Annual Performance Report FY21

Form status

Consortium name: Southwest 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)

Graduation Rate 94.16% (Target 55.42%), Post-Program Placement 72.28% (Target 48.41%), Non-Trad Program Concentration 33.31% (Target 10.07%), Program Quality: Work Based Learning 6.11% (Target 1.53%) indicators are the strongest indicators as per SDLC (7/28/21). With updated WBL coding, data improvement should be evident going forward. The MDE Program Approval process for the Consortium is due November 1, 2021 and will help inform district decisions on program and course offerings in 2021-2022 in relation to Perkins funding. The sub-population challenges by district, will be addressed during the year.

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)

Secondary performance levels have exceeded the SDPL in all Indicators.

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 are sub-populations for which additional data dives are warranted. Individual district data will be reviewed for challenges related to specific program enrollment and POS offerings (after the MDE Program Approval process). Priorities will be these sub-population Concentrators, in particular Clusters.
1S1 Graduation Rate: Special Education (-14.39%); Non-Traditional (-35.51%) and English Learners (-55.49);
4S1 Nontraditional Program Concentration: Females (-21.37%); Clusters: Construction, Manufacturing, Transportation, Finance, IT, Marketing. Hispanic (-14.99) Clusters: all. Special Education (-21.35%) Clusters: all. English Learners (-11.26%) Clusters: all.

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.

Narrative 1 Strategies 1 and 2 continue to be used for plan improvement actions and changes. A new POS in Finance/Accounting is being looked at based on CLNA and RealTime Talent data to be completed in the fall of 2021. 1,356 Concentrators in the SW Metro Consortium are identified in the Finance Cluster and 3,759 Concentrators identified in the Business, Management, Administration Cluster of 5,608 total Concentrators.

Individual district data, as indicated in sub-population challenges, will be addressed during SW Metro Consortium meetings in 2021-2022 and by individual district meetings with Coordinators.

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))

Our strongest performance indicator is 2P1 with the overall level of performance being 29.57%. Our performance indicator target is 26.12%. Contributing to these numbers are many strong population statuses, including gender by female 38.35%, individuals preparing for nontrad fields 32.73%, and career clusters of Health Science (59.24%) and Business Management and Admin (30.21%). However, disparities exist in English Learners with a gap of 14.71%, and discrepancies by gender reflect the male rate of 21.18% compared to females with rate of 38.35%.

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)

1P1 is our weakest performance indicator with the overall level of 88.28%. Our performance indicator target is 92.85%. Contributing to this our race/ethnicity categories of Hispanic/Latino, Black or African American, and Unknown Race and Ethnicity were all below 80%. However, all three race/ethnicities groupings reflected under 30 student headcount. Markedly low career clusters are Human Services (62.5%) and Manufacturing (25%). Again, both had small sizes of under 10.

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

1P1 indicator data reflected gaps in Individuals with Disabilities which is 86.96% and English Learners at the rate of 73.33%, both below our state-determined level of 92.85 %. However, both have under 25 student count.

Notably, special population for race/ethnicity reflects significant discrepancies for Black or African American students at 80%, and Students of Color at 84.34%.

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)

Significant population performance gaps in 2P1 (State Performance Level of 26.12%) are black or african american rate being 39/200 of 19.5%. Performance gap by gender: male is -8.39% below target indicator level with rate of 21.18% (118/557). In addition, Individuals with Economically Disadvantaged Families Performance Gap of -6.13% with rate of 23.44% target being 29.57% (128/546).

In reference to POS cluster with performance gaps, Marketing has a gap of -15.28% below identified performance indicator with rate of 14.29% target being 29.57% (15/105)

3P1: For Education/Training we find a performance gap of -12% below the targeted 26.46%.

For career clusters, we found Health Sciences has a performance gap of -9.26% rate of 17.2%, again with target set at 26.46% (27/157).

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?

Overall, our findings support our programmatic efforts and funding support for educational pathways, and supporting Black Men in Education (Black or African American -10.071% and training/education gap of -9.26%). However, there may be similar demand to expand into other special populations such as Race/Ethnicity: Hispanic or Latino (gap of -9.49%).

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.

Based on our data review, we will examine additional special population performance gaps and possibly add to our POS. As noted above in 3P1 we have gaps in performance in Education/Training and Health Sciences. Labor analysis indicates a strong need for the Finance cluster, with specific potential pathways in Insurance and Accounting. Our consortium, in collaboration with Hennepin West, is contracting RealTime Talent service for a full labor market review in 8 program areas. Identified program areas are:

Southwest Metro
Information Technology Cluster
Hospitality and Tourism Cluster
Aviation and Drone Pathway
Law Enforcement Services Pathway

Hennepin West
Finance Cluster/ Accounting Pathway
Business Management and Administration Cluster
Manufacturing Cluster
Therapeutic Services Pathway

Based on the results of our CLNA and RealTime Talent findings our strategies may shift programming and funding allocations. This is examined in more detail in response #8.

