

Annual Performance Report FY21

Form status

Consortium name: Minnesota West Consortium

FY21 Strengthening Career and Technical Education for the 21st Century Act (Perkins V)

Why is the APR important to your consortium?	<ul style="list-style-type: none">• 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.
Why is the APR important to the state?	<p>The APR is a federal reporting requirement that will:</p> <ul style="list-style-type: none">• 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.	<p>The APR is divided into two interrelated parts: Performance Indicators and Narrative responses.</p>

PART I: Performance Indicators

Relates to CLNA Element #1 and Various Application Elements:	<p>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.</p> <p>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.</p>
<ul style="list-style-type: none">• To locate secondary indicators and definitions, go here:	https://public.education.mn.gov/MDEAnalytics/DataSecure.jsp
<ul style="list-style-type: none">• For postsecondary indicator definitions, go here:	https://minnstate.edu/system/cte/consortium_resources/documents/Perkins-V-Report-Structure-and-Definitions.pdf
<ul style="list-style-type: none">• 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 post-program placement rate is our strongest indicator. We are over 5% higher than the state average. Our Year 1 performance target is 39.93% and our baseline performance is over 71%. A performance rate of 71% still leaves plenty of room for improvement and we see that our EL and Special Education populations have the most room to gain.

Program Quality: Work-based Learning is our weakest indicator. While we are over 10% above our target, we are behind the state average. This is also an area where our special needs and EL students have poor scores. We need to get a better understanding to see if it's a lack of participation in existing work-based learning programs or just too few work-based learning options in our districts.

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)

We currently have several initiatives in place that will hopefully positively impact our performance. Many of our AFNR instructors are getting their WBL licenses. It's yet to be seen how they plan to modify their programs to utilize them. Creating Entrepreneurial Opportunities (CEO) programs give students an opportunity to start small businesses under the guidance of community mentors. There are 3 collaboratives in the region in various phases of their programs.

215 students participated in Internships 597 high school students participated in job shadow experiences in 2020-21. We still have 1/4 of our districts that do not offer any job shadow activities for their students. COVID cut the number of students shadowing by half compared to the year prior.

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)

Our EL and migrant populations consistently have the largest performance gaps throughout all the indicators. While this is disappointing, it's not totally unexpected. Our consortium is home to several districts whose migrant and EL populations have mushroomed in the past few years. We have districts where students speak over 30 languages. Working to expose these students to more CTE programs is a priority of the consortium.

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,

We have taken steps to address some of the gaps with our EL and migrant populations. We have added our EL teachers to the teacher lists that get updated at the beginning of each school year. We have used that list to survey teachers about their student needs. That information has led to a partnership with SMSU, Minnesota West, SW MN Private

specifically as it relates to focusing programming and resources.

Industry Council, and SW Adult Basic Education to hold a conference this fall called Major Madness that is specifically for EL students. High school junior and senior EL students have been invited to hear from a diverse employer panel, a diverse college student panel, and Admissions and Financial Aid specialists from SMSU and MN West.

One of our consortium priorities is to allow districts to request funds to offer opportunities that will allow full participation of under-served groups in CTE courses.

Our Project Discovery program has always served Special Education students, but we are going to pilot the hands-on career exploration experience with EL students this school year.

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 Postsecondary indicator that appears strongest is our Non-Traditional Program Enrollment. While we are below the State level on this indicator we are 3% above our target for the year. When reviewing the data we do see that men more than double women in non-traditional programs. We also see that some ethnic groups are not even represented in non-traditional program enrollment. Also of note is underrepresentation of special populations groups in non-traditional enrollment in particular single parents.

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)

Where postsecondary is lagging is on post-secondary recognized credentials. We are above the state average but 2% points below our target. Also when drilled down further we see a number of disparities especially within career clusters and special populations.

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

1P1 - Retention and Placement. Drilled down shows some gaps for Asian students and in Agriculture, Business Management and Transportation clusters.

2P1 Recognized Credential. Here we see discernable gaps for males, American Indian students (which is very low in numbers, under 10), economically disadvantaged students, single parents, English learners and homeless youth. Our numbers for English learners and homeless youth are under 5. A number of clusters have gaps in this indicator including Ag, Business, Education, Finance, Human Services, Information Technology, Law Enforcement, and Manufacturing.

