

Annual Performance Report FY21

Form status

Consortium name: Dakota County Consortium

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

Why is the APR important to your consortium?	<ul style="list-style-type: none">• 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.
Why is the APR important to the state?	<p>The APR is a federal reporting requirement that will:</p> <ul style="list-style-type: none">• 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.	<p>The APR is divided into two interrelated parts: Performance Indicators and Narrative responses.</p>

PART I: Performance Indicators

Relates to CLNA Element #1 and Various Application Elements:	<p>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.</p> <p>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.</p>
<ul style="list-style-type: none">• To locate secondary indicators and definitions, go here:	https://public.education.mn.gov/MDEAnalytics/DataSecure.jsp
<ul style="list-style-type: none">• For postsecondary indicator definitions, go here:	https://minnstate.edu/system/cte/consortium_resources/documents/Perkins-V-Report-Structure-and-Definitions.pdf
<ul style="list-style-type: none">• 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)

In the area of graduation rates, post-program placement, nontraditional concentration, and WBL in 2020 we exceeded our state determined levels of performance.

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)

Due to the pandemic we will need to continue to monitor our Reading/Language Arts and Math performance. We will continue to build capacity for WBL opportunities throughout our consortium by seeking certification for those staff interested.

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)

Due to the pandemic, we were not able to get a true sense of performance within all our programs of study. We saw a decrease in participation for all groups due to virtual learning only options in many districts. In all groups the ability to complete hands-on tasks that lead to certification or performance were greatly limited. The consortium struggled in one specific area of Medical Careers, where students did not have the opportunity to complete clinical tasks. For those clusters that were more computer based (Computer networking, Graphics Design, or Business) the ability to participate was diminished but not as highly impacted.

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.

On the Secondary side of the grant we will continue to review all programs being offered at each of the consortia members school districts. Due to staffing licensure concerns and retirements it may be difficult to maintain all current program offerings. As part of the CLNA, we will look at current employment trends and fields of high need and determine which of those we can continue to support or implement within our districts. In some cases we may need offer programs on a limited basis due to enrollment interest or staffing options. We continue to see a high number of students identified with Special Education needs taking part in many of our programs. This may require that we incorporate more academic support at the building level for these students to be successful. We will want to continue to explore opportunities to increase nontraditional students into our Transportation Careers(female), Medical Careers(male), Computer Technology(female), and Construction/Mechanical(female) by incorporating potential varieties of careers within these fields. We will use CLNA information to support these options.

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

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))

DCTC's numbers fall within a small percentage above and below the levels prescribed.

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)

The numbers are .5 below on the credentials earned which could have been a margin of error.

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)

The indicators show that the non-trad numbers are higher than prescribed.

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

The growth area at DCTC has more to do with finding avenues to add college credit for the high school students. The major issue goes back to the credentialing requirements (recency) by Minnesota State.

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).

Between labor market data and needs expressed by the high schools, it is clear that there is interest in establishing learning pathways between the high schools and DCTC in the areas of healthcare, welding and automotive. Concurrent enrollment courses have been set up in healthcare (medical terminology) however, the Minnesota State credentialing requirements for welding and automotive (recency) are hindering these courses from moving forward on this platform.

Secondary: Due to the pandemic forcing many schools to move to virtual instruction we saw a slight decrease in CTE enrollment. We shifted some funding to support virtual professional development for staff, although many activities were cancelled or postponed. We did not spend as much money as originally determined. We did support

the use of Naviance, Virtual JobShadow, MCIS, and virtual career fairs. We also supported equipment purchases for those schools that did offer more in-person learning during the year. This equipment was focused more in the areas of Metals, Automotive, Construction, Medical Careers, and Foods programs. We did explore and provide credentials for staff to become concurrent enrollment instructors, but they did not meet the criteria. Efforts in this area will continue along with support for articulated college credits. We did provide updates to all members from DEED, which helps to support decision-making for future CLNA work. Two Rivers High School(WSP), in their Woods program we added Makita cordless tools, clamp racks and Bosch routers. The Metals program added a Bar Fold and a drill press to tap holes. They also added a tire changer and balancer to the Auto program.

DCTC is interested in creating pathways with the high schools into the college programs and began offering classes in the area of general education, few classes were developed in career program areas. The major hurdle is the Minnesota State recency requirement for approving teachers. DCTC did offer a summer pilot program for high school students that included high school credit recovery and a college credit career exploration class.

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).

Secondary:The consortium worked closely as a secondary and post-secondary partner with Dakota County Technical College to review programs of study and interest. We did see Farmington work on implementing a Coding course along with pursuit of an Engineering program. Randolph Schools will be implementing an Early Childhood program during the upcoming year to support local needs determined by DEED information for Dakota County. Six of the 9 consortium members offer some form of an Education Careers Pathway. A goal would be to have them all approved as Programs of Study. Two Rivers High School was able to produce instructional videos with Toyota mechanics.

Through the Concurrent Enrollment program, high school teachers work with college faculty on the curriculum development and delivery offering each other insight and professional development.

9. What actions did the consortium take to advance teacher recruitment, retention, training, and education? What were your successes and challenges? (Relates to CLNA Element #4 and Application Narrative #8).

