Annual Performance Report FY21

Form status

Consortium name: Northeast 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)

Our best student outcome for FY20 is the 1S1: 4-year graduation rate. We are at 92.21% which surpasses our original goal before covid and soars passed the adjusted covid percentage. Even with all the changes that our CTE seniors encountered, seniors in every ethnic group passed at 80% or higher. We are so happy that our graduation increased from the prior year and continues to show progress.

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)

Indicators our consortium is struggling with is non-traditional enrollment and moving students from being a CTE program participant to a concentrator. We have 14,870 participants with 8,742 concentrators which is at 37%.

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)

There were significant drops in our work-based learning data which would be 5S3. Our data dropped between 12-14% which can be attributed to Covid 19. Our consortium met the adjusted goal but did show a double-digit decline.

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?

Allocation decisions made in the spring of 2020 for FY 21 spending was based on a "normal" school year. At the time of submission, nobody could have predicted the year we ended up having. So as our schools flipped and adjusted, so did our grant spending. Priorities shifted quickly and RFP's that were approved were adjusted to our new reality. Our consortium leadership team met and did a fantastic job of managing allocations and focused on supporting our CTE students and teachers. What we once knew about our employers has changed which is why our updated CLNA will be vital as we plan for the next 1-2 years. Our future actions will be based on the knowledge that students will remain in-person for learning during the 21-22 school year which will help with data collection. We will be reviewing data from Real Time Talent as part of our CLNA process and using our new Perkins Governance Team to set application and funding priorities.

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))

The strongest performance indicator was 3P1 which showed an overall level of performance at 16.36%. This is above the state determined performance level (14.83%) for this indicator. A contributing factor to the strength of this indicator is performance based on gender and special population (Individuals Preparing for Non-Traditional Fields).
The only notable disparities were a small percentage for Youth in Foster Care and English Learners. However, for these groups the population size was low within the 3P1 indicator.

Also strong was the 1P1 performance indicator which had an overall performance level of 88.93%. This is below the state determined level of performance for grant year 1 (91.35%) but is higher than the 90% performance threshold for this indicator. contributes to the strength of this indicator is that as we drilled down into performance based on gender, ethnicity, and students of color or special populations status there were no glaring disparities within the category of Race/Ethnicity. The only notable disparity was Youth in Foster Care and English learners. Subgroups contributing to the strength of this indicator are Individuals with Economically Disadvantaged Families, Single Parents, and Individuals Preparing for Non-Traditional fields.

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 weakest performance indicator was 2P1 which had an overall performance level of 39.94% which is below the state determined performance level (42.38%) for this indicator. While overall percentage for 2P1 is slightly below the state determined performance level, a review of the disaggregated data in each subcategory suggest this indicator had the most discrepancies. Significant gaps contributing to struggles in this indicator are manifest across gender, ethnicity, and 3 of 9 special population subgroups particularly English Learners with a 19.35% performance level which is 21% below the indicator average, Individuals with Disabilities (32.95%), and Individuals with Economically Disadvantaged Families (34.73%).

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

For the 1P1 indicator there were no glaring disparities based on gender, ethnicity, and student of color subcategories. There were disparities for special population groups, Youth in Foster Care (50%) performance rate which is 38.93% below the average and English Learners (68%) 20.93% below the average indicator level. However, these groups represent a low percentage of students (2 and 25) respectively.

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)

As noted earlier, the 2P1 indicator is the weakness for the Northeast Metro consortium. A deeper dive into the data indicates significant gaps are most evident in ethnicity, special populations, and specific career clusters. The most startling gap is in relation to ethnicity where Black or African American stands at 29% which is 10.94% below the Northeast consortium indicator level of 39.94%. Disparities were also noted for Asian students, and were higher for Native Hawaiian/Pacific Islander, and American Indian or Alaska Native. However, it should also be noted that the number of students is quite low for these student groups. Additionally, disparities exist for English Learners and Individuals with Disabilities where both groups are significantly below the average for this performance indicator.

In reference to career clusters for 2P1, state recognized POS that have disparities are: Business Management and Administration with a 15.32% performance level which is 24.62% below the average for this performance indicator, followed by Marketing 22.55%, Human Services 20.76%, and Information Technology 21.12% which are all below average for this performance indicator.

