Annual Performance Report FY21

Form status
Consortium name: Mid Minnesota 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:
  https://public.education.mn.gov/MDEAnalytics/DataSecure.jsp
• For postsecondary indicator definitions, go here:
• 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)

Although the consortium is performing higher than all the state determined levels for Grant Year 1; the strongest performance for consortium schools is the 1S1 – Graduation Rate (4 year) @ 93.35 FY 2020 data. Over the years, the consortium schools consistently have performed above state determined levels for the 1S1 indicator.

1a. On which indicator(s) is your consortium struggling? (i.e., your performance level is lagging behind your upcoming grant-year-1 local level of performance)

Although the consortium levels for the 4S1-Nontraditional Program concentration and the Work-base learning Quality indicator 5S3 are above the state determined levels, these two areas are the weakest in performance. Concentrators of females in the Agriculture programs specifically in Plant Systems and Animal systems increase this indicator significantly for the consortium levels (2020 data) Males continue to lag in nontraditional programs for males. 5S3 Quality Work-base Learning levels are low in comparison to other indicators. Although work-base learning in FY 20 occurred in the Diversified Occupations, Agriculture and Health. Business work-base learning opportunities did not occur in FY 20. Business programs usually have 15-20 students in the program so that could have decreased the data.

2. On which indicator(s) is your consortium struggling? (i.e., your performance level is lagging behind 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 these populations and the overall performance rate of your whole population on an indicator)

In reviewing all indicators for gap analysis:

1S1 - Graduation – 4 Year performance shows a gap in comparing students defined as English Language Learners (52.27% or 14/20) and white students (94.83% or 119/120). Although black students (Somalian students) in Willmar Public Schools have increase in Grad -4 year, the gap still exists for ELL students.

2S1 - Gender distribution: Business work-base learning opportunities did not occur in FY 20. Business programs usually have 15-20 students in the program so that could have decreased the data.

4S1 - There is a gap between the percentage of males (28.24%) and females (72.86%) who are concentrators in nontraditional programs for their gender. Most females are concentrators are in the Agriculture program specifically the Plant Systems and Animal Systems. Interestingly, ELL students participate (39.13%) in nontraditional by gender programs almost equally as white students (60.81%).

5S3 - There is a gap in the number of males who are engaged in WBL (10.66%) compared to 8.51% for females. The number of females was impacted by the fact that the business WBL courses did not run in 2020 (covid restrictions). A further gap occurs at Willmar High school with the Black (Somalian)
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 – local level of performance [target])

Overall the consortium is strong in all three of the post-secondary indicators and only off by small increments to comply with the state determined consortium levels. (historical data: 96.22%, 57.15%, 9.79% compared to state determined levels (96.33%, 57.15%, 9.90%). The strongest performance area has been on-going goal since Perkins III. The consortium has included at career exploration event in collaboration with Central MN JIBs and Training for FY 22 for males to explore careers in nursing. High school 10th graders are encouraged to attend three large regional career events and students (both male/female) are encouraged to learn about career nontraditional to their gender. Events such as the Ag Day and Ag Field day encourage high school students to enroll in Agriculture programs.

The consortium has had initiatives in place to address the gap for Black (Somalian) students at Willmar Schools. In FY 20, listening sessions began to find out how to do career exploration for Somali students specifically in technical programs. The at post-secondary Somali students matriculate into the nursing programs and law enforcement but only handful in other technical programs. The goals are to continue to do listening sessions and train Somali graduates or current college students to be “hosts” for high school and prospective adult Somali learners. This initiative will continue into FY 22. Willmar Schools has several programs in place to assist ELL students in completing high school and matriculating into programs or jobs. Students may access Adult Basic Ed which has class rooms at the college. Furthermore, FY 22 Willmar high school math teacher worked with several technical college program instructors to develop and Technical Math courses at the high school that is basic and then became specialized depending the programs (electrician, drafting, welding, machining, agriculture). The goal was to have the course articulated into college programs and assist the students in learning more about hands-on programs. Willmar High School also offers to basic technical courses (hand tool use, power tool use, basic safety skills, etc.) to again, encourage students who may not be familiar with these skill sets. Finally, the college has translated individual college program information into Somali and Spanish to be used by high school counselors and to be displayed in key areas in the community.

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Although not a lagging area 2p1, has some areas that need further analysis.

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

FY 20 data show that 5/14 or 33.71% Black (Somalian) students completed and in FY 21 - 2/15 or 13.33% completed. The lowest completion rates and with Black (Somalian) students are: Law Enforcement (total students - 7/29 or 24.14%) and nursing (total - 4/31 11 or 38.74%).

5.1 (review the performance rates of each gender, racial/ethnic group, special population, and career cluster, looking for sizable differences between those populations and the overall performance rate of your whole population on an indicator)

6.1 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.
8. Describe the consortium’s efforts to collaborate on (secondary/postsecondary), designing, implementing, and/or improving programs of study during the Perkins V transition year (Relates to CLNA Element #3 and Application Narrative #2).

9. What actions did the consortium take to advance teacher recruitment, retention, training, and education? What were your successes and challenges? (Relates to CLNA Element #4 and Application Narrative #8).

The consortium partners decided to use the CLNA data on workforce needs as the focus for further developing a program of study. Advisory boards both at the secondary and post-secondary were also instrumental in shaping the goals for FY 21, 22. Manufacturing was the #1 workforce need, Health careers as #2. In surveys, school districts indicated that equipment was not at industry standard and not commercial grade. It was decided to provide funding for school to further develop the program of study specifically Manufacturing Production Process, and because the school district at agrame teaches 17% of students learning welding, machining and robotics (construction) it was decided to expand that program of study. At post-secondary, a new CNC program expansion to Willmar – Business contacts provided support in terms of equipment, supplies, and other in-kind donations, student sponsorships for specific courses, and the availability of the ZOOM technology.

