



## Minnesota Service Cooperatives (MSC) Career and Technical Education (CTE) Consortium Annual Report 2024

*This report is to fulfill the reporting requirements outlined in Minnesota Statute 124D.4536 - Career and Technical Education Consortium Grants. This initiative received an appropriation of \$10 million for the FY24/25 biennium.*

In 2024, the Minnesota Service Cooperatives (MSC) Career and Technical Education (CTE) Consortium achieved remarkable milestones, transforming education and workforce readiness across the state. With support from the Minnesota Legislature and over 700 business and community partners, MSC enhanced career-connected learning opportunities for nearly 30,000 students, opening doors to new pathways in careers and higher education. This report underscores MSC's commitment to bridging the gap between education and industry, ensuring Minnesota's students are prepared to meet the demands of a rapidly evolving economy.

### **2024 Impact by the Numbers\***

- ★ *Nearly 5,000 students received 1 or more industry credential or certification*
- ★ *Nearly 3,000 students participated in work-based learning experiences*
- ★ *Over 28,000 students supported through career navigation/coordination services*
- ★ *Over 700 business/community partners engaged in programs, leveraging over \$1.4M for CTE*
- ★ *Over 200 schools supported in developing nearly 250 new or enhanced CTE courses/programs*
- ★ *Over 50 teachers supported for additional licensure through Alternative Teacher Prep Program*
- ★ *Over 80 teachers participated in the CTE Teacher Induction Program*

*\*Conservative numbers as reported for Jan. 2024 through Dec. 2024*

### **Developing New CTE Programs and Pathways, Teacher Support/Shortage**

MSC is supporting the development of new and enhanced CTE programs that focus on the industry sectors that fuel the economies of each region. A key strategy is supporting schools with funds to update equipment, develop new Career and Technical Education (CTE) courses/curriculum, and advance innovative, career-connected learning that showcases local/regional career opportunities. Supported initiatives are helping students build pathways to careers and college while gaining critical workplace skills. Through your support over 200 schools are offering new or enhanced pathways, academies, or CTE programs for CTE students through the MSC CTE funds. Examples of support include:

- Students participating in the [High STEP Health Science Academy](#) in south central Minnesota are getting a unique new hands-on opportunity to practice nursing assistant skills before testing to become certified. Through virtual reality headsets with hand-tracking capabilities, students can interactively practice all of the Minnesota skills embedded in the state curriculum. These students earn 4 college credits through South Central College and instructors collaborate closely

with the Minnesota Department of Health to provide smart alternatives to required experiences as part of an approved nursing assistant program. 7 regional schools are participating in the pilot project in the fall of 2024 with more than 75 students having access to the technology. Additional schools will implement the pilot in the spring of 2025. The MN STEM Ecosystem provided the VR headsets and the Future Ready CTE impact grant worked with a company (MetaMedics) to develop the immersive technology for these virtual student experiences.

- Students in central Minnesota are participating in a new [Health Science program at Sauk Centre](#) where students spend the first part of the semester in the classroom and the second half doing clinical rotations at their local CentraCare clinic. Garnishing support around this new program requires a strong partnership between Resource Training and Solutions, CentraCare, teachers, and other student organizations like HOSA (Future Health Professionals).
- [Metier](#), an experiential learning and lifestyle design program recommended for middle school students, was expanded to 12 schools across 7 regions, empowering more than 2,600 middle school students to explore all 16 national career clusters and military. The goal of Metier is that students find the truest, happiest, and greatest versions of themselves aligned to career fields that make them come alive. Through game-based play, simulations, and project-based learning, students are identifying their top 3 career clusters to continue exploring in high school through intentional coursework selection, volunteer opportunities, co- or extra-curricular participation, and workplace learning experiences.
- Students in Intermediate districts are earning concurrent (transcribed) college credits at Minnesota State institutions in numbers never seen before. Northeast Metro Intermediate District 916 anticipates over 400 students will earn over 2000 credits this year, in 15 unique courses. On average students will be earning 5 credits each. Over 40% of these students are identified as first-generation college students, 44% students of color, who, overall will be saving over \$400,000 in tuition.
- Over 350 students enrolled in Minnesota Intermediate districts have the opportunity to access career and technical programs due to addition of transportation between their general education ALC site and career and technical sites.
- Over 200 students in alternative learning settings in the Intermediate districts will be provided career and college readiness programming facilitated by a Career and College Readiness Specialist ensuring they have the same level of attention to gaining a competitive advantage and confidence about their plans after high school that they would if they were to attend their traditional high school setting.
- In west-central Minnesota, Sourcewell is supporting 18 out of 23 school districts through their [Career Pathways Program](#). The program includes a career-ready framework and ongoing embedded support from Career Consultants. This model is being explored as a best practice by other regions.