3P1 - Disparities identified in this indicator relative to gender, indicates a gap for male students at 12.28% which is 4.08% below the performance level for this indicator. For ethnicity a gap exists for white students at 13.43% which is 2.93 below the average. The special population data indicates gaps for Homeless Youth and Youth in Foster Care however, these two categories have low numbers of students. In reference to career clusters, state recognized POS clusters with gaps are Education with at 0% performance level which represents a gap of 16.36% followed by Manufacturing at 2.56% which is 13.80% below the average for this 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?

As noted above, decisions regarding Perkins allocations made during the spring 2020 for Perkins grant submission for FY 21 spending was based on a "normal" academic year. At the time of application submission, there was a great deal of uncertainty as we adjusted to a new reality. Through our RFP process we quickly shifted to meet the technology and educational resource needs of postsecondary CTE programs and departments as they moved to virtual platforms to support student learning and services to support student success.

When considering the performance indicator data and findings from the previous CLNA, student completion remains an important focus for the Northeast Metro consortium. An initial action will be to focus on career clusters and populations that have the largest gaps in performance with large numbers of students.

A second action a would be drilling down into data clusters to determine what strategies might be most effective in moving the needle on performance levels for student populations in selected career clusters. For instance, for 2P1, although Black/African American students have the third lowest performance rate (29%) behind Native Hawaiian/Pacific Islander and American Indian or Alaska Native, CLNA data indicated a lag in completion for students of color across many CTE career clusters. What strategies might we explore to increase degree completion in both career clusters with a high number of enrolled Black/African American students as well as those clusters with low number of this community of learners. This strategy would also be applicable to other subgroups of students where significant performance gaps exist (e.g., English Learners, Individuals with Disabilities, Individuals with Economically Disadvantaged Families).

Several current strategies for FY20-21 were also included as part of our allocation decisions for FY21-22. We anticipate more robust data on the potential impact these strategies with a move to a normal academic year educational delivery format.

As we consider future actions, this data highlights the need to be more intentional and focused on one or two specific strategies to address performance gaps. Future actions for Perkins allocation priorities will be based on:

1. Data from the next CLNA process and direction from our Perkins Governance team to set application funding priorities and support strategies to address performance gaps.
2. The knowledge that students will remain in-person for learning during the 21-22 school year which will help with data collection.
3. A review of internal student success data and data from Real Time Talent as part of our CLNA process.

7. Explain how size, scope, and quality informed your data-determined decisions concerning programs of study and local uses of funds.

Secondary: Two years ago, our consortium prioritized our top 7 state recognized programs and our secondary priorities in each program of study. This second step was due to the programs that are in-demand in the NE Metro communitie, may need to be brokered with another college or is an essential job. Last year, helped our schools (principals, administrators, teachers, and parents) to see that our community needs a strong skilled workforce. CTE students are our future and programs that may not have fit by size are certainly the most in-demand workers we have in our community. As our country, state and cities adjust to life with Covid 19 and the ramifications of being home during the 20-21 school year, so has our workforce. Our governance team with new data from Real Time Talent will be evaluating our current state recognized programs and make recommendations based on the findings and be tied to priority use of funds.

Postsecondary: The CLNA process provided a general outline of strategies in the implementation of Perkins V. The framework of size scope, and quality is a challenging aspect for our consortium as Perkins funds are limited and thus unable to meet all funding needs in supporting all CTE program requests. The CLNA indicated a need to continue work on the following areas:

- Program alignment (secondary to postsecondary).
- Professional development training relative to course alignment and related topics.
- Addressing performance gaps (moving concentrators to completers).

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

Several consortia high schools have engaged in conversations to move beyond teacher and student interest to align career and technical programs with labor market information. This includes conversations with local employers and industry to regarding shifts in high school career and technical program focus areas. Active advisory groups have strengthened and show greater partnerships in local communities. As noted earlier, a first step was to prioritize state recognized POS's and use of ACTE resources to more closely examine elements that contribute to a successful POS.

A second strategy is continuation of regularly scheduled professional development activities that include training with both secondary and postsecondary officials on LMI, course alignment, and an array of topics. The sessions were somewhat limited for FY20-21 but were ongoing. Additionally, a self-standing targeted PD session (Additive Digital Manufacturing) for high school teachers is explained in greater detail in question 8.

