

Annual Performance Report FY21

Form status

Consortium name: Runestone Consortium

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

Why is the APR important to your consortium?

- This serves as your consortium's report on the priorities identified in your Comprehensive Local Needs Assessment (CLNA) that translated into commitments to action items in your local FY21 consortium plan.
- It allows you to reflect on consortium priorities, changes made, action steps taken on identified needs, and implications for future consortium plans aimed at continuous improvement.

The APR is a federal reporting requirement that will:

Why is the APR important to the state?

- Identify opportunities for professional development, technical assistance, or direct support to consortia
- Examine accountability of results and shifts in consortium plans
- Provide context which informs Minnesota's Consolidated Annual Report (CAR) submitted annually to the Office of Career, Technical and Adult Education (OCTAE)

You will find the following questions when you log in to AmpliFund.

The APR is divided into two interrelated parts: Performance Indicators and Narrative responses.

PART I: Performance Indicators

Relates to CLNA Element #1 and Various Application Elements:

Purpose: local funding decisions must be based on the comprehensive local needs assessment (Perkins V, Section 135). The following questions are aimed at aligning needs as identified in the data, strategies being implemented, and resources being allocated toward those efforts.

Directions: After reviewing your consortium's performance data for all secondary and postsecondary indicators, please respond to the questions below. Since 2021/grant year #1 data is not fully available for secondary and postsecondary at this time, please review consortium data for reporting year 2020.

- To locate secondary indicators and definitions, go here:

<https://public.education.mn.gov/MDEAnalytics/DataSecure.jsp>

- For postsecondary indicator definitions, go here:

https://minnstate.edu/system/cte/consortium_resources/documents/Perkins-V-Report-Structure-and-Definitions.pdf

- To access postsecondary data reports in Power BI, go here (requires postsecondary credentials to view PowerBI reports):

<https://app.powerbi.com/groups/me/apps/ac6f9c92-0a60-4e58-814e-b5b17f941353>

• For your consortium's state determined performance levels, please see the "Grant Years 2021-2024" document in the appropriate consortium folder here:

<https://minnstate.edu/system/cte/perkins-consortia.html>

Secondary Performance Indicators (1s1, 2s1, 2s2, 3s1, 4s1, 5s3):

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

1. On which indicator(s) do you consider your consortium's performance strong? (i.e., your performance level is in reach of your upcoming grant-year-1 local level of performance)

Our highest and best performance is in the area of 1S1 Graduation Rate (4-year) at 91.79% for FY2020 data. Gender and ethnicity student groups are graduating within 4 years a rate of 87.50% and higher. Special Education population at 76.19%, and Economic Disadvantaged at 85.23%.

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)

Our weakest performance is in the area of 5S3 Program Quality: Work-Based Learning. While each district in our consortium offers some type of work-based learning opportunity, the data shows that not all CTE concentrators have taken part in these. It will be a primary focus this year to find out which districts are lacking in WBL opportunities for students, and work to improve the gaps within the student groups being served.

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)

In summing up the number of student groups that have gaps in performance outcomes, there are three performance indicators that emerge. Those student groups are: 4 year Grad Rate, Post Placement and Workbased Learning.

In summing up the total number of times each student group has a performance gap, the priority groups are: Male, Special Education students and Non Trad. American Indian, Hispanic and EL are less than 10 in each group, so those percentages can be misleading.

3. Consider your data review, identified performance gaps (both overall and in specific population groups) and allocation decisions made in planning for 2021. What future actions will you consider based on your review of these components?

3.1 These could include gathering different information in your CLNA process or setting your local application/funding priorities, specifically as it relates to focusing programming and resources.

The data reviewed in the table in question 2 is consortium data. Next steps will be to review the data at the district level so we can better identify where these gaps are happening and in which CTE program areas. Once it is determined which districts need support in this area, consortium leadership will work with the CTE teachers and administration in developing strategies to reach these students and begin implementing the plans.

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

Our consortium strongest performance indicator was 1P1. Here our data showed we have an overall performance of 94.56%. In drilling down into performance based on gender, race/ethnicity or special populations status we find either a higher rate or within 90% of the overall rate, except for one. The disparity gap of Individuals Preparing

your upcoming grant-year-1 local level of performance (target))

for Nontraditional Fields was the only notable one and even that rate was within 89% of the overall performance.

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)

The weakest performance indicator 3P1. The overall performance rate for Nontraditional Program Enrollment was 11.04% and was above the performance target of 9.85% for grant year 1. However, once you break it down into categories, this indicator has the most discrepancies.

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

1P1: When drilling down into performance by career cluster, the three clusters where there is a gap, not one of them is a state recognized POS. One of these clusters has less than 10 students.

2P1: The female gender was slightly under performance rate with a 73.14% and therefore 5.72% below the average indicator level of 78.86%.

For ethnicity, American Indian showed a gap of 12.19%, but this student group was also less than 10. Two or More Races levels were at 52.94%, which was a gap of 25.94% below the average.

