Annual Performance Report FY21

Form status
Consortium name: East Range 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:
• 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

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.

The following questions are emailed Yingfah asking how to submit attachments or graphs.
She recommended that we email the attachments to her and then note in the ARP question, “See attachments sent to Yingfah.”

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)

The baseline 2020 performing indicator is 1S1 with a 90.87% graduation Rate is our highest performing area. This positive percentage could decrease with the short and long term effects of Covid 19. - ERP

The baseline 2020 performing indicator is 1S1 with a 91.70% graduation Rate is our highest performing area. This positive percentage could decrease with the short and long term effects of Covid 19. - ICC

The baseline 2020 performing indicator is 1S1 with a 90.87% graduation Rate is our highest performing area. This positive percentage could decrease with the short and long term effects of Covid 19. - HCC

The weakest secondary outcome is 5S3 Work based Learning at 7.05%. Covid 19 did not help increase this performance as most sites prohibited any onsite activity. Likely this will be at near 0 when 21 data becomes available. The consortium will attempt to increase this as a unified plan merging into the True North Stars Consortium. The plan would be two-fold: first to increase staff with proper certification and second to increase student placement. - ERP

The weakest secondary outcome is 3S1 Post-Program Placement which is at 42.58% and the goal is 50.85%. Covid 19 did not help increase this performance as most sites prohibited any onsite activity. The consortium will attempt to increase this as a unified plan merging into the True North Stars Consortium. The plan would be two-fold: first to increase staff with proper certification and second to increase student placement. - ICC

The weakest secondary outcome is 5S3 Work based Learning at 2.82%. Covid 19 did not help increase this performance as most sites prohibited any onsite activity. Likely this will be at near 0 when 21 data becomes available. The consortium will attempt to increase this as a unified plan merging into the True North Stars Consortium. The plan would be two-fold: first to increase staff with proper certification and second to increase student placement. - HCC

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

As you review your secondary core indicator performance data from 2020, please respond to the following questions:

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)

2.1 (review the performance rates of each gender, racial/ethnic group, ...)
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?

The three consortia completed the FY20 CLNA together in preparation for establishing the True North Stars. The data compiled was very similar regarding future workforce needs for all pathways. What became apparent was the extent of various pathways. Work Based Learning was almost non-existent in all areas due to Covid restrictions at the high school level. The three consortia are optimistic this will be improved in FY22. In the FY22 clna WBL will be an area of priority as we target focus groups to determine how and where to increase wbl, starting with educators to receive certification. Additionally, an area of focus is women in the trades. To learn more about the need in this area, during our CLNA process we will seek to gather data specifically related to that population.

**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 data shows that we continue to be strong in 1P1 – PS Retention and Placement. The latest data is as of 2020 with us at 90.87% just short of the Year 1 goal of 91.21%. We will have to see how COVID impacts our numbers going forward – ERP

The data shows that we continue to be strong in 1P1 – PS Retention and Placement. The latest data is as of 2020 with us at 93.98 Year 1 goal of 86.94% -- ICC

The data shows that we continue to be strong in 1P1 – PS Retention and Placement. The latest data is as of 2020 with us at 94.87%. Year 1 goal is 92.37% - HCC

We are really struggling in area 3P1 – Nontraditional Program enrollment. This is particularly evident with concentrator females in manufacturing (2 of 64) and males in health sciences (9 of 47). – ERP

We are really struggling in area 3P1 – Nontraditional Program enrollment. This is particularly evident with females in engineering (22 of 86) and males in health sciences (20 out of 83). Natural resource females (6 of 26) – ICC

We are really struggling in area 3P1 – Nontraditional Program enrollment. This is particularly evident with concentrator females in manufacturing (0 of 9) construction females (2 and 36) and males in health sciences (15 of 82) – HCC

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

**2P1:** Earned Credential shows a gap between our female population (56.03%) and male population (65.73%). There is also a large gap between students of color (56.90%) and not students of color (62.93%).