For more examples of impact, visit <https://www.mnservcoop.org/cte>.

## Teacher Licensure

Of the more than 2,300 CTE teachers in Minnesota, 725 of them have a license at risk that is not permanent (i.e., Tier 1, Tier 2, Out of Field Permission). For districts to grow programs and pathways and offer consistent educational opportunities for students, they need highly trained and qualified teachers with permanent licenses. In FY24, funds from this grant supported, in full or in part, the enrollment of more than 80 teachers for additional licensure in our [CTE alternative teacher preparation program](#). This program is a statewide licensure program for teachers and programs in all nine economic development regions/service cooperatives, but is operated by Lakes Country Service Cooperative. **In FY25, so far, funds supported, in full or in part, more than 50 teachers for additional licensure.** An estimated 30-50 additional and initial licensure candidates will be served, at minimum, yet this year. These licensure candidates complete professional development focused subject-matter standards in their respective licensure area, the standards of effective practice (i.e., teaching methods), and CTE core principles required in Minnesota Rule such as analyzing regional labor market data, developing advisory boards representing regional industry partners, and developing coursework aligned with regional industry needs. They are also coached on teaching methods that emphasize hands-on, industry-aligned skills and use of industry-grade equipment.

Of the 95 additional licensure candidates LCSC enrolled in FY24, and 91 initial and additional licensure candidates enrolled as of December 2024 in FY25—not all of which were funded by this grant—**61 candidates (33%) have already completed the program and were converted to permanent licensure status.** Based on PELSB STAR data, we know the number of districts in Minnesota offering CTE programs grew between FY23 and FY24, increasing from an estimated 2,282 CTE teachers in FY23 to 2,341 in FY24. In the last five years, the number of CTE programs in Minnesota has grown by 2.79% (+10 districts and 31 schools) and the number of CTE teachers has increased by 11.48% (+248 teachers). Specifically, there was significant increased growth in Health/Human Services Education (up 20% programs, 30% teachers) and Agriculture, Food, and Natural Resources (up 7% programs, 23% teachers) in the last five years from 2019-2020. Business and Marketing, Family and Consumer Sciences, Trade and Industry have experienced between a 1% decrease to 1% increase in programs, but a 5-10% increase in the number of teachers since 2019-2020. Licensure programs at LCSC have served more than 500 teachers in that time period, having recommended more than 300 teachers for licensure. LCSC's programs expanded in FY24 to specifically include options for Medical careers (health/human services education), Communications Technology (business and marketing), and Hospitality, Early Childhood, and Creative Design (family and consumer sciences), and added initial licensure programs to better serve and retain Tier 1 teachers. LCSC's programs are the only PELSB-approved teacher preparation program for several of these licensure areas.

## CTE Teacher Induction Program (TIP)

This grant funds part of a staff position to manage our [CTE Teacher Induction Program](#) (i.e., CTE TIP). Additional grant funding from PELSB and MDE pay for individual teacher participation. CTE educators are supported with curriculum, mentorship, and professional development to help ensure success during their first years in the profession. **On average, 86% of teachers who participate return to teaching the**

**following year. This past year, a cohort of 84 teachers and 20 mentors from across the state participated.** Through TIP, early-career CTE teachers are paired with experienced mentors and a support system who have expertise in supporting the development and implementation of industry-aligned curriculum in each CTE career pathway. Participants receive professional development and coaching focused on teaching methods that emphasize hands-on, industry-aligned skills. Skills are developed and refined through mentor modeling, instructional coaching, and peer feedback. Through sharing best practices and developing a network of CTE supporters, these teachers are equipped to create and maintain CTE programs that truly make a difference in the lives of students.

## **Developing Highly Trained and Knowledgeable Students**

### **Career-Connected Learning (CCL) Coordination and Consulting**

MSCs identified a need for navigation, coordination, and consultation services to bridge relationships between schools, students, and employers. In the past year, these funds have supported a total of 17 FTEs providing these services for 110 school districts. In addition, MSC is leading and supporting the Statewide Career-ConneCTEd Learning (CCL) Community of Practice (CoP). The CoP is for practitioners who work with Minnesota students, schools, and employers to advance career-connected learning. At least 50 practitioners who serve as liaisons between schools and local business partners are provided the space and place to discuss best-practices, share resources, brainstorm, and engage in general networking to increase collaboration, access, and opportunities across the state. Topics explored include work-based learning, measuring impact, partner engagement, middle school career exploration, promoting CTE, and more. Funds supported a September 2024 workshop for more than 80 CCL practitioners. Many of these practitioners are partially or fully funded through this grant, allowing individuals who are within the proximity of the communities they work in to serve rural schools that are often consolidated or far apart geographically. This partnership has proven very effective both fiscally and professionally.