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).

The Southwest Metro consortia prioritized the regional needs assessment results to drive decision making related to size, scope and quality. In the past, all CTE program requests were reviewed equally. Given the direction by MDE and the System Office to focus on POS and specified, intentional initiatives, our focus areas were more clearly defined. This work included collaboration with school district and college administrators to better define CTE funding. This clarified support that could come from Perkins funds and those that should come from district/college budgets or other sources.

One challenge is having a unique college program Hospitality and Tourism in the consortium that the CLNA did not categorize as high-skill or high-wage in our geographic area. It is an in-demand area however (River South - Canterbury Park, Mystic Lake, Renaissance Festival and Valleyfair and the 494 corridor including the MSP airport). COVID has made a significant impact on this industry and it may continue into 2023. Our CLNA data related to our Hospitality and Tourism POS shows a high-need for careers in hospitality management pathways, but most of our program focus in the high schools is in

the area of culinary. We will make intentional efforts, including Advisory Committee meetings for secondary business management teachers, postsecondary instructors, and hospitality industry professionals to work together to increase the development and delivery of courses in this needed POS area.

Size is a relative variable based on student, industry, and consortium needs at the local level. Scope is the alignment of secondary course work with postsecondary course work and industry credentials including increasing dual enrollment options to strengthen the relationship between Hospitality and Tourism and Business/Marketing Education courses in the high schools. Quality includes rigorous curriculum and standards, WBL opportunities, connection with CTSO's and evaluation processes, including MDE Program Approval.

We will continue this work - bringing all stakeholders to the table at the local level - to examine and address size, scope, and quality.

Southwest Metro's consortium's efforts for to design, implement, and/or improving POS during the transition year are listed below: (CLNA Element 3: Progress towards implementation of CTE programs of study and Narrative 2, Programs of Study).

During FY21 SW Metro consortium enrolled 661 (duplicated) concurrent enrollment students into CTE courses. In total, 54% of our concurrent enrollment courses offered FY21 were CTE. Specifically, the growth in CE education course offerings and student enrollment over our last grant cycle is a point of pride. FY21 we offered 17 Education courses serving 294 students (duplicated) across 7 districts. Previous year, FY20 our numbers reflected 14 education classes offered with approximately 222 students participation. Compared to 5 classes offered and 91 students enrolled in FY18.

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).	Math Plus (also called Kennedy's ALEKS PPL partnership) is a partnership between Normandale Community College and a section of Kennedy's math students intending to attend Normandale after graduation. Students were identified with pre-college level math (based on multiple measures including placement scores). Rather than taking basic Math courses at Normandale, they were guided through ALEKS program by Kennedy's high school teacher. The full data and success of the program will be available October 2021. Although not a POS, Math Plus does relate to 2S2 Academic Proficiencies - Mathematics.

Hennepin West and Southwest Metro worked in collaboration for CLNA regional data review in 2019. We plan to continue this collaboration with RealTime Talent and Hennepin West for the following Career Clusters. Southwest Metro: Information Technology Cluster, Hospitality and Tourism Cluster, Aviation and Drone Pathway, Law Enforcement Services Pathway. Hennepin West: Finance Cluster/Accounting Pathway, Business Management and Administration Cluster, Manufacturing Cluster, Therapeutic Services Pathway.

Hennepin West Summer Retreat meeting with inclusion of SW Metro partners

Articulated College Credit (ACC) meetings: College High School Partnership (CHSP) and Southern Region

MDE Program Approval process webinars included Hennepin West & Minneapolis Consortia. |

During Southwest Metro's leadership review we identified the lack of qualified teachers as a focus to improve service to special populations (CLNA, detailed in Narratives 5 and 9). Although a continued challenge, we have supported several pointed initiatives:

The Paraprofessional Pathway Program offered through Normandale's Continuing Education and Customized Training office is designed to have participants gain an entry point into the field of education. Participants are offered the ParaPro Exam, networking for local districts, and assistance with career preparation. Participants complete Introduction to Education, a 4-credit Normandale course. The Introduction to Education course is also a required course in the Education Associate Degree if students decide to continue their education. Therefore, the Paraprofessional Pathway program leads to career while also being a pathway into the associate degree.

