Annual Performance Report FY21

Form status
Consortium name: Hennepin West 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

Relates to CLNA Element #1 and Various Application Elements:
- To locate secondary indicators and definitions, go here:
- For postsecondary indicator definitions, go here:
  https://public.education.mn.gov/MDEAnalytics/DataSecure.jsp
- 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)

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

1. On which indicator(s) is your performance level in reach of your upcoming grant-year-1 local level of performance

2. What significant population performance gaps are revealed in the performance data and for which specific 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 2021/2022 grant year #1 data is not fully available for secondary and postsecondary at this time, please review consortium data for reporting year 2020.

1S1 Graduation rate and 4S1 Non-Traditional
HWC secondary overall rate is high, but there are significant gaps within the following ethnic groups: Hawaiian/Pacific Islander and Indian (total 16 students). However, those aforementioned populations are small and do not make a big impact on the overall rate. Although, there is a focus on those students mentioned above, the secondary has placed an emphasis on special populations because of the number of students including Special Education Female, Asian, Hawaiian/Pacific Islander, White and Non-Traditional.

5S3 - Work Based Learning
WBL overall is 5.86%. We are not serving our general population in program areas. Districts have eliminated program WBL opportunities and developed generic internship/mentor programs. Many programs are designed specifically for special education or ALC students. Currently, we are serving 2.5% concentrator students classified as diversified. ACT Special Education served is 2.81% and by program area 0.94%. Underrepresented students include: Female, Asian, Hawaiian/Pacific islander, White and Non-Traditional.

Data interpreted in FY20 through our CLNA and Perkins performance indicators concluded that the HWC secondary needed to put a higher emphasis on WBL in FY21. GPS Education Services were retained to provide support for developing WBL opportunities. HWC has also continued to contract with GPS in FY22.

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HWC Postsecondary partnerships in FY20 were meeting and exceeding in all three accountability measures. In order of strength:

- **1P1 (92%)** numbers indicate a strong rate of persistence for our graduating concentrators. Overall, those who were retained or gained employment exceeded targeted outcomes by almost 3%. This was true for the vast majority of defined populations, and those that were exceptions missed the mark by 2 or less students.
  - Of the 1,052 students, 338 of the 358 BIPOC students were retained or gained employment. Of the 677 non-students of color, 616 retained or gained employment.
  - When reviewing females vs males, and individuals entering non-traditional fields, all three cases exceeded the state’s FY21 accountability targets for our postsecondary consortiums.
- **3P1 (17%)** is almost 2 percentage points above the target performance (15%) level with
  - Female non-traditional career seekers comprise over 30% of our non-traditional seeker enrollment, double the expectation.
  - BIPOC non-traditional career seekers enrollment at 18%.
- **2P1 (45.6%)** represented the exceeding of this measure by 1%. When we break this out we find:
  - Students who identify as white perform very well, a rate of 52%.
  - Individuals preparing for nontraditional careers at 57%.
  - Three of our seven largest career clusters exceeded expectations.
  - Law, Public Safety, Corrections and Security career cluster posted the highest “# of” non-traditional career seekers at 39. This resulted in a 22.5% enrollment rate.

In light of the realization that HWC has met all three FY21 accountability measures based on data for reporting year FY20, we know there are still areas within each that did not meet our own expectations. We will report on these in the next quarter.

In response to some of these findings that were discovered during FY21, HWC postsecondary partners addressed them in the following ways:

- Entered into a FY21 Spring agreement with GPS Education Partners to discover, develop, implement a Work-based learning pilot within the career cluster.
- Positively identified as female.
- Developed a FY22 plan to address the Comprehensive Local Needs Assessment (CLNA) at the start of the fiscal year, as compared to the FY20 CLNA. In

**Postsecondary Performance Indicators (1p1, 2p1, 3p1):**

1. 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.

2. 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?

HWC has been guided by our CLNA, however the consortium neglected to consider the strategic direction of the colleges and each district. In FY21, we continued to review CLNA data but also considered how it impacts future plans for our districts and college programs. This is reflected in our FY22 plan. The FY23 CLNA, which is conducted in FY22 will include an emphasis on district/college strategic directions. Focus groups will be utilized for this purpose to determine how Perkins can collaborate with our partners.