These sessions provide an opportunity for secondary teachers in the Manufacturing pathway to become certified to teach a high school course that aligns with a course the college Additive Digital Manufacturing program. This strategy supports course/program alignment between secondary and postsecondary and exposes students to educational opportunities in CTE programs,

During the move to Perkins V, the Perkins program also provided limited funds to support the acquisition of technology in CTE programs Additive Digital Manufacturing and Biofabrication and Solar Energy, as a strategy to support potential program growth. The return on investment is yet to be determined. Changes in the labor market due to the pandemic, suggest a need to sharpen our focus to determine if a shift in strategies/priorities is needed relative to labor market needs and program alignment.

The CLNA noted a lag in completion for underrepresented students although some strategies to address this item are in the process for FY21-22 - a deeper exploration of data to inform funding priorities for POS and targeted strategies to address student degree completion strategies. The next CLNA will be integral in driving Perkins funding priorities in these areas.

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: Due to the pandemic, all professional development around improving programs of study shifted to how to support CTE teachers with distance learning. CTE teachers moved from a hands-on instructional model to teaching on-line in a short period of time. All in person meetings that were planned to happen between our secondary and post-secondary were postponed due to the heavy workload by our classroom teachers. Perkins switched to supporting teachers with digital resources/simulations they could use virtually. Students returned to a hybrid model late last spring, so improvements came in the form of equipment and resources the teachers needed in their CTE classrooms to maintain pandemic guidelines/requirements. Flexibility was key. Perkins leaders from every district met every 4-6 weeks to help address CTE needs in their schools.

Postsecondary: The North East Metro consortia used several findings including the CLNA (PD events, Perkins leaders and district leadership meetings, LMI information, etc.), to identify priorities to support the design, implementation, and/or improvement of Programs of Study. A review of findings from the consortium's CLNA noted more exploration is needed in alignment of Programs of Study. Not all POS are well aligned and connected with regional needs and solidly connected between our secondary and postsecondary partners. Some career pathways are a mix of locally determined courses not dependent on industry or POS alignment, but are instead based on individual teacher skills & interests. Our approach was two-fold and involved leveraging a consortium strength (use of joint professional development meetings) to our instructors at both secondary and postsecondary level.

During these meetings the consortium introduced the ACTE Rubric tool. This tool is designed to enhance the review process for Programs of Study and enable attendees to closely examine their Program of Study. This enabled participants to increase their knowledge of elements and content relative to career pathway alignment and explore potential adjustments in course curriculum to strengthen alignment between secondary and postsecondary courses (concurrent, articulated, etc.).

A second approach involved an exploration of strategies to address CLNA identified priorities in the programs of study for work during the transition year. A few of these strategies are summarized below:

Auto Summit
A consortium wide, approach was needed to ensure a continuum of automotive service occupations are represented in schools throughout the consortium. This strategy includes a range of rigor in programs across the consortia and engaging the Minnesota State Transportation Center of Excellence. The intent was for MN TCE to convene a meeting for both secondary and postsecondary teachers and faculty to learn about labor needs of this sector and discuss the scope of career sector, work force aligned needs and consortium high school roles to address these needs. This summit was planned for May 2020 however, this event was paused due to the pandemic. Discussions occurred regarding development of an industry aligned, direct to work Auto certificate. Creating a more accessible and shorter sequence of courses was of interest of area employers. AST program faculty at Century had begun work on developing an introduction to the Auto Services Repair Certificate designed to address an industry need for entry level workers. The NEM Consortia plans to pilot this new curriculum with a partnership in at least one high school and assess the impact with industry. Work continues this potential pilot project.

Protective Services Pipeline
Labor market information identifies the critical need for workers across these professions. Despite high labor force demand and living wage salaries, exposure to careers in the protective services career field is underrepresented in consortia high schools. A strategy under development for implementation for FY21-22 is a proposed Fire Academy concept. This strategy is designed to create a pipeline to careers in this pathway, including but not limited to; employer pipeline with integrated post-secondary education (Saint Paul Police Department), PSEO and Concurrent Enrollment strategies designed to increase access and accelerate completion of required coursework and industry certifications across protective services (Saint Paul Fire and Rochester/Riverland Co-op) model

Welding
At the postsecondary level, providing support for the Welding program was important to enhance program offerings and the acquisition of technical skills for students enrolled in the program. To support program improvement, Perkins purchased a new Welding cell which supports learning both in person

and in a virtual setting. The purchase of this equipment also led to development of a new course and professional development training for faculty on use of the new equipment. We expect the new course to be launched during the FY21-22 fiscal year.