In the Special Populations, the data showed slightly low levels for Economically Disadvantaged at 71.15%, but this group was also less than 10. Homeless Youth and Youth in Foster Care both were very low, but also less than 10 students. Out of Work Individuals were at 66.67%, which was a gap of 12.19% below average.

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)

For career clusters, two of the state recognized POS showed a sizeable gap. Architecture & Construction with 46.15%, which was 32.71% below indicator average. The other one was Marketing performance level at 53.85%, which was 25.01% below indicator average.

3P1: For gender enrollments, our data shows males at 2.34%, which is 8.70% below the indicator average of 11.04%.

For ethnicity, American Indian and Black or African American showed very low in Nontraditional Program Enrollment, but they both were less than 10 students. The only significant one was Asian, which showed 7.14%, which was 3.90% below the indicator average.

Special Populations shows Economically Disadvantaged and Out of Workforce having the largest gaps. Economically Disadvantaged was 9.52%, which was 1.52% below the indicator average. Out of Workforce was 8.70%, which was 2.34% below the average indicator level. Homeless Youth and Youth with Parent in Active Military show extreme low, but they both have less than 10 students.

The only two clusters that represent our state recognized POS that have more than 10 students are Education & Training (at 0%) and Manufacturing (at 2.68%).

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

Regarding performance in the Non-traditional student group, we notice in the Gender criteria a gap is identified in that males in primarily female programming is larger than females in primarily male programming. As our current male population is at 11

application/funding priorities, specifically as it relates to focusing programming and resources.

students, we need to increase this number of non-traditional participants by 40 additional students. The primary program with male non-trads is in the health sciences career cluster, and the other is education. We will begin working with the secondary schools to try and better marketing persons in non-trad careers. This may come in the way of guest speakers, marketing materials that picture persons of the non-trad gender, and using materials from NAPE. We will also have CTE teachers review their course curriculum for visuals and language that better supports non-trad careers.

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.

Based on both our CLNA findings and year one grant plan, secondary CTE programs within either of the two state recognized manufacturing programs of study received first considerations for equipment requests. Industry partnerships assisted with recommendations of type of equipment needed to ensure alignment to industry.

As per our grant plan, our consortium worked on two new programs of study. One is within AFNR cluster and the other within the Information Technology cluster.

The AFNR pathway, Agribusiness Systems, was chosen as it aligns with what our member districts were offering in approved courses. These courses are also popular with students interested in going into or wanting to explore horticulture or floriculture. The sequence of courses aligned with the AAS degree in Horticulture or diploma in Sustainable Greenhouse Production currently being offered at Central Lakes College. This is our one brokered program of study. Work based learning and F.F.A. opportunities bring quality to this POS.

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

One of the business instructors at Alexandria Area Schools District 0206-01 began offering one of the three new courses that she has been working on with the faculty at the Alexandria Technical and Community College (ATCC). She will be adding the other two courses at the high school this year. All three courses align with the college's Cybersecurity, Virtualization and Networking program. Articulation agreements are being put together for all three courses, as well. The final two courses are scheduled to be approved by MDE yet this fall. Work based learning and DECA opportunities bring quality to this POS.

One major challenge for our consortium is our work towards a program of study within the health science career cluster. This was another regional need that came out of our CLNA findings. While ATCC has a number of pathways within in this cluster, we do not have a CTE teacher in any of our consortium schools who hold any of the Health Science licensures. This will be a focus this coming grant year.

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).

As stated in question #7, our consortium did work on the designing of two new programs of study: Agribusiness and Network Systems. We have implemented both of them, but will be using the state-recognized POS rubric as our guide as we continue our work.

This past year we implemented a pilot program, CTE Exploration, that was a collaboration between one of the high schools and the college. Students were at that high school three days a week for class instruction with their teacher. The other two days they came to the college for instruction in the shops and labs with the college instructors. The need for the high school to go to distance learning full time just prior to completing the final two program areas was a disappointment for the students, the high school teacher, and the college faculty. However, it was still felt to be successful

and is continuing this fall with not just one high school, but two. The goal of this program is to expose students to all aspects of manufacturing and transportation careers and to encourage more students to want to go into these careers. Using the college shops and labs also provided additional hands on opportunities with equipment that not all our districts can afford to have in their own CTE programs. There was also opportunity to hear about the need and changes happening within these careers.

One biggest challenge this past year was in the improvement area of all our current programs of study. Several zoom meetings were held during the year to discuss current courses, labor market needs, quality advising committees, and where course sequence could be improved on. With the pressures that teachers were under due to covid, it was extremely tough to get too far into this. It is one of the priorities we will focus on during the FY22 year.

There continues to be a gap within our Trades programs with teachers having Out of Field Permissions instead of the correct CTE license. This was a challenge that we were planning on working on in FY21, but have now moved it to FY22 as a priority due to the challenges schools were facing last year.

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).

