For example, Mr. Robb Lowe attended a Northwest Perkins Consortia Meeting in August 2022. His insights and perspectives were very helpful.

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 Central Lakes Perkins Consortium was not required to complete monitoring in FY 22.

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 Central Lakes Perkins Consortium was not required to submit an improvement plan in FY 22.

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.