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)

3P1 - Non-Traditional Program Enrollment. Gaps in this indicator include females, American Indian and Native Hawaiian/Pacific Islander (0), white, single parents. Clusters that have disparities include Transportation, Education, Human Services, and Construction.

In reviewing the data on indicators another item that is striking is the number of students with disabilities, English Learners. With some of the pockets of immigrant populations in the region it is of concern the numbers are so low. The number of students with disabilities we believe to be grossly under reported according to our demographics.

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?

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.

One area we have taken steps to address some of the gaps is with our EL and Migrant populations. We have added EL teachers to our school database that gets updated at the beginning of each school year. We have used that information to survey teachers about their student needs. That information has led to a partnership with SMSU, Minnesota West, SW MN Private Industry Council, and SW Adult Basic Education to hold a conference called Major Madness that will be specifically for EL students this fall. High school juniors and seniors have been invited to hear from a diverse employer panel, a diverse college student panel, and Admissions and Financial Aid specialists from both educational institutions.

Another postsecondary priority is special populations. We see some of the biggest disparities with special populations. Because of this, we have identified changes to our advising structure and philosophy. This past year the college evaluated student services including advising and enrollment services and trained 40 plus staff in Appreciative Advising and continue to work to implement this advising model. Along with that we have begun implementing a more intuitive customer relationship management platform, Salesforce. This system will allow for better interactions with potential students and current students through graduation and beyond.

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.

An Expenditure Information form is utilized to collect district expense requests. Part of that form requires teachers to show that their request will expose students to high wage, high demand, and high skills occupations. DEED's Career Pathways Tool helps them find all that information in one place. While some teachers find this frustrating and restrictive, others have embraced the idea of tying what they teach to exciting careers. This same form requires the teacher to tie the request to an approved program and program of study which shows quality.

Teachers have expressed a real concern that being required to purchase industry-quality equipment is not always a good use of funds. At the secondary level, their goal is to expose students to careers, not prepare them to move straight to the workforce—that is the purpose of post-secondary. The majority of our schools are small—less than 50 graduates/year. Purchasing expensive equipment that is only used a few hours a week for just a few months of the year seems like a poor use of funds. Yet, it's not fair for students in small districts to not get these opportunities just because of their size. The teachers would just like to buy good, quality equipment that would introduce the students to the careers. Sometimes they are pressured to purchase equipment that will rarely be used.

Articulation and secondary/post-secondary meetings help connect our high school and college instructors. This keeps a connection between the two to ensure our programs at the two levels align. Both secondary and post-secondary lean on their advisory boards to assure the quality of their programs.

In conjunction with advisory boards, the college adheres to HLC and program-specific accreditation criteria. These work to ensure we are providing education that is high-skill, high-wage, and high demand. We have also created a culture of assessment at the college in which academics and co-curricular activities are assessed each semester.

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

8. Describe the consortium's efforts to collaborate on (secondary/postsecondary),

Our annual secondary/post-secondary teacher meetings have good attendance which suggests they are meeting the teachers' needs. They appreciate the industry tours we organize, the opportunity to work with MDE Specialists, and the networking and

designing, implementing, and/or improving programs of study during the Perkins V transition year (Relates to CLNA Element #3 and Application Narrative #2).

sharing that happens between the teachers. This is also an opportunity to bring in regional advisory group members to answer questions. In conjunction with the secondary/post-secondary teacher meetings, MN West has a robust mentor program for our REACH instructors. Each REACH instructor is assigned a faculty mentor from the college. They meet throughout the year but then have the opportunity to meet annually for a professional development day. Fall 2020- 43 REACH instructors, 24 REACH mentors and 3 high school staff/principals attended. Also in keeping with the college best practices, all REACH courses are assessed at the end of each semester. MN West offers concurrent courses to 17 area high schools. MN West employs a K-12 Collaboration Manager that not only manages K-12 partnerships but also manages our career academies.

The Minnesota River Valley Education Districts (MRVED) is a consortium of 9 area school districts. Their mission is to effectively and efficiently assist the member districts in meeting the goals they have set for themselves, students, and staff. They strive to positively impact student learning through cutting-edge improvements. They have a CTE collaborative coordinator, housed at the College, that works to streamline curriculum and partnerships between the districts and the College.