Secondary:One member of the Two Rivers staff joined ITEEA, a professional organization. ISD 917 supported a Graphic Arts teacher who is pursuing a Masters degree from St. Cloud State in which she received licensure in Communications Technology and Work Based Learning. The challenges that remain for our members are the lack of applicants seeking jobs in CTE fields. The low number of students pursuing course registrations for CTE approved programs. All members of the consortium were informed of the Lakes County CTE licensure options that were created should they have interest in certification. MDE and MNState PD options were offered to all member school districts to support any interest in new licensure options for staff.

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?

Due to the pandemic we struggled to engage new groups of students into our CTE approved programs. With the lack of opportunity in many cases to offer in-person and hands-on learning, we saw a decrease in overall participation. We continued to offer specific courses(Food Industry and Career Explorations) for students with special needs. We continued to offer site tours and visits for students, parents, and staff to see and hear about the options available to them in CTE programs. Many were not able to attend due to protocols. Staff within all our member districts generated virtual learning options that provided equal opportunity to all students. We offered virtual career fairs, site tours, and small group sessions for all populations. We continued to provide PD opportunities through MDE and MNState related to special populations(CTE Works,

WBL Seminars, ELL integration, and Dakota County CareerForce presentations) for all staff. We continue to need attention in WBL opportunities for special needs students and an increase in female and male participation in nontraditional fields. We hope to accomplish this through virtual recruiting, in-person open houses, and industry-led site visits/tours that highlight the need for a variety of workers from all areas.

Almost all members were in a hybrid or virtual learning mode during the past school year. Typical recruitment options were not available, such as site visits, campus tours, group meetings with counselors, and parent meetings. Members did offer virtual options for recruitment that were not attended as robustly due to virtual burnout by students. All members of the consortium did pivot classrooms and activities to a virtual platform that provided the best possible opportunity for awareness and retention. But, without the chance to perform hands-on learning, which is key to CTE programs success, it was difficult to pull in all populations. As for special populations, many schools made adjustments to schedules that reflected the need to support core curriculum areas, which caused some downturn in participation. During the early fall enrollment period of 21-22 there was a slight increase in enrollment and recruitment when the opportunity to attend in-person learning was established once again.

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

11. Describe the actions you took over the past year to improve your decision-making process, specifically to prioritize programming 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

We continued our past governance model of holding monthly meetings with our consortium leadership team. This group includes: teachers, administrators, Supts, district level leaders, community/business members, college staff, and state level staff as presenters. We continued our process of an open application for use of consortium funds through open communication with each member school district. Efforts were taken to make sure all members were aware of and involved in the Grant Plan so they requested funds that met our overall goals. Any trainings, workshops, or events were shared with each member school district. All efforts were taken to assure that anyone wishing to partake in activities that met the leadership teams goals and the overall grant application were relayed to staff. If items or requests needed full team approval, those requests were made available to all members of the team. An annual overview of the grant and funding options was conducted with membership Supts.

- 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).

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

DCTC partnered with Rosemount and Lakeville Area High Schools to provide a summer junior year English credit recovery class along with a career and college exploration course. The project came out of the wishes of the high schools to inspire students who "don't play school well" to understand why they need to finish high school and what the career possibilities are if they do. The technical education pathway collaboration provided students with information and incentive to successfully complete their required high school coursework and look to post-secondary options in high-demand

industries. The high school credit recovery portion of the class fulfilled a high school graduation requirement and integrated materials from the career fields in the college class to promote the “why I need to learn this is” concept. DCTC used reserved dollars to support Summer Scholar by paying for daily buses for the students and buses for the field trip.

Due to the pandemic and lack of the opportunity to partake in an in-person Career Fair, members field trips, and participation in professional development activities we struggled with use of the reserve funds. We did use almost of the funds to support continued efforts in our Mechatronics/Robotics program to purchase mini autonomous cars that enhance future learning outcomes. We also purchased equipment for Two Rivers HS to enhance the Metals lab. Randolph was hoping to use some funds to help in the development of an Early Childhood program, but this use of funds did not meet the requirements. In the past a portion of these funds were used to support transportation and subs for our Career Fair, which was virtual. During the upcoming CLNA process we will look to see how these funds can support staffing concerns, professional development for and new staff, and first hand experiences for students/staff that look to incorporate new areas of study.

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?

Due to our CLNA and DEED information the areas of Medical, Retail, and Heavy Duty Truck/Driver/Maintenance were identified. With this in mind we had goals to expand these programs and look for more concurrent enrollment options for students. The partnership between our secondary members and DCTC were a focus. We were able to hold our monthly leadership team meetings virtually to address these topics and goals. Due to the pandemic we were not able to foster growth through site visits, tours, or other hands-on events to promote these program growth opportunities. We did support financially the purchase of new manikins for CPR certification, equipment for T&I programs of study that would help in transportation related careers, and minor PD related to employee relations for staff. We also looked at the option of getting more secondary staff certified to teach concurrent enrollment courses through DCTC or IHCC. Due to current requirements the staff members who were put forward as candidates did not meet the basic criteria. This continues to be a concern for our consortium. Two main areas of concern were determined that make this difficult: recent industry experience and post-secondary credits tied directly to the area of study. We addressed these issues through work with Troy Haugen and the Lakes County COOP to increase CTE certification for secondary staff. As for the recent industry option or extra post-secondary credits, these areas will continue to be a struggle.

- What were your results as they impacted students?

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