### **Professional Development for Teachers and School Leadership**

Several regions provide opportunities for teachers through externships and/or professional development. For example, in central Minnesota, Resource Training and Solutions (RTS) Teacher Externship Model provides externships to nearly 20 teachers each year. RTS worked with South Central Service Cooperative to implement this model in the summer of 2024 with 6 regional teachers. This externship model is expanding into additional regions. Northeast Service Cooperative (NESC) supported 7 CTE instructors of Manufacturing, FCS, Printing & Design, and Construction and 20+ teachers attended a Construction Workshop to experience emerging technologies and automated machining systems. Southeast Service Cooperative partnered up with the Minnesota State Centers of Excellence in Agriculture, Energy, and STEM to support a statewide pilot of teacher externships for 13 teachers. The Centers of Excellence provided the pedagogy while Southeast Service Cooperative located industry employers to host onsite mock-externships and shared resources like [FutureForward™](#) for industry integration in the new curriculum created.

MSC CTE Consortium members are currently working to develop a pathway of learning for district leadership with the vision of cultivating a statewide cohort of CTE leaders who are well-equipped to navigate the complexities of education systems, collaborate with stakeholders, and lead innovative efforts to align CTE program with workforce and industry needs.

Additionally, career and technical educators are provided with opportunities to collaborate and participate in professional development specific to their pathway giving them tools to grow their best practice, build networks of resources and bring new ideas and resources to life in their classrooms.

## **Advancing CTE through Public and Private Partnerships**

The Service Cooperatives are improving access to career and technical education programs for students by developing public and private partnerships with labor, business, and industry leaders and by increasing coordination of high school and postsecondary program options. Through robust and diverse CTE initiatives supported by public and private partners, MSC is providing students with practical, hands-on learning experiences aligned with industry needs that prepare them for successful careers post-graduation. These partnerships facilitate the development of highly trained and knowledgeable students who are equipped with technical and workplace skills needed by regional employers. **More than 700 business and community partners engaged in MSC CTE projects in the past 12 months. More than 3,000 students were provided with work-place learning opportunities. In addition, nearly 5,000 students obtained at least one industry credential or certification** through increased coordination of high school and postsecondary programs. The Service Cooperatives are cultivating strong relationships with community colleges and key industry sectors like healthcare, manufacturing, construction and transportation to align high school programs with college pathways and create real-world learning experiences for students. These collaborations help build sustainable pathways for future success and bridge the gap between education and industry.

Through this support, the MSC helps ensure that more students, regardless of their school size, geographic location, or unique characteristics, have access to career exploration and work-based learning opportunities. These partnerships are creating amazing opportunities for students and partners such as:

- [\*\*Southeast Minnesota Welding Competition\*\*](#) - This competition, soon to return for its third year, fosters a pipeline that connects students with rewarding careers in the welding trades. Partnerships with Crenlo, and McNeilus Steel ensured 150 students were exposed to industry-standard materials and received feedback from qualified professionals. An additional 250 students attended the Career Exploration & Career Fair while cheering on their peers who qualified to compete. Following the 2024 SE MN Welding Competition, the Local 6 Plumbers & Pipefitters Union reported receiving a record-breaking 200 applicants, 100% increase, most of which were high school students.
- **Upgraded Equipment and Training** - The combined efforts of the Northwest Service Cooperative, NW Perkins Consortia, and industry partners in northwest Minnesota led to providing software-based technologies with a focus on CNC machines from ShopSabre, a

Minnesota-born company. **What began with 38 districts in the northwest has now expanded to more than 70 participating districts**, impacting the entire software-based manufacturing sector. In addition to providing equipment, specific training for teachers to apply rigorous teaching methods for transferable, skills-based development accompanying advanced and emerging technologies has also been provided. Major, measurable impacts in manufacturing, trades and Industry, and health science are now positively affecting the entire region and setting an example for other regions in the state. Other regions have made funds available for updated equipment and/or specialized tools and software. These upgrades enable schools to offer industry-standard experience and facilitate innovative new programming in areas such as computer science, construction, and manufacturing trades. Through added teacher training on this equipment and by investing in industry-recognized credentials, we are equipping secondary students with valuable skills for entering the workforce directly or pursuing further education.

