

Annual Performance Report FY21

Form status

Consortium name: South Metro 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)

1S1 4 year Graduation Rates has been a strength within our consortium for many years ranging from 89 - 92%. Our data for FY2020 was at 92.91% with all ethnicity groups graduating at a rate of 86% or higher (this excludes American Indian due to a low number of students in that group). While 1S1 4 year Graduation Rates is noted for our overall success and high graduation rates amongst all ethnicity groups, our data for special populations is significantly discrepant from these data points (Special Education 69.32%, Non-Traditional 58.11%, and English Learners 47.37%).

4S1 Non-Trad Program Concentration appears to be a significant strength (43.2%) in comparison to our goal (13.39%). In addition to our overall performance being high, there are no significant differences between our overall performance and any of our ethnicity groups, economically disadvantaged, non-traditional students or English Learners.

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)

Special populations throughout our secondary indicator data are identified as an area of concern. This issue was identified in our last CLNA and resulted in goals/activities focused on professional development around recruitment and retention of special education and English Learners in our CTE courses.

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)

Special populations throughout our secondary indicator data are identified as an area of concern. This issue was identified in our last CLNA and resulted in goals/activities focused on professional development around recruitment and retention of special education and English Learners in our CTE courses. I had some tables, but I can't get them to load. I can email you a word doc of our APR if that would be easier.

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.

We will continue to work on our action plan that was developed following our CLNA. A copy of our action plan is attached to our APR. We identified 3 "buckets" for Year 1 & 2 including Equity, Math and Development of POS. Due to COVID, we did not make the desired progress as outlined in our action plan. As part of the CLNA process we want to gather additional information from our stakeholder groups, review our goals/action items, and consider the need for dedicated staffing to ensure progress is being made towards our goals.

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))

IHCC is with in a small percentage above and below the levels prescribed. It was .5 below on the retention and placement which could have been a margin of error

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)

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 IHCC earned credential numbers are higher than prescribed.healthcare areas.

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.

IHCC would like to see how Perkins funds can further assist recruitment and retention of non-trad in the healthcare areas.

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).

When completing our past CLNA, we used a variety of data points including the number of courses offered in each pathway, student participation data, access to college credits, TSA and/or certifications, and alignment to industry based on DEED data for demand and average wage to evaluate our programs. Here is a summary of our results: (I had some tables, but I can't get them to load. I can email you a word doc of our APR if that would be easier.)

We are a consortium of 3 large, metro districts resulting in solid student enrollments, multiple course offerings, robust business and industry partners, and strong partnerships with post-secondary programs. We have worked hard to expand our course offerings where we have identified gaps, update programs to align with current

industry standards and to offer college credit/certifications in our programs.

The CLNA highlighted the importance of training more people to work in the areas of nursing and emergency responders. IHCC worked with area high schools to expand concurrent enrollment programming classes in Nursing Assistants, Emergency Medical Responders and Emergency Medical Technicians. The addition of Nursing Assistant and EMR/EMT into our Health and Human Services secondary programs has been a HUGE undertaking at the secondary level to work with a college partner, meet MDH requirements, hire qualified staff, set up a classroom and ensure that the instruction for our students adequately prepares them to pass the certification exam. As a consortium, we have also focused efforts on our automotive, construction, STEM, and culinary programs in the past few years.

In 20-21, Lakeville and Burnsville began working in automotive and manufacturing after receiving a YST Grant from the MN Department of Labor. Programming for certification, work experience and work based learning opportunities were developed for implementation in FY21.

Based on this information, we determined that our funding priorities currently fall into 3 tiers:

Tier 1 (High Priority)

POS #4: Therapeutic Services

POS #5: Emergency & Fire Management Services

POS #12: Teaching / Training

POS #13: Production

POS #14: Engineering & Technology

POS #7: Design / Pre-Construction

Tier 2 (Medium Priority)

POS #8: Accounting / Business Finance

POS #9: Administrative Support / General Management

POS #10: Marketing Management

POS #11: Journalism & Broadcasting / Audio Video Tech & Film

POS #15: Merchandising

Tier 3 (Low Priority)

POS #1: Animal Systems

POS #2: Travel & Tourism

POS #3: Programming & Software Development

POS #6: Facilities & Mobile Equipment

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 secondary and post-secondary programs within the South Metro Consortium collaborate on a number of POS projects. For example, District 196 and 191 are both working with IHCC to expand our Health Care offerings including EMT and Nursing Assistant. IHCC is dedicated to expanding concurrent enrollment offerings in the health area including nursing assistant and the emergency medical technician track with 27 sections of Nursing Assistant and 9 sections of EMT in AY22. IHCC has offered collaboration professional development sessions for the secondary & post-secondary staff in these programs. IHCC is also offering an engineering club experience for secondary students.