In FY21, HWC updated their consortium collaborative budget funds to reflect consortium initiatives that were impacted by the CLNA data. As a result, additional funds were allocated for Chamber activities and GPS. Health Care is a high priority based on the CLNA, however, districts have not embraced programs in this area due to cost restraints. Information Technology was also identified as a high CLNA priority. Our consortium chose to work on the Network Systems pathway, specifically, Cyber Security. Due to the pandemic and other unforeseen factors this effort has been put on hold. However, HWC continues to have state approved pathways in Information Support Services, Programming and Software Development.

In FY21 the review initiative will continue. HWC is working with DES/MN State to create a database to realign and meet the state components of POS. This initiative will progress during our monthly leadership team meetings. POS were evaluated for career growth within the pathway versus immediate in-demand, high-wage and high-skill careers. (e.g. Culinary careers are in-demand, start as low-wage and often low skill. However, as you progress in the pathway, high-skill is required and wages increase. As a result, we support the Pro-Start curriculum for students.)

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In response to some of these findings that were discovered during FY21, HWC postsecondary partners addressed them in the following ways:

- Entered into a FY21 Spring agreement with GPS Education Partners to discover, develop, implement a Work-based learning pilot within the career cluster of Manufacturing to begin Fall of FY22. Within the planning process there is an intentional goal for at least 15% of participants to be those identifying as female.
- Developed a FY22 plan to address the Comprehensive Local Needs Assessment (CLNA) at the start of the fiscal year, as compared to the FY20 CLNA.
As well (Relates to CLNA Element #2 and Application Narrative #2). Include high-skill, high-wage and in-demand occupation considerations. Designing, implementing, and/or partnering with secondary and postsecondary to collaborate on many initiatives. Secondary and postsecondary collaborate on many initiatives. The group focused efforts to expand CTE programming by; faculty, the project stalled in the middle of spring term. Efforts were underway in FY20, with funding support in FY21. Other health science initiatives included: NHCC health science faculty engaged in ACC meetings; created more dual credit opportunities for high school students. Five consortium districts are participating in the WBL Manufacturing initiative (EPHS, SLP, Hopkins, Wayzata, and Osseo) along with both secondary and postsecondary internal strategic goals. The consortium chose to highlight and updates to our 10 state-recognized POS in 5 of the 6 career clusters. Below we discuss some of the major action items stemming from these discussions in FY21, many districts and colleges were able to make changes and updates to programming throughout the fiscal year and into FY22. Here are some of our largest highlights throughout the year:

- NHCC opened the Workforce Innovation and Experiential Learning Center to improve work based learning initiatives for College CTE students. The CLNA provided needed data to inform the college about strategic goals and initiatives for the center
- St. Louis Park HS worked to expand programming in the health science field.
- Wayzata HS worked with science teachers to become licensed in CTE and develop a sequence of health science courses to be submitted to MDE for program approval.
- Osseo Area Schools are restructuring their CTE pathways, and will be submitted to MDE through the program approval process.
- Brooklyn Center HS analyzed the possibility of hiring a CTE business teacher.
- Robbinsdale Area Schools are exploring the return of automotive and technical education programming.
- Five consortium districts are participating in the WBL Manufacturing initiative (EPHS, SLP, Hopkins, Wayzata, and Osseo) along with both postsecondary partners. First iteration aligned with HTC’s manufacturing programs.
- NHCC renewed their interest in ACC.
- HTC leveraged resources to expand dual enrollment opportunities with consortium partners in health sciences and information technology.
- Security was a focal point for both Wayzata and HTC, but due to the pandemic and changes around distance learning, barriers held up this work throughout FY21. Work will be continued in FY22.

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Later in the year, secondary and postsecondary enrollment data was reviewed within and across our state-recognized POS. We used that analysis as a foundation for discussions regarding size, scope and quality of the state recognized POS and future POS. As a result of these discussions, in FY22, our plan is to review the depth of each program, along with secondary districts and postsecondary internal strategic goals. Working through the FY20 CLNA, HWC recognized the Business, Management, and Administration career cluster as the largest secondary program area (4,649 students) within our consortium, with a strong enrollment trend at the postsecondary level. We determined this indicated sufficient size and scope to address a moderate future labor market shortage. Leading to a quality challenge within postsecondary graduation rates (2P1) and persistence rates (1P1). Both falling substantially short of our intended postsecondary targets. Making this career cluster one of the top priorities with FY22 efforts. Other major challenges in size, scope and quality were discovered through this process were:

- Size - Health Science Careers: low secondary numbers (39%) postsecondary graduation rates are less than ideal; labor market research indicates a severe labor market shortage, a moderate diversity crisis rating, and even lower male attraction into the field.
- Secondary enrollment is high within the hospitality and tourism career field, but this isn’t realized at the postsecondary level. This is likely due to entry level careers within the culinary space being high demand but low-wage/low-skilled. To improve this career cluster’s quality of programming and scope, postsecondary incorporated an entrepreneurship lens by supporting the creation of two new career paths within its discipline - Food Truck Entrepreneur, Pastry & Baking Entrepreneur.
- Sufficient size within the Information Technology space is our challenge, IT enrollment (24%) and courses at secondary level are declining, and there are fewer students graduating from postsecondary within the designated 2 year than previous fiscal year’s cohorts. Local employers’ demand is increasing, particularly in cybersecurity. However, concerns exist within secondary leadership regarding students access to district networks & computers, privacy violations, and potential costs related to fixing intentional and unintentional cyber issues during their learning processes.
- Size challenges exist in Manufacturing programming at the secondary level, with 254 students participating across 10 secondary districts. Space and equipment is very expensive and needs to be updated based on industry standards. Labor market analysis indicates these careers show a moderate labor shortage over the next 5 years and a moderate diversity crisis.
- As a result of these discussions in FY21, many districts and colleges were able to make changes and updates to programming throughout the fiscal year and into FY22. Here are some of our largest highlights throughout the year:


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HWC leadership team analyzed POS by labor market data, Articulated College Credit (ACC) and Concurrent Enrolment (CE) during our FY21 monthly meetings. We reviewed each high school’s and college’s offering within each of our state recognized POS. We used that analysis as a foundation for discussions regarding size, scope and quality of the state recognized POS and future POS. As a result of these discussions, in FY22, our plan is to review the depth of each program, along with secondary districts and postsecondary internal strategic goals.
through a partnership with GPS Education Partners, whose expertise will be leveraged to expand WBL for Information Technology, Health Science, and Business, Management, and Administration careers.

- Career clusters were explored for potential Program of Study designation based on HWC's analysis of our data:
  - Education and Training
  - Architecture and Construction
  - Manufacturing
  - Business, Management, Administration (Business, Management, Administration was expanded beyond marketing to include general management as dictated by the CLNA).
  - Law, Public Safety, Corrections, and Security
  - HTC and Intermediate District 287 were in discussions to elevate Law Enforcement Services to POS status. Unfortunately this program was sunset at ID 287 in FY22 due to enrollment decreases.
  - Education and Training: HWC continued to investigate ways to improve collaboration between secondary and postsecondary partners, especially in the recruitment of teachers from the BIPOC community. Robbinsdale schools, in partnership with NHCC, offered a series of events to promote education as a field.
  - HTC Culinary Program collaborated with HTC secondary partners to perform an environmental scan. It was determined between that process, and the CLNA to create more entrepreneur track programming. This resulted in three new awards: Culinary and Food Truck Entrepreneur, Baking and Pastry Entrepreneur, Culinary Manager awards. Secondary has established courses in Baking and Pastry, Entrepreneurship and Culinary. BPA, DECA and Skills USA also provide opportunities for students to developtransferable skills through school stores and concession stands. Articulated College Credit agreements and Concurrent Enrollment options exist in these areas.
  - In FY22, HWC brokered their Engineering & Technology POS through PLTW & Normandale Community College, but last year we recognized the need to align the POS with HTC and NHCC directly. NHCC was added to the existing POS.

- Professional development, career fairs and resources materials such as Minnesota Career Information System (MCIS) for teachers and students were funded as appropriate.

- HWC partners with the Minneapolis Chamber to offer a summer professional development opportunity; the Educator Externship. This activity connects educators directly with industry to experience real-time needs within the six career clusters. Summer of FY21 saw enrollment of 46 CTE faculty/staff and 12 industry partners. Participants were tasked with creating lesson/action plans to incorporate their learning from the week-long event.

- HWC continues to leverage the Elevate Futures platform to strengthen career POS through career fairs, career expos, teacher training, keynote speakers at ACC meetings, and current labor market information.

**Recruitment:**

NHCC collaborated with Robbinsdale Schools to support students interested in learning more about secondary education in general and secondary CTE in particular. Individuals economically disadvantaged, individuals with disabilities, individuals seeking non-traditional careers.

In FY21, 5000 paper copies were distributed throughout the HWC region along with a digital URL version. There was also intentionality around the photography utilized (included special populations), employers highlighted and partnerships pursued.

