Annual Performance Report FY21

Form status

Consortium name:	Lake Superior 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.
Why is the APR important to the state?	The APR is a federal reporting requirement that will: • 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)

Our strongest performance indicator is the 1S1 4 year graduation rate at 91.07%. Although all of our subgroups are above the target percentage, we have several that are below 80% and will need to be considered carefully in the future. We also showed good student outcomes in the area of 4S1 Non-traditional Program Concentration at 29.71% at the secondary level, specifically with females at 57.53%. Finally, the consortium's 3S1 Post-Program Placement was at 51.05% with the most room for improvement from Economic Disadvantaged and Special Education students.

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 shows that 4S1 Non-traditional Program Concentration is low specifically for males at 19.70%. With the large number of concentrators in this area (203) this is an area we need to focus on in the upcoming year. Although the outcomes in 5S3 Program Quality: Work-based Learning are above the target at 11.22%, we know this is an area of demand within the consortium and can be improved in the upcoming grant year.

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)

The data shows that the largest population performance gaps (double digits) are found in the 4-year graduation rate and Post-Program Placement for the ethnicities of blacks, American Indians, and Asians and in the Special Populations of Special Education, Economically Disadvantaged, and Non-traditional. Without testing in reading in Math, it is difficult to know for sure, but it is likely that these areas would have gaps with the same populations and addressing these areas can help to decrease the performance gaps we noted above.

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.

As we consider future actions, we will begin with digging deeper into school district data to better understand the schools and programs that have the majority of students that represent the ethnicity and special populations found in the performance gaps. We will also work more closely with DEED and Workforce personnel to gather specific pathway and population information for our CLNA. Resources of time and equipment will then be allocated to the school and program areas where the greatest impact can be realized.

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

4. On which indicator(s) do you consider your consortium's performance strong? (i.e., your

The 2020 data shows that our strongest performance indicator was 3P1 which shows an increase of .42% of our target number. When doing a deeper dive into the data, it shows that many of our career clusters are well above our target but specifically shows

performance level is in reach of your upcoming grant-year-1 local level of performance (target))	that we need to focus our efforts within the Architecture and Construction, Information Technology, Manufacturing and Transportation, and Distribution & Logistics Career Clusters. These four career clusters are noticeably below our target.
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)	Our 2020 postsecondary data shows that our weakest indicator is 1P1. It falls below our target by 2.51%. Digging deeper into the data we are finding that our focus areas are again within Architecture and Construction, Information Technology, Manufacturing and Transportation, and Distribution & Logistics Career Clusters.

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

The 2020 data indicates that within 1P1 men are not getting jobs compared to the females. Our data also indicates that we have a considerable gap in 3P1 showing the need to increase females in 3P1. When taking the deeper dive into the data it indicates the need for females in the cluster areas of Architecture and Construction, Information Technology, Manufacturing and Transportation, and Distribution & Logistics Career Clusters.

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)	In reference to our Performance Gap Report Overview by Gender, Race/Ethnicity, Student of Color, Special Populations and Career Clusters: Gender - 3P1 shows that we need to increase the number of females within our nontrad programs and that within 1P1 males are not being placed within employment compared to females Race/Ethnicity - 1P1 data indicates that our Black/African American and Hispanic/Latino students are not being placed within employment as our white students (note that total number of concentrator's is quite low but shows that improvements need to be made). 2P1 data shows a significant gap indicating that our American Indian or Alaska Native students are not completing a certificate, diploma or associate degree. Special Populations - 2P1 data shows a significant gap indicating our homeless youth and youth in foster care are not completing a certificate, diploma or associate degree (2P1). This being said, those numbers are incredibly low (below 10 students). We also show a gap within our Individuals with Disabilities (-8.01) and Individuals with Economically Disadvantaged Families (-9.00) . These two areas have a greater population to work with in increasing completion rates. Career Clusters - 1P1 shows us that we need to improve our placement rate in the Architecture & Construction Cluster. Please note that many of our graduates are not being placed due to our General Construction Worker Certificate with the Dept. of Corrections - those graduates are still incarcerated. 2P1 shows our Business Management & Administration well below our target.