Black Men in Teaching initiative has the mission defined to recruit and support Black, African American, and African men into Elementary and Secondary Education pathways. The program seeks to empower Back Men in education to have a positive impact on all students, especially those from similar backgrounds.

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).	The program coordinator is funded by postsecondary Perkins dollars. Additional funds from across campus stakeholders have contributed to the program costs. The program provides the following: Academic Support, Leadership Training, Professional Support, Cultural Competency Training, International Summer Experience, Professional Mentors, Tailored advising to ensure successful transition into a four-year program, $10,000 Annual Scholarship.

The two strategies are:
Strategy 1: Liaise with concurrent enrollment teachers and Equity and Diversity Office and counselors to increase awareness of BMiT program to attract qualified students
Strategy 2: Develop a presence in schools to identify nontraditional college students , paraprofessionals, and support staff who are qualified for the BMiT program.

The first cohort was recruited last spring and into summer, beginning coursework fall 2021. The first cohort has 3 students enrolled, with the goal of 10 for the spring semester.

Concurrent enrollment growth in Education (see growth rates in response #8) |

Grow your Own Final Bloomington Kennedy report to MDE, June 2021. Bloomington GYO 20-21 Program Elements: included:Supplies to help them in the pandemic environment, i.e. journals, textbooks, memory sticks, the opportunity to earn concurrent credits from Kennedy High School and Normandale Community College, academic support from grant-funded staff, paid summer internship program, college scholarships, help with navigating the college application process, support from the teaching staff to deal with tough educational and societal issues this year, pertinent enrichment, including: books, simulations, and virtual resources. Application submitted to MDE for 2021-2026 Bloomington Adult and Student GYO grant.

In summary, CLNA information led us to prioritize Education and Training career cluster as a focus area, which also works hand-in-hand to advance teacher recruitment, retention, training, and education. If you'd like to learn more, join us for our presentation at CTE Works!

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?	The SW Metro is addressing the three main categories of CLNA Elements: student performance, labor market alignment, and program implementation based on Performance Indicators as described in CLNA Element #1 and Various Application Narratives.
• What resources supported awareness, recruitment and retention of all students, especially special populations?	Race Equity 101 webinars/training: Eva Scates-Winston and Rose Chu, with topics that included Powerfully Impacting Each CTE Student, Ensuring Accountability In Equity, etc.

Advance CTE - Continue to refer to consortium gap analysis reports and action steps started in 2020. A delay in analysis was driven by COVID. |

The identified special population needing specific attention was our Black or African American students, specifically in our Education POS. Our programmatic efforts are noted in response #9.

Additionally, funding provided software and professional development support for OSD to offer equitable access with competitive integrated classroom experience. Support in this area enhances student experience and aids in student retention. One specific example involved supporting professional development for OSD staff for special training for making accessible documents. A quote from Normandale OSD staff: "the PDF Training was a game changer for our office. For the accessible document training, not only did I use this for student documents, I actually used the information that was provided to update the "How to" documents that our office uses and also sends out to instructors regarding how to make their course content accessible."

There are identified needs indicating demand for a deeper exploration of who we want to target. Marketing efforts are in need of improvement, specifically for our Black Men in Teaching.

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

Representative meetings remained virtual. Technical training for districts needing assistance: Edina, Orono, Richfield, Belle Plaine.

Beginning in March, districts are asked to submit suggested changes to a future plan, strategies and evaluation. Discussions are held between district teachers, counselors and administration. and communicated to consortium coordinators by email and during meetings. In May, districts are asked to identify allocation requests based on the future approved plan, (in the past by Goals/Strategies and now by Narratives/Action Strategies). To encourage reflection on the consortium plan, the APR is also suggested to be completed by districts, by school-year end.

The budget and action strategies for SW Metro consortium are developed in collaboration between the secondary districts and the postsecondary institution. While we jointly look at needs and priorities for all, in developing the budget and action strategies, we also closely examine performance indicators, size, scope, and quality, labor market, and CLNA data, and the needs and initiatives of our respective institutions.

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

At the postsecondary level this includes discussions with deans, department chairs, faculty, administration, and support services staff of CTE programs. The context is to examine performance indicators and the data specific to each program and POS to determine what initiatives are being considered to increase access and success in these programs; what equipment might be needed to keep current with industry standards; and other support (including professional development) that may lead to pathway success.

The Leadership Team meets very frequently, at least two to three times a month to discuss the plan, implementation, strategies and measures specific to the needs and concerns of learners, teachers and administrators. In addition, the secondary and postsecondary coordinators serve on various education and business and industry committees; locally and at the state level. Those committees often reflect Perkins initiatives looping stakeholder needs and concerns.