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).

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

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 9 & 9).

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

11. Describe the actions you took over the past year to improve your...
Based on your reflections, what changes do you anticipate as you start your next CLNA?

- How needs and concerns of learners, teachers and administrators are brought before consortia leadership
- How program and funding priorities are determined
  - How needs and concerns of learners, teachers and administrators are brought before consortia leadership
- HWC leaders are tasked with keeping consistent conversations with their respective leadership. This is brought back to the leadership group, discussed and vetted to be included in monthly consortium meetings. For example, a special spring meeting was designed to include the Deans, Secondary Administrators to keep them informed of our consortium progress. In the future, HWC would like to hold this meeting in the fall or early winter to gain input for grant planning.

Another area of improvement is to incorporate school district(s) and college strategic plans in our decision making. This will be included in our meetings in FY22.

- How status of consortium activities is communicated to teachers and administrators
  - How program and funding priorities are determined

Funding priorities were based upon needs in approved programs and all 13 Programs of Study. FY21 expenditures were designed to fund as many initiatives as possible. Funding was devoted to equipment, support for special populations, staff development, advisory board recommendations, alignment of secondary and postsecondary outcomes and industry needs. However, we failed to set clear cut priorities based upon our CLNA. Through the training presented by MN State/MDE, HWC determined we need to set priorities. Due to guidance from MN State/MDE, HWC initiated a tiered system for FY22 to help determine which priorities rise to the level of requiring funding. Tier I priorities are the highest level, followed by Tier II and Tier III.

- How status of consortium activities is communicated to teachers and administrators
  - Each school district and college comprising the Hennepin West consortium group is required to have an active representative on the Leadership Team. Communication to their college and high school is each leadership team member's responsibility.

12. Considering your reserve allocation amount ($xxx,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 schools utilized reserve funds for in-demand, high-wage, high skill career areas. In FY21, HWC fostered innovation through improved consortium collaboration and relationship building. Monthly consortium meetings and regional advisory committees were held with stakeholders to review and align pathways, develop strategies, assess for feasibility and plan implementation. The goal was to implement at least one action item in FY22 by funding ways to improve the alignment of pathways between high school and college.

Reserve funds were directed to improve and expand the previously indicated Career Fields. For example, we have a program of study in Marketing, however, the CLNA indicated a need to expand the POS into Business, Management and Administration. Both secondary and postsecondary have strong programs in this cluster that have potential to align with business and industry.

Funds were also applied to cover expenses for curriculum development, equipment, staff time, etc. for development of Health Science, Business Management and Administration; Law, Public Safety, Corrections, and other explorations of Program of Study improvements. Students participated in a skills event and the program will assist secondary schools with the completion of the articulated college credit process.

At the postsecondary level, reserve funds were used to pay for a partnership between Brooklyn Bridge Alliance for Youth and HWC postsecondary institutions to address the following goals:
- Lead the creation, development and implementation of the working agreement between BBA, NHCC and HTC.
- Develop a timeline for moving the working actions plans forward from the Blueprint to Persistence 2020 initiative.
- Actively coordinate with students, key businesses, community and K-12 during the first phase of the planning process.
- Plan professional development opportunities, responsive to the result of the research, for the college's CTE faculty, school leaders, administrators and support personnel that will implement strategies to improve student achievement, close gaps in student participation and performance in our career and technical education programs.

After a gap analysis, HWC has determined that we will focus more on innovative practices to support special populations in our future CLNA. Unused reserve funds slated to support HTC's Cybersecurity initiative (ref. qn. #8) were repurposed toward the end of the FY through the Change of Funds process. Funding shifted over to support the Emergency Medical Vehicle Service program. We were approved to purchase EKG Machines, which at the time, was in alignment with our need to create a POS in Law, Public Safety, Corrections and Security. As stated above, the postsecondary lost its potential partner when ID287 was unable to offer their programming within the career cluster. This was due to declining enrollment during the pandemic fiscal year.

13. Choose one of your consortium's priorities. Walk through how the consortium identified the priority from the CLNA data and carried it through actions and results.

- Clearly state the priority.
- What actions did you identify in your consortium plan to address this priority?
- What expenditures were made in FY21 to address and support the implementation of this priority?
- What were your results as they impacted students?
instruction for students. These initiatives provided new industry certifications and links to industry for students. Plans for improved Work Based Learning program specific opportunities were developed in FY21 for implementation in FY22.