

Annual Performance Report FY21

Form status

Consortium name: Central Lakes 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)

Central Lakes consortium strongest performance for secondary is 4-year graduation rates. The 92.23% actual percentage is the highest it has been since 2011. The strength of this number is the positive gap difference of 1.82% between the actual student number and the expected state and consortium target numbers. It is also noted that while the positivity of these numbers overall are strong, there are negative gaps in American Indian, Multi ethnic populations and certain special populations indicating a need for additional attention to these student groups relative to 4-year graduation rates.

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)

It is also noted that while the positivity of these numbers overall are strong, there are negative gaps in American Indian, Multi ethnic populations and certain special populations indicating a need for additional attention to these student groups relative to 4-year graduation rates.

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)

While not reported for FY2020, the areas of reading/language arts and math have known performance gaps based on historical data. Performance gaps are shown in the following table to exist in all remaining areas.

Gaps (Ss group-GTtl)	4-Year Grad Rate	Post-Program Placement	Non-Trad	Work Based Learning
Male	-7.74	-11.41	-2.35	
Female				
AmIndian	-12.23		-6.16	
Asian	-6.54		-13.3	
Black	-20.45		-5.61	
Hispanic	-9.74		-3.78	
MultiEthnic	-13.66		-36.54	

SpecEd	-19.5	-7.13	-1.89
NonTrad	-35.29		
EconDisadv	-9.25	-9.74	
EngLearners	-61.46	-31.54	

Review of the data indicates our priorities for improved performance indicators to be 4-year graduation, and post-program placement coupled with reading/language arts and math. Student sub populations falling in one or more indicators identified are males; American Indian, Asian, Black, Hispanic, and Multi-ethnic populations; and special populations of Special Education, Economically disadvantaged and English learners.

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.

Planning for FY2021, the consortium worked closely with WIOA partners, secondary special education teachers and counselors to provide additional career exploration support for students in ethnic subcategories and special population students. We worked with these partners to provide customized career exploration content (Career videos, Foundation skill assessments) to determine what strategies were best to reach and connect with individual students in these sub-population groups. The NAPE equity assessment provided useful feedback to guide planning for equity practices. Future actions include the continuation of identified strategies and the incorporation of questions related to gaps identified and how to close them in our upcoming CLNA for FY2023-2025.

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))

Central Lakes consortium strongest performance for postsecondary 2P1 – Earned Recognized Postsecondary Credential. Our year 1 goal was 51.27% and our actual performance was 52.86%. The earned credential is at this higher rate in part because there were significant retention and completion efforts enacted across the college. These efforts also impacted our 1P1 indicator, Post-secondary Retention and Placement, where we were very near the goal of 93.42%, scoring 92.11%.

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 consortium postsecondary indicators are lagging on 3P1, Nontraditional Program Enrollment. Our year 1 goal was 15.40%, and we achieved only 9.53%.

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

For 1P1, we have significantly more female nontrade students than male nontrad students. It is interesting that for 3P1, the percentage of nontrad students is much higher than average for students of color and specific racial/ethnic groups. Students of color generally had lower earned postsecondary credentials (2P1) than their white counterparts, which is an opportunity for improvement. Individuals with disabilities, out of workforce individuals, and youth in foster care scored lower on 1P1, postsecondary placement. Individuals with disabilities scored higher on 2P1, earned postsecondary credentials, but single parents, homeless youth, and youth in foster care scored lower on 2P1. All special populations scored significantly lower than expected on 3P1 with the exception of individuals preparing for nontraditional fields. Postsecondary placement (1P1) was high and within +/- 10% of the goal for all career clusters. Earned postsecondary credentials (2P1) was low for Ag, Food and Natural Resources; Finance; Human Services; Information Technology; and Law, Public Safety, Corrections, and Security. 2P1 was high for Architecture and Construction, Business Management and Administration, Education and Training, Manufacturing, and Transportation and Logistics. Nontrad program enrollment (3P1) was low for Health Sciences, Human Services, Manufacturing, and Transportation and Logistics, but was high for Ag, Food and Natural Resources; Business Management and Administration; Education and Training; Finance; and Law, Public Safety, Corrections, and Security.

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)

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.

In areas of strength (higher performance on indicators), we will review what specific actions have been taken to learn best practices that might be applied in other areas to increase scores. In areas of lower performance, we will review the factors contributing to lower performance and conduct root cause analysis to find solutions to fund using Perkins resources.

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).

Size based on student numbers indicate of the total 3,895 CTE students enrolled at the secondary level, +/- 75% enrolled in one or more of the consortium state recognized program of study. These state recognized programs of study are regionally in-demand careers in the consortium including culinary arts, manufacturing, welding, construction, business management, and transportation. Our region identifies many of these areas as being high skill and high wage career fields as well. In certain areas that have been historically lower wage, such as culinary, we have seen a shift in wages over the last year with employers increasing wages, in some cases significantly, in order to attract and retain workers. Access to local use of funds was determined based on the need to upgrade and/or expand available equipment and technology necessary to create a learning environment similar to those found on the job site and to utilize simulations/technology for enhancement of virtual learning. Local funds were also accessed to increase opportunities for students in work based learning through on campus/in-school entrepreneurial programs and on-site community based businesses. Decisions were made to assist with funding start-up approved programs in districts and/or refreshing of approved programs that had fallen behind in equipment and technology also utilized local funds.