Faculty and staff at Minnesota West Community and Technical College engage in assessment activities throughout the academic year for several reasons. First, assessment activities provide opportunities to improve student learning through the development and measurement of learning outcomes at the course, program, and co-curricular levels. Second, assessment of learning outcomes provides both qualitative and quantitative data that demonstrate continuous improvement and accountability to our constituents, community, and accrediting agency(s). Third, assessment activities provide a culture of continuous improvement by providing feedback on what does and does not work well both within, and outside of the classroom. Last, assessment activities demonstrate and support the college's mission to prepare learners for a lifetime of success; the college's vision to be the regional college of choice; and the college's values that promote community engagement, courage, diversity and inclusion, innovation, integrity, and student success.

Several years ago MN West implemented a College-Wide Finance Committee. This committee evaluates and prioritizes all equipment and technology requests for the college including Technology, Leveraged, and Perkins. This Committee does not field all Perkins expenditures, just that portion of the budget that has been prioritized for improving or obtaining new and innovative equipment for CTE programs. The Committee is made up of a cross-section of the college.

Encouraging participation in Professional Development is one of our consortium priorities. We intend to continue supporting teachers and instructors who have an interest in expanding their knowledge and class offerings after attending these conferences.

Keeping curriculum relevant and available is another consortium priority, so we have encouraged schools to consider purchases of digital curriculum that will allow students to stay connected while in distance learning situations.

This Fall the Consortium met with the system office for guidance regarding POS. We reviewed our POS and discussed ways to better define and align them.

Events like the Culinary Skills Challenge and Digital Photography Competition that are created and run in conjunction with area colleges and industry partners were revamped and moved to a virtual format. The CSC still had 43 students compete in modified competitions, and 58 students competed in the Photography Competition.

9. What actions did the consortium take to advance teacher

Lack of qualified teachers and the ability to recruit qualified instructors from the industry continue to be a challenge. The consortium did however utilize a number of

recruitment, retention, training, and education? What were your successes and challenges? (Relates to CLNA Element #4 and Application Narrative #8).

strategies to recruit and retain talent. These included:

The Southwest Minnesota Teacher Preparation Partnership. A unique partnership between Minnesota West, SMSU, Worthington Public School, and Southwest Initiative Foundation aimed at increasing the diverse pool of quality teacher candidates in the region. School year 2020-2021 enrollment was 5. Fall 2021 enrollment is at 12.

Completion and approval of the Education Transfer Pathway at Minnesota West.

Mentor program for new faculty at Minnesota West which includes monthly training sessions.

Continuance of the Centers for Teaching and Learning model to encourage learning environments to build community, better course delivery, use of technology and beyond.

Culture of assessment. End of term course and curriculum assessment at all levels of the college to ensure continued improvement.

Advisory committee meetings within our CTE programs.

Teacher recruitment and retention survey for southern Minnesota. Minnesota West, South Central, Southeast, Riverland and Rochester/ZED consortia partnered to commission an electronic survey. Specifically, we were interested in garnering practical information regarding recruitment, support and what administrative units and Perkins Consortia can do to assist with recruitment and retention. Data was collected from 153 teachers and 47 school and district leaders. Survey results put forward recruitment, onboarding, and retention recommendations.

Our Educator Externship experience encourages teachers to spend a day in a local business that relates to the courses they are teaching. Teachers spend the day shadowing at a business with the expectation that they will bring what they've learned back into the classroom. This program has received great reviews from the teachers who've taken advantage of it, but we feel it's greatly underutilized. COVID kept teachers from applying for funds last year.

The consortium still held its annual teacher meetings to share Perkins-related information, but one of the best parts of the meetings is that it gives teachers the opportunity to network and share ideas. Zoom is not conducive to a great sharing experience. Although the relationships aren't formal, a lot of mentoring takes place at these meetings. There have been significant teacher changes, and the new teachers missed out on the chance to work with the more experienced teachers.

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?

English Language Learners and Migrant students fared lower in all the key secondary performance indicators. At the postsecondary level special populations, more specifically students with disabilities, single parents, economically disadvantaged, EL and homeless youth tend to indicate bigger disparities.

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

The Southwest Minnesota WorkForce Development Board Career Expo offers 1800+ high school students an opportunity to explore regional careers through a hands-on event. Due to COVID, the event was canceled in 2020.