Lakeville high schools and Rosemount High School received a grant from an anonymous donor to implement Summer Scholar Career Exploration (SSCE). SSCE helps high school students earn credit recovery in their English course and college credit while exploring careers in high skill, high demand careers at Dakota County Technical College.

9. What actions did the consortium take to advance teacher recruitment, retention, training,

As part of our CLNA, teachers identified a need for additional training in the area of working with English Learners. In 20-21, we worked with lead EL teachers from our districts to work with CTE staff to identify the training needs and create a training

and education? What were your successes and challenges? (Relates to CLNA Element #4 and Application Narrative #8).

module to address the needs. Additionally, we have created a training “framework” to support all teachers that includes levels of engagement from basic/required to advanced training in an area. We plan to utilize this framework across multiple content areas as we develop them.

Unfortunately, due to COVID we did not offer our annual KickOff meeting and we are currently working on a way to offer the experience virtually and/or asynchronously. Additionally, our staff who attend a great deal of professional development through student orgs are looking forward to the safe return of these opportunities this year. As mentioned previously, IHCC added a professional development series for the high school and college instructors that teach Nursing Assistant and EMT courses that includes 4 Zoom meetings over the year. These meetings start with an opportunity for the instructors to communicate/discuss with each other and then moves into specific training. During AY21, the college started the trainings but due to the instructors’ need to focus on the changes due to the pandemic, the spring sessions were canceled with the series restarting in Fall 21.

Recruitment of licensed CTE staff continues to be a challenge. While the portfolio and Tier 1/2 options do create opportunities for hiring staff, there are barriers to getting to full licensure that we have to work through.

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).

IHCC focused funds on career program students who received disability services. The survey responses from these students showed that they “Strongly Agree” or “Agree” that having an academic coach was helpful and that they would like to continue with have one in college. Given the year of transition due to the pandemic, it’s not surprising that many felt that the assistance with D2L navigation was useful.

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

At the secondary level, COVID has had a significant impact on student engagement for special populations across all secondary programming including core instruction. As noted previously, both our indicator data and stakeholder feedback has us focusing on special education, English Learners and economically disadvantaged students. While our Special Education and EL participation data is lower than the average of other groups, we have a higher participation rate in comparison to our district’s average of 14-15% of special ed students and 7-10% of EL students. In 20-21 we focused on the development of EL Training. We will continue to look for barriers for special populations of students to engage in CTE courses.

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

Perkins funds were used to pay EL lead teachers to develop training. We will be using funds this year to pay for teachers to attend and implement the training in their CTE courses.

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

The South Metro Consortium leadership team gathers and reviews feedback from stakeholders regarding overall CTE programming, funding priorities and consortium goals/activities identified in our annual Perkins application in a variety of ways including:
 teacher and industry feedback is gathered through advisory meetings
 CLNA process was used to gather feedback from students, teachers and administration
 feedback is gathered from activities such as field trips, job shadowing and professional development
 A back to school kickoff event is held each year with teachers to share and gather information

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?

Our reserve allocation for secondary was targeted towards the development of the District 196 Certified Nursing assistant program. Funds were used to secure the start up equipment and materials for the program, concurrent enrollment costs and certification expenses. This program has had an immediate impact on enrollment and expansion of our health care options. In 19-20 when the program was piloted, 10 students participated in the course. In 20-21, 45 students were enrolled and in 21-22, 90 students are enrolled. There continues to be a number of challenges to work through including teacher licensure. In the future, Lakeville schools are looking to start a CNA program as well.
 IHCC had planned to include the concurrent enrollment high school students, instructors and campus faculty and students in a Nursing Assistant/EMT First Responder Day. As a result of the pandemic, plans were cancelled and the funds were used on equipment that would further the studies in these two areas.

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?

Clearly state the priority: Support training needs identified by CTE teachers around recruiting, retaining and supporting EL teachers within CTE courses.
 What actions did you identify in your consortium plan to address this priority? Explore options for training EL Training
 What expenditures were made in FY21 to address and support the implementation of this priority? EL Lead Teachers from the secondary district were paid timesheet hours outside of their contracted days/year to meet with CTE staff and develop an asynchronous training for CTE staff.
 What were your results as they impacted students? The EL training will be pushed out to staff this year with a scaffolded training plan “options”. One component of the training plan is having the teacher identify strategies to implement within their course and will include a pre- and post-assessment to determine impact on students.

- What were your results as they impacted students?