

Annual Performance Report FY21

Form status

Consortium name: Hibbing-Chisholm 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)

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)

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)

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.

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))

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)

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.

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).

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).

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).

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?

- 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

- 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?

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?

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