Joint Equipment Purchase
The Dental Assisting program at NE Metro 916 Intermediate School District and Century College are strongly aligned particularly since both programs are housed on the same location. During the transition year an equipment need was identified within these programs. A combination of secondary and post-secondary Perkins funds was awarded to address the need. Initiating shared equipment purchases that can be used across secondary and post-secondary settings can be an effective way to leverage funds to support CTE programs and pathway alignment across secondary and post-secondary CTE programs. This strategy can also be effective with newly created pathways thus increasing access to early credit opportunities and Programs of Study.

Additive Digital Manufacturing:
Century faculty in the ADM program has proposed and implemented a project that provides professional development sessions for high school teachers to support curriculum alignment with Century's Additive and Digital Manufacturing program. The session includes hands-on lab activities, lectures, and a review of curriculum content. Training on new technologies, implementing of new and current technologies, best practices and pedagogy will be the focus of these seminars. The sessions have been made available as a pilot to select high schools CTE programs within the Northeast consortium. This project supports pathway alignment by offering activities that integrate rigorous, challenging academic and career and technical instruction that link to secondary and postsecondary education in career pathways for participating CTE students.

Secondary: Recruitment and training (professional development) took a back seat to the pandemic in every single school. Plans that were in place were dropped out of survival mode in our schools which meant our consortium became a support line for CTE curriculum and resources. Summer Externships were not offered last summer due to employers financial situations but we are hopeful they will return during the Summer of 2022. New CTE teachers were connected with other experienced CTE teachers in their field to help manage being a new teacher and teaching CTE in a virtual platform.

916 CTC Human Resource department along with others across our consortium continue to work hard to diversify new CTE teachers but the number of candidates for each open position has dropped dramatically which makes it challenging. Our Perkins Consortium Coordinator met with secondary school Perkins Leaders every 4-6 weeks during the pandemic to identify teachers who are not CTE licensed but teaching in a CTE pathway and helped create a professional development plan to attain licensure if interested.

Successes were made around the board with digital instruction and finding a way to use simulations to replicate hands-on instruction. While nothing replaces hands-on instruction the digital tools/resources that were identified will be used again this year as covid continues to impact our students. A frustration for all is the pandemic required a complete turnaround in how our schools, students, teachers, and communities operate. What once seemed like the perfect plan quickly went to the wayside and into how we help support our CTE students and staff.

Postsecondary: Recruitment and retention of faculty and staff continues to be an ongoing challenge to many colleges and universities as individuals leave or are retained for various reasons and situations. Campus diversity goals are broad and include all staff and faculty combined. Full time faculty of color are underrepresented across all programs. Century College is close to achieving diversity targets when staff positions are included. The goal is to mirror the student body in terms of parity relative to students of color, women, veterans, etc. The college is continuing work to meet underutilization analysis goals for underrepresented groups identified in the Affirmative Action Plan. The college has a process through which they assess the demographics of applicant pools for posted positions in the EEO4 job category. Additionally, the college will continue to evaluate targeted strategies noted in the Affirmative Action Plan to reach campus diversity goals.

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).

At the postsecondary level, the Northeast Perkins consortium utilizes several strategies to support training and education of teachers including:

•   The NEM consortia will continue to support opportunities in both K12 and in partnership with community-based organization designed to diversify the teach profession. During FY20-21 we proposed a collaborative project with an aim on broadening efforts to recruit students into the Education program. The project intent was to provide experiential learning, while also accelerating access and completion via early credit relationships to support access to this career field. The project was tabled during FY20-21, but we hope to reexplore this opportunity in FY21-22.