MN West and the Southwest Minnesota Private Industry Council for over 25 years has

provided opportunities, on our campuses, for high school students that would not necessarily consider college as an option to experience a variety of our programs. Breaking Traditions focuses heavily on students with disabilities, EL learners, at-risk youth to bring them to campus and get their hands on our equipment, talk with current students and interact with instructors and college staff. This past year the event was held via Zoom because of COVID.

The consortium partnered with Southwest Adult Basic Education, the SW MN Private Industry Council, and Southwest Minnesota State University to offer the first event in our region specifically designed for English Learners to learn about career and academic opportunities. Due to COVID, Major Madness was canceled but will be held in 2021.

Several initiatives to better serve special populations and all students began in both FY20 and FY21. These include a permanent student emergency fund for students experiencing a hardship that would result in an interruption of their college experience, Chromebook loan arrangements for students without a reliable computer device, and emergency food and personal care pantries on each campus and the Luverne Center. The College also contracted with a service provider to provide mental health services to our students. This person was not only to provide these services but also capture the needs of students to assist in determining whether a permanent position was needed. In FY21, a Licensed Psychologist was hired to provide mental health and community referral services.

In FY21, MN West partnered with SMSU and MN/Iowa Campus Compact to have a full-time Health VISTA on board. This person worked between the 2 colleges on student basic needs. Specifically, they worked with MN West to identify student needs, explore pantry models, explore sustainability options for the pantries and emergency funds, provide education and information to the college community around student basic needs, and create an interactive resource map that students could easily use. As part of the VISTA project, we participated in the #Real College 2021: Basic Needs Insecurity During the Ongoing Pandemic survey and created and executed a homegrown survey.

Evaluation of student services procedures and models has resulted in changes to student services. MN West participated in Florida Atlantic University's Appreciative Advising Institute in Spring 2021 and has begun implementing Appreciative Advising as our advising model. We also moved away from Grades First as our customer service management software and are working to implement Salesforce. Salesforce is a more intuitive management software and can be customized to MN West.

The consortium received a Capacity Grant to better explore how English Learners could benefit from CTE courses and career/education planning. Our data indicate that English Language Learners do not participate in high school or college CTE programs at the same rate as other students in the consortium. 16 secondary ELL teachers, school counselors, post-secondary developmental education instructors, and support services staff completed a survey to help us learn more about the services/programs offered in their districts and their insights into ELL student needs.

The main components of the grant included:

The development of a comprehensive database of regional secondary ELL teachers and services.

SWWC partnered with the University of Minnesota Extension to conduct focus groups with high school and college ELL students, educators, and parents. The goal was to determine awareness of local/regional career opportunities, training programs, and desire to pursue training after high school. 30 students participated in the focus groups. The groups were intended to be in-person and include parents, but the parent event was canceled due to COVID and the student groups had to be held over Zoom.

More students were scheduled to participate, but COVID outbreaks in their schools kept them from joining.

Cankuya Construction Pathway project- This project was a partnership between Minnesota West, the SW MN Private Industry Council, and the Lower Sioux Community and took place completely on the Lower Sioux Reservation. Students who completed the program received a full Carpentry Certificate from Minnesota West Community and Technical College. 14 students started the program- 8 out school youth and 6 adults, 6 women and 8 men, ages ranged from 18-39

A survey conducted by SWWC indicated that a very small percentage of schools in the Minnesota West Perkins consortium offer a career course for their students and even fewer are mandatory courses ensuring that all students are exposed to the information. One of the goals of the consortium is to expand the transition curriculum options for our districts. The NextUp curriculum was offered to districts in the region willing to commit to piloting the curriculum in the 2020-21 school year. 2193 students from 8 schools participated in the pilot. The curriculum was used in Special Education, EL, and regular classrooms. Schools purchased the curriculum, and if they fully implemented the curriculum, the districts were reimbursed the full cost of the curriculum. The next phases will allow districts to purchase the curriculum at a reduced cost and then finally pay the full amount.

The consortium partnered with several other southern Minnesota consortia to offer an online Poverty Training. The training was designed for CTE instructors and counselors to learn concrete strategies to understand the inherent conflict between the structure in our organizations and the people being served.

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
 - how status of consortium activities is communicated to teachers and administrators
 - how needs and concerns of learners, teachers and administrators are brought before consortia leadership
- We worked to solidify our governance structure to make our decision making more transparent and replicable.