Scope of programs is aligned with business and industry through the guidance provided by advisory groups at the secondary and postsecondary level. There are also industry standard assessment opportunities provided to instructors for use in their courses. Secondary teachers and postsecondary instructors work together to align curriculum for transfer. Based on the postsecondary options available for the consortium's state approved program of study, students can have a seamless transfer to the college using in-place articulation agreements and/or CIS courses. We also developed new programs at the postsecondary level to align with local workforce needs and with the large numbers of students taking courses in these career pathways in the high school. We used funds to launch the culinary program and to develop new human services and pre-social work pathways. We also added an Emergency Medical Technician certificate to provide more options for students interested in health sciences and to support local workforce need.

Quality of programs are vetted at the secondary level through the examination of programs and courses and the assistance provided for upgrading and/or changing them by MDE. Review by local and regional advisory boards provide guidance and recommendations based on future projections for outputs and equipment needs. Students evaluate quality of programs through the assessment opportunities provided in class. The majority of the programs have active, formally recognized CTSOs that enable instructors and students to network regionally, nationally and in some cases internationally. The intent to increase work based learning opportunities will also provide stronger quality and accountability to our programs. At the postsecondary level, industry advisory boards are the main quality reviewer of program content. All courses and programs are also vetted through the Academic Affairs Standards Committee. Perkins funds were used to support programs that needed funding to further develop and expand to meet industry standards and needs.

The Central Lakes Consortium also completed the NAPE Equity Self-Assessment for each of our schools and college. Results are being used as part of the CLNA process and to identify strategies for growth across the consortium.

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).

We began review of the postsecondary CIP to secondary Table C crosswalk to better understand the alignment of pathways. In practice, students rarely come from the exact narrow Table C code CTE classes into the associated postsecondary CIP program. Most often, it is a two-way funnel, where students from multiple related (an unrelated) high school CTE programs enroll in a specific college major and where students in a postsecondary program could have come from one of many secondary CTE programs that are related to the major.

Not all high schools offer all CTE areas, so in many cases, students at the high school are limited in their CTE course choices. Their interests for a postsecondary program may not be mirrored in course offerings at the high school. Similarly, students that are interested in career pathways available at the high school may not be available at the college either due to low demand, lower need for local workforce, or cost barriers.

Advancing teacher recruitment, retention, training, and education

- Support for licensure portfolio development by coordinator through edit and review directly or referred
- Support for teacher program review and course development through review and review directly or referred
- Working relationship with Sourcewell Teacher recruitment for central Minnesota
- Support for attendance at professional development seminars/webinars/virtual learning for instructors and counselors
- Time allocated with administrators, counselors, and other school personnel for appreciation and understanding of CTE framework
- Support for summer camps related to field of instruction for enhancement of skills and knowledge for teachers

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).

Successes- secondary teachers are moving forward and/or have completed portfolio development and/or coursework to gain Tier 3 licensure. Of this group, three have completed portfolios and +/- 10 are in process.

Challenges-

- Time available by qualified but not licensed teachers to complete portfolios, particularly with the changes to distance learning due to COVID.
- Teacher time to attend professional development opportunities during school day and/or school year and the lack of offerings during COVID.

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).

Data provided in the matrix found in Question 2 of this report tells us that the following groups need special attention for the areas identified:

- Males in the nontraditional fields of study show a need to increase enrollment
- Non- traditional students 4-year graduation rates are lower than other groups. It is not known why. This needs attention going forward
- Special education students show needs for both post program placement and more work based learning.
- Career and college readiness collaborations with consortium partners need to be strengthened in individual school districts

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

At the postsecondary level, we need to support:

- Males enrolling in nontraditional programs
- Students of color in retention and completion efforts
- Individuals with disabilities, single parents, homeless youth, and youth in foster care with enrolling in nontraditional fields, credential attainment, and placement.
- Programs that have lower earned credential rates and nontraditional enrollment.

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

- Career videos
- Career assessment tools
- Virtual campus tours of CLC and a CLC app
- Career and college readiness collaboration between agencies and local districts
- Precision Exams foundational skills and knowledge assessments
- Special outreach events for special populations and nontraditional students were attempted but had very low attendance due to the need to keep them virtual. (Zoom burnout its real!)
- We had targeted outreach activities and advertising to reach more special populations, nontraditional students, and students of color to connect them with local postsecondary programs and career pathways in the community.
- Determined the need for a Careers Center at the college that will be launched in FY22.

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

Needs and concerns of learners, teachers, and administrators are brought before consortia leadership through written and oral communication with the secondary and post-secondary coordinators. It occurs at scheduled consortium leadership and liaison team meetings and meetings with superintendents, principals, and other regional partners. In addition, there are communications that go out from the coordinators to all CTE instructors, business managers, counselors, and P-file reporters regarding information updates and professional development opportunities.