•   Century College completed a new Strategic Plan which includes a focus on creating a culture of inclusion, diversity, and action. Many professional development strategies align with the college's strategic priorities. Efforts to address retention, access and diversity are current priorities and align with the Perkins focus on equity and access. The institution makes available professional development funds to support faculty and staff development and, in many instances, align while Perkins funds focus on support relative to industry specific pedagogy and innovation.
•   The college has developed a new Institute for Professional Development group which includes a faculty/staff peer coach component designed to educational competency and pedagogy in the delivery of instruction.
•   Provide funding support for teacher substitutes for professional development and summer learning opportunities.
•   A Perkins strategy is to offer externships at both the secondary and postsecondary level to connect college faculty and high school teachers to industry and build capacity and knowledge. This activity was paused last year but we expect to reengage on this project for FY21-22.
•   Support training component for MSSC CPT certification to teach manufacturing courses at the high school level. This supports high school course alignment with Century College articulated college and Concurrent enrollment courses with the Additive Digital Manufacturing program.

The next CLNA in addition to new data from Real Time Talent will be important in reexamining consortium strategies priorities Our governance team with new data from Real Time Talent to advance teacher recruitment, retention, training, and education.

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?

Secondary: Our focus for last year was going to be supporting CTE awareness events that were scheduled to happen at our county libraries and ALC's. Our ALC's across the consortium have limited CTE opportunities and failure rates are high. CTE classes provide students with the "light at the end of the tunnel" with career opportunities. Increasing student's intrinsic motivation to graduate through CTE opportunities. The goal was to raise awareness of CTE employment opportunities in our community, offer/increase CTE classes at ALC's and provide career exploration activities/events. Due to no in-person events our marketing moved to the career and college readiness guide which was available digitally. ALC's are exploring CTE pathways and industry certifications but were paused last year due to the pandemic. Our ALC data will be evaluated this year as part of our CLNA process.

Postsecondary: The Northeast consortium's CLNA identified several priorities in need of attention to relative to the improvement of services to special populations. Several strategies have either been implemented or are in process to address to improve the provision of services for these populations. These strategies focus on both special projects and training which include the following:

CTE program completion continues to represent a challenge in terms of special population student participation and program participation by gender at the postsecondary level. Across all CTE programs. Gaps exist in program completion funnel for students who move from participants to concentrators, to program completers across the three-year reporting cycle for Perkins student cohorts. This gap is particularly present when comparing completion rates between underrepresented students, special population students and with their peers. CTE Program achievement gaps among special populations provided the basis for the following strategies we believe have value and high potential for ROI.

•   Access Center Project: The needs assessment process revealed a gap in student/family and counselors understand of college services designed to support all learners. Expanded training and resources were identified as key priorities. The project focuses developing a long-term sustainable framework for the provision of services for students with disabilities. The project developed and provided training and resources for both secondary and post-

secondary staff in the provision of services for students. Continue support and further development of resources and training were identified as continued needs. The project had a successful launch of new technology to support students with disabilities access to resources only provided by the Access Center. However, the outreach to our K-12 partners component of this project was paused due to the pandemic. We expect the training and outreach work component of this to resume for FY21-22.

• Quality Matters Project: Student success in online and blended courses lags on the same indicators as face-to-face courses. Students of color fare worse than their majority peers. Using instructional materials, training, and technology to promote learner engagement with a focus on improving student success particularly underrepresented students. This project has a great deal of upside and ROI. We expect to continue support of this strategy with a full academic year timeline to implement and fully engage CTE faculty in this project.

• Career Services Conover Project: Employers seek CTE students that have both the technical and soft skills necessary to successfully enter the workforce. This is important for all students however, even more so for special population students. These students often do not have access to opportunities and networks to build employability skills. The Career Services office launched use of a career readiness software that supports the acquisition of skills through modules. Since the launch of this tool, student use has increased over the first year particularly for CTE students in Health Sciences programs. Perkins funding support continues for this project.

• Tutors Linked to Classes: This project has been very successful for students. Support was provided to expand its reach to CTE students including students of color. Support of the Tutors Linked to Classes program provides an important strategy designed to increase the academic success of students. The TLC program suggests data indicates students do better in classrooms that have a tutor in the class. Supporting this approach enables TLC tutors to directly engage CTE students helping them develop study skills needed to succeed in CTE course work.