Consortium Executive Committee- Comprised of Secondary and College Perkins Coordinators, CTE Coordinator, and Youth Program Manager. The team utilizes advisory committee input and all CLNA data to develop the annual Perkins plan/budget. This committee implements the plan and makes day-to-day decisions regarding local applications and approves budget expenditures.

Secondary Perkins Advisory Committee is made up of teachers, counselors, CareerForce Center Management, Adult Basic Education, and administrators. They consider CLNA data, determine regional priorities, approve the local application process, and advise the Executive Committee. This committee determines how program and funding priorities are determined.

Secondary program data, business, labor market, & economic development data, CTE Student Data, and Post-secondary Program Data are used by the Secondary Advisory Committee to determine the local priorities. District requests must match one of the designated consortium priorities.

Local "Uses of Funds Training" is completed annually by Perkins Coordinators, SWWC Accounting Supervisor, MN West Director of Financial Operations, and SWWC Office Assistant.

Business, FCS, Trades, and Work-based learning teachers meet annually giving them a direct path to share concerns with consortia leadership.

Postsecondary advisory committees provide guidance and advice concerning design, development, implementation, evaluation, and maintenance and revision of technical/occupational and liberal arts programs. In addition, advisory committees may assist with marketing, recruitment, placement, and financial support of programs. Membership consists of faculty, current students, secondary and university partners, administrative representatives, government agency representatives and business and industry representatives.

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

The consortium used a monthly newsletter to keep CTE staff, partners, administrators, elected officials, state staff, etc. updated on consortium events. The added workloads created by the pandemic caused us to revert back to simple emails to keep interested parties informed. We would like to bring our CTE Blog back in some form. Until then, emails will be used to share information. The list of teachers, counselors, administrators, and finance staff is updated at the beginning of each school year.

A page dedicated to Secondary Perkins Activities is housed on the SWWC Service Cooperative website, www.swwc.org/carlperkins. All the forms and resources schools need to complete their local application can be found there. There are also direct links to MDE Program Approval resources as well as templates to help create approvable syllabi.

Consortium activities and expenditures are reported on and discussed quarterly at the Southwest MN Youth Council Meetings.

Perkins Annual Performance Reports, Applications and CLNA's are all housed on the College's reports website to promote transparency and accountability.

Starting in February, secondary Designated Perkins Coordinators and school finance officers receive monthly spending updates. All purchases must be made and submitted for payment by May 1 each year.

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).

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

First Tech Challenge- FIRST Tech Challenge is part of an international robotics program that includes more than 3000 teams globally. Teams of up to fifteen students collaborate to build and program a robot that competes on a 12' by 12' field. Each year, the event is designed to challenge students to think critically and expand their knowledge of the engineering process. This team-based, hands-on, competitive robotics program provides challenging and exciting learning opportunities for young people. It develops teamwork and leadership skills and promotes excitement in science and technology. Two MN West Consortium schools have registered three teams for the

first-ever event for our regions to be held at Southwest Minnesota State University on January 15, 2022.

Major Madness- this event would have been the first regional gathering specifically designed for our EL students. The 2020 event was canceled due to COVID but it is scheduled to take place on November 5, 2021.

Professional Development for teachers to integrate math and reading into CTE courses- our intention was for three districts to send math and construction teachers to the Construction Geometry training being offered by St. Paul schools during the summer of 2021. We had multiple schools show an interest but several factors including timing and staffing concerns kept them from committing.

Future Forward- a regional Work-based Learning management system for managing employer contacts and work-based learning agreements. We are working closely with SW MN PIC and Central Minnesota Jobs and Training to populate the site with information from area employers. We have identified over 150 employers so far and plan to have at least 100 establish professional profiles by January 1, 2022.

Cankuya - Lower Sioux Community Construction Program. Leaders of the Lower Sioux Indian Community identified several needs for their community. These included a lack of career skills for young adult community members who were not in school as well as deteriorating infrastructure within the Community. Leaders partnered with Southwest West Central Service Coop, SW MN PIC, and Minnesota West Community & Technical College to provide an opportunity for their young members to gain career skills and industry-recognized credentials. Curriculum was designed in cooperation with the Community rather than for the Community. Construction projects were selected to master the curriculum as well as for the benefit of improving the Community. Students participate in the education program fully at the Lower Sioux Community and receive a Carpentry Certificate upon completion. 14 students started the program- 8 out of school youth and 6 adults, 6 women and 8 men, ages ranging from 18-39. This fall students are completing work in Plumbing and HVAC. The consortium and partners will also be presenting at the CTE Works Summit regarding community originated initiatives.