The consortium funding priorities are based on the approved Perkins V Plan. When funding requests are received, the first step is to review for alignment with our program strategies. If needed, follow up inquiries are sent to confirm requests are in alignment with Local Uses of Funds.

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).

In efforts to focus our reserve funding on a specified, bold plan of action, we centered reserve funding on our Education POS. Funding has supported salary and programmatic efforts in Paraprofessional Pathway Program (refer to APR response #9 for more details on Paraprofessional), Aon Program, and Educational software tools.

We had the unique opportunity to support an innovative CTE initiative with the Aon Apprenticeship Program in Finance - Insurance pathways. Based on data collected from RealTime Talent, there is a demonstrated regional need specific to the Insurance pathway. The Aon Apprenticeship program focuses on recruiting, hiring and — often most difficult in entry-level positions — in Business with a focus on Insurance.

The Aon program addresses workforce struggles to retain employees with the right skills. From the perspective of some prospective workers, the cost of college creates either a barrier to entry to a career or student loan debt that impairs a healthy financial future. Aon Apprenticeship programs help build a talent pipeline of highly skilled and diverse professionals, while providing apprentices with advanced education and work experience. By removing some of the traditional barriers to entry-level employment, Aon can contribute to local workforce development and cultivate talent from across the metro area of each city while improving retention rates in these entry-level roles.

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

Aon's two-year Apprenticeship Program serves as an alternate route into a permanent role that normally requires a specific degree or professional experience by providing motivated, high-potential individuals with the required training (on the job and in the classroom), professional skills development, mentorship and experiential learning to bridge the gap. Apprentices receive: competitive salary and full employee benefits, paid tuition for college credits towards AAS degree in Business at Normandale Community College, leadership exposure, full-time permanent position.

The SW Metro consortium has used YouScience/Precision Exams for a number of years to support national standards based curriculum in all CTE program areas. In addition, the pre and post exams are used by teachers as benchmarks of learning for course improvement and assessment. Virtual proctor exam capabilities were used during the past year.

At the secondary level we used reserve and reallocation dollars toward new program development and equipment in the areas of Outdoor Power Equipment (introductory course to Auto Mechanics program specifically started for special population students), Video/Audio recording program addition to Graphics/Photography program and Medical Careers Emergency Medical program.

As we look to make BOLD changes based on results of CLNA, our consortium anticipates reserve allocations being put towards a blend of our listed POS priorities in the approved Perkins V Plan coupled with flexibility for undefined needs. Postsecondary reserve budget approved in SW Metro plan to support salary for Paraprofessional instruction and training along with curriculum development in Para and Grow Your Own projects. Additional support available for non-personnel needs in education. Secondary personnel needs related to investigating and creating new POS based on CLNA. Secondary non-personnel budget for materials and secondary program equipment to support new POS based on CLNA and technology upgrades.

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?

"Minnesota is now home to a growing share of immigrants and refugees —one in five children under the age five are children of immigrants. Currently, only four percent of Minnesota teachers are persons of color, compared to one-third of students. As school districts across the state experience increases in student diversity, there is an urgent need to grow the diversity of the educator workforce." NewAmerica.org https://www.newamerica.org/education-policy/edcentral/role-coalition-building-expanding-grow-your-own-programs-minnesota/

Our Education POS, and the many initiatives we have supporting the Education profession, is our lead priority. The collaboration efforts for Education highlight the integration of Perkins funding and other funding sources, in secondary to postsecondary to workforce partnerships.

• What were your results as they impacted students?

The scope of our data has identified significant gaps we are trying to address with our initiatives which impact multiple Perkins Narratives. For example, the Black Men in Teaching Program Coordinator position will address Special Populations (Narrative 5) including: individuals from economically disadvantaged families, including low-income youth and adults and individuals preparing for non-traditional fields, while also directly working toward improving our Performance Gaps (Narrative 9) through multiple data sources. Education courses offered through concurrent enrollment address performance gaps in Narratives 2, 4, 7 and 8.

Postsecondary reallocated funding went to support the postsecondary Education coordinator position. (See additional information regarding program initiative in response #8)

Southwest Metro consortium established a (draft) flowchart for new initiative implementation titled Perkins Data and Gap Analysis Process. The depicted process allows for the collection of data as we move through the project review, implementation, execution, and evaluation stages of new initiatives. Notably this process allows for pivot points along project paths. We felt it important to embed continual outlets for real-time reporting on current strategies in the Plan and areas to plug in new strategies as they arise during program implementation.

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