• Peer Project Instructor Support Initiative: The intent of this project it to focus support for CTE courses (and faculty) where the identified performance gaps among students of color were higher than in other groups. The peer coaching model will include a review of performance data and support faculty to develop best practices and student engagement instructional strategies. The project was somewhat limited in FY20 due to the pandemic. However, we expect to continue funding support to expand the number of CTE program peer mentors for this project.
• Northeast Consortium Career Guide: The CLNA supported the identification of a secondary and post-secondary consortia wide priority to support broad career exposure through communication strategies. One strategy to enhance awareness of CTE academic programs and career opportunities, was Perkins funding support for development of a career guide. The career guide was developed in both an online and paper format to introduce students and parents to CTE programs and career pathways currently available in high schools and colleges in the Northeast Consortium. Over 10,000 of these guides were created with many being distributed to secondary partners at 16 school districts in the consortium. The intent was to make this information widely available and accessible to all students and particularly underrepresented students.

• Although we believe these projects have been or will prove to be successful, the next CLNA will be critical in our efforts to do a deeper dive in the data to identify targeted strategies more directly at the CTE program level to improve student performance levels on Perkins performance indicators.

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

Perkins funds supported career awareness and access to CTE careers by access to the newly created consortium career guide. Additionally Perkins funding support was provided for Quality matters and several projected noted in the response to this question.

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

Secondary: During the past year, Herbert, Sue, and Sarah developed a new governance model for our consortium to introduce during the 21-22 school year. The governance team will have representatives from secondary and postsecondary schools and will guide our consortium on program and funding priorities. The secondary Perkins Leadership meetings will be offered virtually every 4-6 weeks to share CTE needs, successes and challenges. Our Perkins leaders from every school are the voices that communicate with their CTE teachers and leaders.

Postsecondary: The Northeast consortium (postsecondary level) took the following actions to improve decision making process relative to Perkins funding priorities:

• During the transition from Perkins IV to Perkins, information regarding changes in Perkins V and opportunities in CTE. These discussions helped these administrators understand the nature of program innovation sought in Perkins fund expenditures, and the need to align development and support activities to the CLNA findings. The next CLNA process provides an opportunity to continue building on efforts to foster innovation in activities/projects aligned with Perkins funding criteria. We expect greater involvement in the upcoming CLNA process because of these informative discussions.

• Developed an RFP process that increased transparency and streamlined the RFP submission process. The process includes interaction with the deans' counsel to review and determine funding priorities. Adjusting the RFP process continues to be a work in progress with a focus on greater integration of a more inclusive decision-making process across the consortia. This approach seeks to create an intuitive process where feedback between secondary and postsecondary in determining consortium funding priorities for Perkins funds.

As work was done to modify the RFP process to ensure alignment between Perkins funding criteria and campus/CTE program priorities, we determined more work is needed to create dialog linking funding priorities with our governance team.

• In addition to modifying the RFP process, the consortium has begun work to revamp the configuration of the consortium's governance model to improve the decision-making process relative to determining funding priorities and reporting consortium activities to teachers and administrators. Both secondary and postsecondary have internal processes that enable the review and determination of funding priorities within their respective teams. The next step in this revamp is to leverage the current strong collaborative structure to engage the governance team more intentionally in decision making relative to Perkins funding priorities.

• We expect to develop a decision tree to help map out the prioritization process.

The redeveloped governance model seeks to integrate the following collaborative decision-making process:

1. How are needs/concerns of learners, teachers and administrators are brought before consortia leadership?
• Through the CLNA process information is collected from listening sessions, surveys, student success data, faculty, teachers, administrators, advisory committees to determine CTE program strengthens, weakness, needs, and trends.

• Regular meetings with various constituents (partnership meetings, CTE leaders, teachers, district leaderships, advisory committees, community organizations, campus deans, faculty, and staff for provides opportunities to gather feedback about department/program needs. These meeting provide an opportunity to learn about emerging issues/trends which might become new initiatives/projects that align with Perkins criteria.
• Review of Campus Strategic Plan to determine areas of alignment with Perkins.

2. How are funding priorities determined?
• The consortium funding priorities are driven by information in the CLNA and feedback from CTE leaders district leaders, teachers, staff, faculty, administrators, and data elements. Once emerging issues, trends, and needs are identified this information is shared with consortium leadership (administration, deans, CTE district leaders, governance team, etc.), for review and determination of funding priorities as they pertain to state recognized programs of study.