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.	As we consider future actions, we will begin with digging deeper into the postsecondary data to better understand which programs we will need to focus our attention on. Once we have drilled deeper into our data we will meet with our leadership team to determine where to best focus our efforts, time and funding moving forward. Our plan is to gather as much data for our CLNA as we can by the first of the year so when asking for requests for FY23 we can include focus areas for our program instructors, deans, marketing, career services and others that will need to be involved. From the data that we have discovered to date, we do know that our focus areas should include career cluster areas Architecture and Construction, Information Technology, Manufacturing and Transportation, and Distribution & Logistics.

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.

The CLNA guided our work as we created our plan, but much of that needed to be adjusted as the COVID pandemic hit. Funds were provided so that programs could continue and that students could be successful in a year of hybrid and virtual learning. Size, scope, and quality were things we took into consideration as programs and instructors requested funds from those we needed to reallocate from field trips/career exploration and professional development that did not occur.

Equipment was the primary factor affecting size, scope, and quality that was identified in the CLNA and is where a large portion of the funds were allocated. We also identified the need for professional development as it relates to the new equipment. We were able to provide training for secondary instructors with post-secondary instructors in June and hope to expand this in the future as we aim to grow and strengthen the connections between the two institutions.

Size has and will continue to be a challenge as we consider maintaining programs in our smaller school districts to meet the needs of industry at the local and regional level. Our consortium includes the large school district of Duluth that has the capacity to offer a large number of CTE programs with a large number of schools as well as a number of small school districts (one that graduated just 16 students last year). We did provide some funding in these smaller schools in order to support their growth and involvement in a State Recognized POS, even though only a small number of students were enrolled.

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

We will be taking a closer look at Scope in the upcoming year as we allocated funds to developing WBL programs and enhancing the connection and alignment to post-secondary programs. Our CLNA identified the need for licensed teachers in order to maintain program quality so we are working collaboratively with the Rural CTE Grant to assist instructors on an OFP to become fully CTE licensed.

In reviewing the data from last year, the need to address Special Populations on a greater scale became evident. We will work with our governance team to consider ways we can put reallocation funds toward the districts and programs that can most effectively improve the outcomes for those students. At postsecondary, the data shows the need to focus our efforts in Architecture and Construction, Information Technology, Manufacturing and Transportation, and Distribution & Logistics Career Clusters.

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).

Virtual meetings actually made it easier for secondary instructors to join post-secondary advisory board meetings and vice versa. Representatives from industry were also strong participants. This was instrumental in providing updates about the CTE programs, gathering valuable feedback, and making equipment recommendations.

The challenge in small schools is to be able to offer courses in a continuous sequence. When student numbers in the district are already small, the number of CTE Concentrators in any given program area are even smaller. These courses are more likely to be cut due to low enrollment. We are looking at creative ways to offer advanced courses collaboratively through a virtual format yet still provide the hands-on portion locally.

The CLNA identified the need for stronger connection and collaboration between secondary, post-secondary, and industry in some areas. The Culinary Arts State Recognized POS shows a need for a stronger post-secondary connection and greater industry involvement. We worked toward improving the programs at the secondary level through equipment purchases in FY21 and funds allocated for professional development and capacity building in FY22. We are also encouraging some of our secondary teachers who do not have strong advisory boards to become a part of postsecondary advisory boards. This has multiple benefits including having secondary,

postsecondary and industry sitting in the same room discussing program/pathway needs, curriculum reviews, industry needs and education needs.

Although professional development was not as extensive this year due to the COVID pandemic and no travel, we were still able to support our teachers through virtual professional development. One in-person success story was the training provided by post-secondary instructors for secondary instructors in the areas of welding and manufacturing. One challenge with this is that secondary teachers didn't want to miss school, specifically on valuable student contact time in a year with a lot of virtual instruction. The training ended up being conducted in the summer, but we had a relatively low number of secondary instructors as many teachers were ready for a break. Those that did attend found it extremely valuable, so we plan to do more of this in the future.

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).

As previously stated, the CLNA identified the need to have our teachers properly licensed so that they could maintain or improve program quality. Again we are leveraging funds from the Rural MDE Grant to provide the professional development needed to support our teachers in getting properly licensed/endorsed. Planning started Spring Semester and the training will be taking place FY22 with completion by FY23. We have five construction, six manufacturing, one transportation, two communication and two WBL.