- [FutureForward™](#) is offered free to students and schools as a result of this funding. This free resource is facilitating student, educator, and business connections. The web-based platform features a comprehensive directory offering search filters, personalized profiles, and more to foster meaningful career-connected learning. **During the past year we have seen a 151% increase in total users and a 153% increase in mobile users. There are now 473 business listings and more than 100 communities** accessing FutureForward™. In the Spring of 2024, an internship/mentorship board was implemented on FutureForward™. This feature, similar to a job board, will directly connect students to these valuable workplace opportunities. Job postings received 1,100 impressions and 660+ clicks. Employers noted a positive experience and a greater likelihood to offer student internships in the future. FutureForward™ has undergone exponential growth, adding three service cooperative regions to reach more than 50% of the Service Cooperatives. Through collaboration, we are helping schools, communities, and students use this valuable tool.

These examples showcase how MSC and this funding can play a key role in these types of partnerships. To see even more examples of student impact through these partnerships, see the attached flyer.

### **Aligning and Leveraging Resources**

In the past year, **MSC has leveraged over \$1.4 million in additional support from business and community partners.** We are continuing to seek opportunities for alignment and/or leveraged resources. As examples, this spring we forged relationships with the Greater Twin Cities United Way and the Minnesota Trucking Association (MTA) Foundation. These two partnerships leveraged more than \$100,000 to 1) provide technical assistance to applicants of the Building a Movement funding opportunity to support promising strategies for scaling career pathways across the state, and 2) help MTA Foundation/Members navigate the MN educational systems as they work to advance connections with schools, teachers, and students. The CTE Consortium Grant also complements the Federal/State Perkins (Strengthening Career and Technical Education for the 21st Century) by supporting districts and programs not yet recognized as official CTE programs. It aids new educators with licensure and early support, blends funding for sustainable CTE efforts, supports statewide emerging initiatives, increases

middle school CTE exposure, and enhances workforce development through industry partnerships. This synergy expands student impact and strengthens Minnesota's integrated CTE initiatives.

## Increase Family and Student Awareness of CTE

Increasing awareness of the availability and benefit of career and technical education courses and training opportunities is key to advancing student participation in CTE. Various messaging/marketing tools and resources were shared/replicated across the state. Communications include newsletters and social media marketing on Facebook, Instagram, and LinkedIn focusing on projects in which industry and education connections are being made and transforming education in our rural communities. Just a few specific examples can be found here:

- [2025 FutureForward™ Career, College & Job Fair](#)
- [2025 Discover Healthcare Promo Video](#)
- [In the News - Local News Coverage](#)
- [EmpowHER Trades Camp](#)
- [FutureForward™ Career-Connected Learning Solutions](#)
- [Launch Your Future Today](#) - Teacher Testimonial
- [Launch Your Future Today](#) - Student Testimonial
- [Program and course guides translated from English into Hmong, Spanish and Karen](#)
- [Success Story & Industry Partnership Video](#)
- [What is Ag, Food, and Natural Resources?](#)
- [What is Business and Marketing Education?](#)
- [What is Career and Technical Education?](#)
- [What is Family and Consumer Science?](#)
- [What is Health/Human Services?](#)
- [What is Trade and Industry?](#)

In spring of 2024, the MSC Communications and Marketing work group completed a branding project in which a logo and common messaging/language to communicate about our efforts was developed. We have also engaged expert communications and marketing services to help us raise awareness of CTE by: 1) Developing a 2-3-yr marketing plan including annual tactics for statewide awareness; 2) Formulating detailed messaging strategies/campaigns for specific CTE courses representing in-demand industry sectors; 3) Creating and managing material/content including a statewide catalog of CTE services offered by MSCs; and 4) Assisting with video/photography services as needed. The first project through these efforts was a [manufacturing awareness campaign](#) in the fall of 2024 which included several social media posts about opportunities in manufacturing. and is currently partnering with the Minnesota Trucking Association to help raise awareness of trucking careers in Minnesota, building upon their [Drive the Difference](#) campaign. Several more projects are in the planning stages. Through this work, we will be able to help spread stories of inspiration and impact throughout Minnesota.