3. How are consortium activities communicated to constituents?
• The communication process for consortium activities continues to evolve. We expect focus on developing more intentional communication strategies to help strengthen awareness of consortium activities.

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).

Secondary: Our major accomplishments this past year have been in creating pathways/classes for students in need of a lower rigor CTE class. CTE programs have focused on recruiting students for high rigor classes leaving a large number of students behind. As we looked at our student demographics and talked to local employers our consortium discovered the disconnect. Adding in classes that encourage a range of abilities has opened up the door to students who may not have seen themselves in a CTE skilled job. BOLD innovations are evolving but have started with some incredible technology being added to FCS, health and food science. The FCS technology has completely changed program design and delivery and is a great example of how the industry has grown. The only thing that had to change was meeting with schools cultural liaisons. The changes that I anticipate seeing is a better understanding of bold innovations. Perkins leaders will have ideas shared with them that will be created and vetted by the governance team.

Postsecondary: During the past two years major accomplishments have involved important investments from our reserve funds on equipment/technology to support the launch of the Emergency Medical Services Simulation Lab Project. The Emergency Medical Services program had begun planning work in terms of both curriculum and equipment needs to develop a simulation lab. Using cutting-edge technology, the program is using cameras in ambulances and within classrooms to provide simulation experiences for enrolled students. This enables the program to expand its' footprint by offering the programs to distance learners and offers program instructors the ability to evaluate student's technical skills in a virtual environment. The project is being implemented in three phases which bring new bold and innovative capability in the delivery of pedagogy for the EMS program.

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

A second area of focus for reserve funds was support of the Emergency Medical Services Fire Safety program. The program has been discussing development of a Fire Academy project designed to introduce secondary students to this career pathway through a targeted collaborative strategy with multiple partners (St. Paul Fire Department, CECT Fire Safety Program).

In advance of the launch of this project, Perkins funding has been provided to support the purchase of fire response equipment SCUBA's and Turnout Gear sets for both current and
future EMS Fire program students. The equipment has a shelve life of 10 years and is integral to a student's ability to acquire technical skills needed in industry. Given the high expense of this equipment, leveraging Perkins funding support in this way is a great way to support this CTE program.

A third item reserve funds have been used is to support a virtualization component for the Education program. Due to the pandemic, students were unable to be on campus and thus complete any in-person field experiences, which is an important aspect of their degree program. The Education program receiving funding enabling them to access online technology in lieu of completing the in-person field experience degree requirement. Although not necessarily a bold innovation, the project was an important strategy to support students in meeting degree program requirements.

As we consider possible changes based on the next CLNA we anticipate new or existing strategies will driven by both the CLNA and the Governance committee. Given the core purpose of reserve funds (bold innovation), our consortium anticipates a more intentional approach in narrowing our focus on supporting one priority POS activity/initiative/project that is directly aligned with identified consortium, Perkins, LMI, CTE Programs, and institutional objectives (Century College and NEM 916 Technical Education Center).

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?

Secondary & Postsecondary: The priority selected was a creation of a broad communication piece about CTE careers and programs that could be distributed across consortium high schools. The consortium needs assessment plan identified several joint (secondary & post-secondary) consortia wide priorities, which included the need to support broad career exposure through communication strategies. Additionally, it was also important to support career readiness strategies by providing information to introduce students to CTE programs and career pathways. To support broad career exposure among students while also meeting the changing needs of our stakeholders our career readiness plan was adapted to include a paper and online career guide. This adaption was due to the pandemic as many strategies were adjusted to include virtual platforms as way to continue the delivery of instruction, communications, other activities in the provision of services for students and stakeholders.

• What were your results as they impacted students?

The Career Guide communication piece was created (10,000) with 5,000 distributed to schools during the 20-21 school year. The remaining guides will be used during the 21-22 school year. Career guides were created to meet career exploration at the middle, high school, and college level (adults of all ages) along with copies at our ALC's and county library. No additional expenditures were utilized from FY21 funds for this project. The career guides were made available to over 15,000 students attending schools in the Northeast consortium. Project impacts are difficult to determine due to the pandemic. During a normal school year, we would utilize several strategies including listening sessions, engage counselors, teachers, CTE leaders, and students through in-class activities integrating use of the career guide to assess awareness of CTE careers. We expect to engage in these activities during the 21-22 school year with the second distribution of these guides.

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