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).

Challenges and Success for the retention/recruitment, training of instructors/staff – struggled to fill a pool of candidates for recruiting the Perkins funded Recruitment and Retention Specialist for Technical programs. The position was revised to be a full-time position with more emphasis on retention and is reposted in FY 22. With the impact of covid, many of our post-secondary technical programs were strangled – mask compliance, social distancing, remote/online/distance learning, consistent disruptions and interruptions to the instructional environment throughout the year and the need to be flexible and pivot with regularity. The levels of exhaustion, Zoom fatigue, and the absence of regular water cooler conversations pushed more work to the fringes of the work day, and increased reliance on asynchronous methods of communication like email that were more cumbersome, time consuming, and often less effective. This fatigue impacted the learning environment and faculty/staff availability and willingness to do the additional work necessary for some of the other recruitment and training opportunities. At the secondary, CETe teachers experienced the same fatigue and were less likely to participate in events or other Perkins initiatives. Although MDE and Minnesota State offered many online workshops (Centers of Excellence) did excellent online workshops, few of the secondary attended those training. Finding CETe licensure teachers is a challenge for area school districts. Last year, we started recruiting for FCS programs from graduates of Culinary and Early Childhood Ed Bachelor degree college programs but not under the education discipline. They would be eligible for Tier 1.

11. Describe the actions you took over the past year to improve your decision making process, specifically to prioritize programming and funding (Relates to Narrative #10). Governance aspects should include:

- how needs and concerns of learners, teachers and administrators are brought before consortia leadership
- how program and funding priorities are determined

Governance – although covid was a significantly negative aspect to CTE programs both at the college and at secondary, the positive outcome (Zoom or Google meets technology) was for more dialogue with school district admin/counselors and teachers. The consortium meets twice yearly as a group but with the ZOOM technology, it was easy to pull short meeting together with several people. With over-increasing turn over at both the secondary & post-secondary, it has been difficult to get new administrators, teachers, counselors on board. The Perkins FY 21 plan included TECH UP, an on-campus event for Ag, Trades and industry high school teachers to spend a day on the college campus to try new equipment, discuss curriculum, plan for student experiences. Since size is always an issue for the consortium with many smaller districts, two large school districts along with two college campuses, the challenge has been to provide enhanced programming at small school districts. The consortium has part of the CTE LYFT grant so many smaller school districts have collaborated to provide more programming for students. Here are the projects to date:

- GLE/PL/BOLD – Tech in A Trailer; MCCRAYKMS CED program; MCCRAY/WA/CAGC/RC; nursing assist; NLS/RC – EM; BBE/NLS/RC; Manufacturing project (MAPS); Litch/OC; SERVSafe, Food Handler; NLS/Willmar – ECO Career Exploration; GLE/PL; Food Truck; Litch/Hutch/GLE/RC/OC – 1st Aid, CPR and AED certifications. These projects have provided consortium students the opportunity to develop skills in the targeted areas, health careers, manufacturing. Although the CTE grant is sunsetting at the end of FY 22, school districts have gained valuable experience and knowledge in collaborating to provide more options for students specifically for smaller school districts. At post-secondary, most technical programs were taught as online courses so size wasn’t an issue. Although some post-second courses were previously online, through the covid restriction, many moved to an online format (27 technical programs to date).
During the CLNA process, school staff, workforce center staff and college staff were more involved at various stages of development (assisting with surveys, small group discussions, etc).

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 FY 21, 22 the consortium application included initiatives that will build the POS in Manufacturing Production Process. The college has been in process of moving the Machine Technology program which is very successful on the Ridgewater/Hutchinson campus to the Willmar campus. The decision was based on workforce need. Perkins reserve funds have been used to purchase equipment (CNC machine). The purchase of the new CNC equipment with the Reserve funding is allowing us to take a BOLD step toward an innovative fast-track 1 year CNC program that was developed in FY21 to start in FY22 in conjunction with local manufacturers and K-12 partners. This approach was based on advisory feedback on the critical importance of fast tracking student development into new technologies, and flipping the paradigm on how we teach machine tool trades. Though this was a great use of funds and is helping us to innovate and move the program forward, our conversations for FY22 have really led us to also consider supporting new and emerging programs that are not defined by the POS as existing; these new programs have the opportunity to really be the key to drive bold innovation (CLNA considerations for FY 23). Reserve Perkins funds were also used for the TECH UP event – an campus event for high school teachers to try out new equipment, connect with college faculty for building curriculum, specific sessions on machining, power technologies.

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?

As previously stated throughout the APR and included in the FY 21,22 Perkins application, Manufacturing is the #1 workforce need for the consortium geographically and considering the move of the college Machining Technology program to the Willmar campus along with the need to upgrade high school trades and industry programs to again meet the need of local industries; it was decided to earmark funds for further develop the POS in Manufacturing related fields. The college purchased the CNC equipment (see use of reserve funds in #12). School districts also purchased commercial/industrial quality equipment that is currently used in industry. Since many of the career events/professional development opportunities were either cancelled or moved to ZOOM; the consortium requested and was approved to move those Perkins funds to acquire industrial quality equipment used in the manufacturing industries: BBE- CNC Router, Hutch-Veneer system, KMS-CNC Router, LP-CNC Milling, Shark, Lathe, Willmar-Tormach 440. Outcomes: high school teachers are learning to use the newly purchased equipment, high school teachers attended TECH UP to learn how to use new equipment, college process for the completion of the Machining Technology on Willmar campus with start date 1/1/22. Goals and measurement going forward include increase of enrollment in manufacturing related courses at the high school level and at the post-secondary programs. In addition, high completion rates for the college program and special population students will enroll and complete at the post-secondary.