At the postsecondary level, needs and concerns are reviewed at program advisory board meetings, CTE division meetings, administrative meetings, shared governance meetings, 1:1 department meetings, and academic division analysis.

The Central Lakes Consortium prioritized POS for investment in our FY22 application by looking at the following factors:

- CLNA findings and strategies to address findings (main takeaways were that we have many small districts that cannot offer more than one or two CTE

pathways and that the largest need for funding at the secondary and postsecondary levels was equipment, technology, and teacher professional development)

- Equity of access to all career areas across the 24 districts
- Support the implementation of new courses/curriculum/ programs in the district.
- Which POS were weak across the consortium and needed investment to improve
- Which POS were signature programs across the consortium and required funding to refresh curriculum, equipment and technology
- Financial need is greater than the district can provide.
- Students benefit from the opportunity to use industry standard equipment/technology.
- The potential to increase student numbers in CTE courses in the district.
- Advisory committee recommendations for funding priorities.

The Central Lakes Consortium CLNA data also showed that 21% of our districts only have capacity to offer one program of study, and we want to ensure that any district with need and that meet the criteria defined above can access Perkins funds to support the implementation and growth of their CTE programs. There is a tension in the new law about having program of study with size, scope, and quality and also ensuring access to all CTE program areas for all students in the consortium. We are continuing to delve into the data and better define how several high school CTE courses (Table C codes from MDE) lead into one particular post-secondary award (CIP code) and vice versa. The reality of how POS function is that there are many high school CTE courses that are tangentially related to an area of study at the post-secondary level and vice versa. This is particularly true for smaller districts where only one or two career areas are represented.

We focused our investments in program areas mainly based on ensuring equity of access to all career areas across the consortium districts and on strengthening programs that had need for improvement. Once these priorities were funded, then we focused on stronger programs that still required investment to keep their equipment, technology, and instructor knowledge current with industry.

Consortium activities were communicated at leadership and liaison meetings, secondary administration meetings, emails to instructors and administration, CTE division meetings, CLC administration team meetings, 1:1 department meetings, and conversations with advisory boards.

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).

The reserve allocation was used to:

- To support the continuation of work between Northwest Regional Consortium Leaders. This work began two years ago. The resulting outcomes were the collaboration of the CLNA common survey framework for our CLNAs. Our CLNAs identified the need for a communication resource portal that would allow for a sharing of information and knowledge across the region related to Perkins V. This group continues collaboration for the upcoming CLNA for the next fiscal cycle.
- To collaborate with Career Depot to create career videos to be used in multiple grade levels. These high quality videos are used as a way to inform students about careers and expectations for skills and knowledge related to them. Filmed in actual work environments, students can access them on their computers at any time/any place, which was critical during COVID.
- To plan for a statewide Ag-FCS workshop for CTE instructors. The event was postponed until next summer (2022) but the investment in planning and strategizing will allow for stronger attendance and a model that can be used for multiple career clusters.
- To allow CTE secondary teachers to access virtual learning curriculum. Because of COVID and the inability to have students in the classroom, teachers requested virtual learning packets that simulated classroom learning.
- At the postsecondary level specifically, we launched a CLC app to better engage with our students and put information in a single place for students to access.
- We supported the development of a virtual career exploration tool, the Game of Careers, to provide on-demand career exploration content that can be used in classrooms in-person or virtually at any time.

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

As we begin our next CLNA, we will focus more on the data indicators and information on gaps to prioritize our funding decisions. We will also delve more deeply into the questions of bold/innovative needs from our consortium and identify how we can support these initiatives in coming to fruition.

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?

• Clearly state the priority.
Funding equipment and technology to support industry-standards learning in CTE programs at the secondary and postsecondary levels.

- What actions did you identify in your consortium plan to address this priority?

We allocated more funding to this priority than in previous years due to identified need in our CLNA and conversations within the consortium.

We prioritized professional development activities to train instructors on the equipment and technology to ensure high quality learning experiences for students.

We specifically supported equipment and technology that enhanced distance and hybrid learning in CTE areas, per the request of instructors and administration at both the secondary and postsecondary levels.

- What expenditures were made in FY21 to address and support the implementation of this priority?

We funded more equipment than normal to support industry-standard learning in our CTE programs.

We funded the development of a statewide Ag-FCS workshop for CTE instructors in conjunction with the Ag Centric Center of Excellence. The event was postponed until next summer (2022) but the investment in planning and strategizing will allow for stronger attendance and a model that can be used for multiple career clusters.

Funds were used to support virtual CTE program delivery by providing virtual learning kits and simulation software/equipment to enhance distance learning activities.

- What were your results as they impacted students?

For many programs, but for the expenditure of funds to support virtual learning kits and virtual career exploration tools, there would not have been as good of an experience for students in CTE programs. It was incredibly difficult to teach hands-on CTE programs virtually, and these tools allowed for more

engaging and relevant experiences for students that were not just theory-based. The expenditures to support virtual learning of CTE also can be used longer term to support equity of access. We are exploring ways with Sourcewell and other partners that virtual CTE classes, where appropriate, could support more CTE options at more districts that cannot afford to have a program on-site.

Cancel