Appreciative Advising- With support from Perkins, MN West was able to provide the Appreciative Advising Institute to approximately 40 staff, faculty, and administrators. Appreciative Advising is the intentional collaborative practice of asking generative, open-ended questions that help students optimize their educational experiences and achieve their dreams, goals, and potentials. It is perhaps the best example of a fully student-centered approach to student development. During late spring and summer, we worked to begin implementing Phase 1, Disarm. In FY22, we will work to continue to implement the other 5 phases.

Salesforce - Customer Relationship Management Tool. The tool is a robust, customized platform that automates some tasks enabling better time management for staff and advisors to implement appreciative advising. The platform also provides analytics to assist the college in determining gaps in communication and service to different groups of students and prospective students. Full implementation of the tool will happen in FY22.

AmeriCorps VISTA. MN West partnered with SMSU and Iowa/MN Campus Compact to have a full time VISTA work on student basic needs for both colleges. Specifically, at MN West the VISTA worked to identify student needs, explored pantry models and sustainability avenues as well as provide information and education to the college community.

Anticipated Changes for Updated CLNA - The Capacity Grant the consortium received in

2020 gave helpful insight into how EL students view career planning. That information will be helpful in the next CLNA. SLEDS data will be helpful to see where we can focus our efforts. Minnesota Student Demographic reports provide helpful data including the percentage of students participating in EL programs by county. Feedback from employers that have been partners in regional CTE courses and exploration events indicates their need for skilled employees is still rising. We anticipate that businesses and professionals will be eager to establish FutureForward profiles so they can mentor and support high school students as they determine their career paths.

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?

- Clearly state the priority. Offer opportunities that allow full participation of underserved groups into CTE courses or transition experiences.

- What actions did you identify in your consortium plan to address this priority?
Our latest, bold attempt to make a difference for at-risk students will be to host the Major Madness event for EL students. We also applied for and hired an AmeriCorps Health VISTA to work with the college to assist us in determining student needs.

- What expenditures were made in FY21 to address and support the implementation of this priority?

The purchase of the NextUp curriculum that was utilized in seven districts was our largest expenditure. This transition curriculum was used with special education, regular education, and EL students.

The University of MN Extension was hired to conduct Focus Groups with EL students.

Breaking Traditions was held this past year but in a virtual environment. Kits for each presentation were put together and sent out to participating high schools so all students could have their hands on something tangible. Students then participated via Zoom sessions.

AmeriCorps Health VISTA - started assignment July 2020 and completed July 2021.

Major Madness- canceled

Learning Blade- Contract costs for consortium schools to access the online LearningBlade lessons and activities that integrate academics and career exploration.

Project Discovery and Project Search- New curriculum development and purchase of instructional materials for students participating in state-approved transition programs.

- What were your results as they impacted students?

2193 students used the NextUp transition curriculum. Teachers who rated the lessons gave the curriculum an average score of 4.4 out of 5 possible points.

Career Expo- canceled

Breaking Traditions- Approximately 240 students, from 10 area schools, participated in 21 CTE sessions, via Zoom. The true impact is elusive as response rates to surveys were very limited. What we do know is that 240 high school students were able to experience some type of CTE exploration during the year of the pandemic. Zoom was less than ideal because of the lack of interaction but students were able to experience more options than in a typical Breaking Traditions year.

AmeriCorps Health VISTA - The VISTA helped to execute 2 student surveys regarding student needs. They also created awareness within the college by creating a Basic Needs Advisory Committee that met monthly during the school year, creating sample syllabus statements regarding basic needs that can easily be included on a syllabus. An easy-to-use interactive resource map was determined to be a priority of which the VISTA also created and is now housed on the college website. The VISTA also helped to create tracking for the pantries to gauge usage as well as created some donation avenues that can be used ongoing to make the campus pantries sustainable.

Project Discovery served 63 students in 2020-21- about half the number of a normal year.

Project Search- 7 students graduated from Project Search. Project Search is based at the Marshall Avera Hospital. COVID kept the students from completing their work experiences at the hospital so staff had to find alternative sites.

Cancel