One challenge that was noted in our CLNA is the lack of underrepresented teachers and leaders in our consortium. Our goal is to include this in our discussions on special populations with the governance team to see how we can develop and support teachers of color and underrepresented groups through reallocated funds.

Lastly, the CLNA identified the need for better marketing of CTE programs and careers. We addressed this during meetings with regional workforce committees and have funds allocated in FY22 to develop this in collaboration with these groups.

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).

The CLNA focused on the shortage of recruiting and retaining licensed CTE teachers in order to provide equal access to CTE programs for all students. The shortage of licensed teachers and the number of teachers on Out of Field Permissions has made for high turnover among staff and for sections to be cut. The CLNA also identified non-traditional students as one student group needing attention.

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

Our data shows a need to focus on homeless youth and youth in foster care as well as individuals with disabilities and individuals with economically disadvantaged families. Since postsecondary FY21 data was available we took a quick look at the data to see if we have other areas in need. Iit also shows the need to also focus on Out of Workforce Individuals and Single Parents.

Funds have been set aside for FY22 to focus on these special populations with POS career exploration events and college for a day. Lastly, we have spent a great deal of time discussing when courses are offered and have started adjusting our course offerings making them more accessible to more students.

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

The Lake Superior Consortium supported Summer Camps through stipends to post-secondary instructors and assistants. This provided students from diverse backgrounds to get early hands-on experience in the areas of welding and design. We also supported a program for high school females in the welding field by providing a stipend for a lab assistant in the Fired Up About Welding program. Eight students participated and three went on to enroll in post-secondary welding programs.

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

With the turnover in staff, we spent a significant amount of time and effort in developing clear processes and procedures within the consortium and providing good communication to our member schools and CTE instructors. Some of the steps we took included:
Establishing a leadership team to guide the consortium board and coordinators
Updating the Consortium by-laws
Standardizing equipment requests
Utilizing a budget committee

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

Providing board representation from all member schools with virtual meetings to reduce travel and improved safety.
Providing presentations and regular communication to administrators, business managers, and CTE instructors
Adjusting how needs within the region and programs are determined and focusing our funds and efforts on those needs.
There is room for improvement, however, as we need to focus more on innovation and improvement, rather than sustaining and maintaining. We will do this by more specifically analyzing the data, establishing our priorities from the gaps that emerge, and strategically crafting our Request For Proposal for districts and programs to access funds moving forward.

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?

The majority of the reserve funding at the secondary and postsecondary level has been allocated to equipment and software purchases in the area of Trade and Industry. Manufacturing and Construction are two of our state recognized programs that are high skill, high wage, and in demand careers in the region and require this investment in order to prepare students for post-secondary programs and the workforce. Some of these purchases allowed instructors to provide the ability for students to complete the program during virtual and distance learning.
Secondary: Reserve funds were used to fund summer camps and the Fired Up About Welding mini-courses which allowed us to reach special populations. As we start the next CLNA, we plan to gather more data regarding special populations and how to best provide access to CTE programs for these students. As we go about that work during this fiscal year, it will provide the framework for our RFP process that will guide member school districts and programs in submitting applications for funding of initiatives that are bold and innovative.
Post-Secondary: Reserve funds were used to support new and innovative equipment within the Health Science and Engineering, Manufacturing and Technology Career Clusters. Advisory boards review each program's curriculum and program space to determine what new and innovative equipment is needed to meet industry standards and to prepare students for employment. Recommendations are taken into account by the program instructors and then submitted within the LSC standardized equipment

request process. Professional development is also discussed at this time to determine if training will be needed for the instructor on equipment requests.

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?

• What were your results as they impacted students?

The priority we chose to highlight is from Element #3 of the CLNA - Coordination and Collaboration between Secondary, Post Secondary and Business/Industry Business and Trade and Industry programs. In our plan, we chose to provide support to professionals and our Programs Of Study. We achieved this by providing funds to assist with virtual learning, along with safe in-person learning through the purchase of additional equipment, on-line curriculum, virtual advisory and consortium meetings. We also provided club support to those school districts still able to carry out these programs. We supported our teachers through professional development and our students through articulated classes with LSC. All of this played a role in supporting our programs and retaining teachers to meet the needs in the classroom which ultimately positively impacted students through the use of industry standard equipment and quality curriculum.

Cancel