## **CLOSING**

As we close this chapter on an impactful year, the Minnesota Service Cooperatives Career and Technical Education Consortium celebrates the transformative progress achieved through collaboration, innovation, and a steadfast dedication to student success. By aligning education with workforce demands, MSC has paved the way for students to thrive in meaningful careers and contribute to Minnesota's vibrant economy. Together with our partners and stakeholders, we are eager to build on this momentum, tackling emerging challenges and creating even greater opportunities for students. Let us continue to invest in a future where every learner has the skills, confidence, and support to realize their full potential.

**MN Service Cooperatives  
CTE Consortium Grant  
Claims and Expenditures Summary**

**Minnesota Service Cooperatives CTE Grant FISCAL REPORT**

*Minnesota Statute 124D.4536 - Career and Technical Education Consortium Grant*

Service Cooperative	Allocation	Fiscal Year 2024 Claims		Fiscal Year 2025 Claims		Total Spend	Percentage Spend	BALANCE
		Jan 2024-March	April 2024-June	July 2024-Sept	Oct 2024-Dec			
		2024	2024	2024	2024			
Brightworks(Intermediates)	\$1,970,000.00	\$0.00	\$9,243.12	\$105,200.40	\$271,631.24	\$386,074.76	19.60%	\$1,583,925.24
LCSC	\$819,000.00	\$48,622.34	\$33,216.92	\$79,142.01	\$254,710.94	\$415,692.21	50.76%	\$403,307.79
MSC(Statewide Initiatives)	\$1,574,275.00	\$0.00	\$0.00	\$42,567.95	\$251,362.11	\$293,930.06	18.67%	\$1,280,344.94
NESC	\$717,500.00	\$0.00	\$24,418.66	\$31,482.03	\$78,990.58	\$134,891.27	18.80%	\$582,608.73
NWSC	\$831,500.00	\$71,351.30	\$43,221.75	\$0.00	\$100,845.19	\$215,418.24	25.91%	\$616,081.76
Resource Training	\$620,500.00	\$0.00	\$121,186.50	\$70,622.36	\$56,850.36	\$248,659.22	40.07%	\$371,840.78
Sourcwell	\$656,500.00	\$98,190.33	\$84,618.91	\$136,976.09	\$119,668.37	\$439,453.70	66.94%	\$217,046.30
SCSC	\$844,500.00	\$17,785.04	\$10,574.56	\$147,848.88	\$151,778.61	\$327,987.09	38.84%	\$516,512.91
SSC	\$844,500.00	\$2,293.00	\$2,173.98	\$97,682.14	\$93,066.70	\$195,215.82	23.12%	\$649,284.18
SWWC	\$821,725.00	\$7,329.06	\$49,616.37	\$100,385.01	\$96,873.20	\$254,203.64	30.94%	\$567,521.36
<b>Total</b>	<b>\$9,700,000.00</b>	<b>\$245,571.07</b>	<b>\$378,270.77</b>	<b>\$811,906.87</b>	<b>\$1,475,777.30</b>	<b>\$2,911,526.01</b>	<b>30.02%</b>	<b>\$6,788,473.99</b>

UFARS Object Series Category	Fiscal Year 2024 Expenses		Fiscal Year 2025 Expenses		Total Spend
	Jan 2024-March	April 2024-June	July 2024-Sept	Oct 2024-Dec	
	2024	2024	2024	2024	
100s Salary	\$45,463.84	\$79,665.82	\$293,858.66	\$308,235.57	\$727,223.89
200s Benefits	\$15,791.07	\$24,511.95	\$98,112.79	\$103,343.70	\$241,759.51
300s Purchased Services/Sub Awards	\$61,502.86	\$201,576.08	\$392,664.32	\$989,448.81	\$1,645,192.07
400s Supplies	\$51,188.25	\$37,326.00	\$1,137.69	\$2,468.04	\$92,119.98
500s Equipment	\$70,763.78	\$30,845.55	\$0.00	\$49,894.15	\$151,503.48
800s Misc Other	\$861.27	\$4,345.37	\$26,133.41	\$22,387.03	\$53,727.08
<b>Total</b>	<b>\$245,571.07</b>	<b>\$378,270.77</b>	<b>\$811,906.87</b>	<b>\$1,475,777.30</b>	<b>\$2,911,526.01</b>

In addition to funds detailed above, \$2M has been awarded as sub-grants to Minnesota school districts, another \$1M is projected to be awarded in FY25/Qtr3.

Schools awarded funds will request and receive reimbursement by June of 2025.

Another \$1.5M is encumbered for salaries/benefits to support CTE programming for Minnesota students. All funds are on track for full expenditure by the end of FY25.