Discussion has taken place with regards to possible collaboration between the college and the member districts in offering Intro to Education courses for current high school students. The idea is to help increase interest in going into the teaching field. This may be one way to help advance future teacher recruitment.

Strategies that we put in place and were successful in last year:

- Professional development trainings where college faculty were the trainers for the secondary teachers.
- Other professional development/trainings outside our college partner that were beneficial to CTE secondary teachers.
- Networking meetings via zoom to check in with secondary CTE teachers to give support during the challenges of teaching in various delivery models in FY21. This was a time of sharing some best practices on things that worked or didn't work and a sharing of information with each other.

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?

As identified in the data section, the gaps in performance for special populations was Special Ed, Economic Disadvantaged, Non-traditional and Out of Workforce.

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

When surveying counselors for feedback on challenges and success over FY21 because of continual changes to learning delivery models to students due to covid, here were the comments:

Secondary Feedback:

Successes:

Offering summer school to students at all grade levels.

Our Holiday program received a major increase in donations from the community to help buy gifts and gift cards to families who were out of work due to covid.

Challenges:

Transportation for non-IEP students to attend the Runestone learning center during the school year or summer that are not able to drive.

Students on IEPs faced stronger academic challenges last year in regards to passing

classes for High School graduation.

Number of IEP referrals are increasing

Students provided opportunities while in quarantine, but who still choose to do nothing towards completion of assignments.

Postsecondary Support Services:

Special Ed

Challenges: The number of students on IEPs and 504 Plans increases every year.

Successes: Each semester, we observe students overcome learning challenges and successfully complete courses. They meet regularly with their tutors and use their time management skills.

Economics Disadvantaged

Challenges: Students are stretching their time to attend college and work to support themselves and families and often there is little time to study.

Successes: We are able to direct students to resources provided by the college to allow them to reduce hours at work.

English Learners

Challenges: We lack a dedicated ELL tutor for this group but are working on hiring one.

Successes: We set students up to work one on one with a tutor and this works well to overcome the language barriers and help with understanding/clarifying course work

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

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

Our most significant gain in FY21 was implementation of the Perkins V team, which is made up of the Perkins coordinator, four college deans, the college vice president and one CTE represent (in some schools there are two reps) from each of our member districts. A review of the CLNA and the role of Perkins V within CTE were topics of discussion, along with program innovation. The Perkins V team provided feedback on professional development, in demand careers in our region, career related activities/events, equipment needs for programs—both new and innovative, as well as those currently within a state recognized POS.

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

Requests for funding were brought forward to consortium leadership, either through the RFP form, or through email request. If funding request matched up to what was in the grant plan, it was approved.

Status of consortium activities was communicated to teachers and administrators through emails or zoom meetings throughout this past 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

The Perkins V team looked at the needs on both the secondary and post-secondary

changes do you anticipate as you start your next CLNA?

side of things and how the reserve dollars should be used. Funding of equipment to enhance the hands-on learning within the new Information Technology program pathway was the major purchase. Other equipment purchases were equipment for a welding lab expansion due to increased enrollment at one school district, and then equipment at the college that can be used across several health programs.

Other areas reserve funding was used for was professional development, our consortium's share of the design and development of the new MN Perkins Northwest website (to be launched yet this fall), mileage expense for our Regional Perkins Coordinators' meetings, and for supplies purchased to run the three one-week Hands On Manufacturing camps in June for students going into 10-12 grade.

Remaining dollars were used for testing and for prepayment of our consortium's share for the ctecreditmn.com website.

Based on our last CLNA findings, our focus this year will be to fund what is needed to develop a healthcare pathway within our consortium. As stated earlier, we have a several programs at the college with pathways to various health cares. We need to build a build from our high schools to these programs to help with the need we have in our region. We will continue to support the implementation of the Information Technology pathway with the Computer/Cyber/Networking program at college. We have also included the new Programmable Logic Controls course that is part of the education partnership the college has with USNCC (United States Naval Community College).

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?

Our consortium recognized the need to not only support the manufacturing programs of study, but to also look at other program of study areas we are not covering but where there is definite student interest, and a growing career opportunity. We looked at possible partnership and collaboration, as well as curriculum alignment, articulation opportunities, and professional development for teachers. When the college dean and faculty approached one of business instructors at Alexandria Area Schools District 0206-01 and began working on a collaboration with her to begin offering one of the courses that is now articulated with the college, this just seem to make sense to continue working on a program of study for Computer/Cyber/Networking. The college assisted with some of the equipment needed for this course, as well as provided professional development. Perkins funds were used this year to add to the hands-on learning part of this course. By the end of FY22, there will be a total of three courses that students can take in any sequence to earn articulated college credit towards the program at ATCC. Students have additional opportunities to experience real world of work through the mentorship program at the high school, and/or through DECA competitions. Students are also made aware of the GenCyber camps that are available to them through ATCC. We feel the real impact on what we are doing will take a couple years before we see in true results.