**3P1:** Nontraditional Program Enrollment sees gaps between males (4.71%) and females (28.87%) and low percentages in nontraditional program enrollment (11.28%) – ERP

**2P1:** Earned Credential shows a gap between our female population (76.97) and male population (49.01). There is also a large gap between students of color (94.88) and not students of color (65.39%).

**3P1:** Nontraditional Program Enrollment sees gaps between females (12.9%) and males (92.4%) populations. – ICC

**2P1:** Earned Credential shows a gap between our female population (65.18%) and male population (47.57%).

**3P1:** Nontraditional Program Enrollment sees gaps between females (23.36%) and males (7.43%) populations. There is also a large gap between students of color (26.19%) and Non Students of color (11.25%) – ICC

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?

Our CLNA will be critical in addressing these gaps, especially as we move forward as the True North Stars. To develop a plan and support current initiatives to increase women in the trades we will host a special CLNA session with partners and educators on this topic, we will invite partners who are women in the field, Empower Program instructors and faculty in Society of Women Engineers, High School Women Trades night, and other student organizations. This will help us to identify recruitment strategies and, more importantly, resources to help these students identified to be supported and gain success.

**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.

Each consortium reviewed CLNA data and MDE approved programs of study. During our CLNA process we sought out feedback from industry partners, secondary and postsecondary educators to learn their needs and areas for growth. From their feedback we determined our Programs of Study and that there is a pathway for secondary, into post secondary, to meet industry needs of high wage, high skill jobs.

The True North Stars held multiple meetings with secondary and postsecondary instructors throughout the transition and the transition to the True North Stars. These collaborations happened naturally through the CLNA process. We also met with administration from both levels to determine priority programs of study.

An example of improving programs of study, East Range partnership to create a new manufacturing/welding program of study to support a seamless alignment with HCC and ICC for future True North Star merger.
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 True North Stars are collaborating on supporting secondary educators that are interested in pursuing or adding a new CTE license. The three consortia identified 2 consultants to mentor and support teachers through the licensure process. In the career field of healthcare and manufacturing, cohorts will be developed to work through the process to become CTE licensed. Fiscally it is a challenge as Perkins can't fund this as it is an individual benefit and districts work with it as contractual to receive stipends for work.

A success of this initiative is that we had 5 educators from 3 consortia come together to represent True North Stars. A challenge of this initiative is that it is very time intensive and a cumbersome process to obtain CTE licensure. Fiscally it is a challenge as Perkins can't fund this as it is an individual benefit and districts work with it as contractual to receive stipends for work.

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).

COVID created even more burdens on special populations than normal. Whether this way access to broadband or even basic needs being met such as food or shelter at both secondary and post-secondary levels.

- 3P1: Individuals with disabilities (0%) and Individuals with Economically disadvantaged families (13.96%) - HCC
- 3P1 Individuals with Economically disadvantaged families 11.28% - ERP
- 3P1 Individuals with Economically disadvantaged families 10.84% - ICC

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:

- 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?
- 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
- How status of consortium activities is communicated to students
- How status of consortium activities is communicated to parents
- How status of consortium activities is communicated to school boards
- How status of consortium activities is communicated to the community

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).

On the postsecondary side, funds went into personnel with Anna Wald who worked with our EMPOWER program (an educational grant that exists to support women interested in non-traditional technical careers). Vermilion Community College also used funds for equipment in their law enforcement and natural resources law enforcement programs as well as for recruitment of high school students.

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?

In conducting and completing the 2020-2022 CLNA, it was noted that teachers wanted to be more involved in the decision-making on when, how and where Perkins V funds were used.

During FY 21 the True North Stars had multiple meetings with administration, business and industry and CTE educators regarding the new board structure and membership. It was unanimously agreed upon that educators need to be present. As a result, the new True North Stars board will initially have representation from each of the old consortiums. The goal is to have representation from small and large schools and a variety of approved CTE programs in the region.