

Annual Performance Report FY21

Form status

Consortium name: East Range Consortium

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

Why is the APR important to your consortium?

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

The APR is a federal reporting requirement that will:

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)

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

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

The baseline 2020 performing indicator is 1S1 with a 92.93 % graduation Rate is our highest performing area. This positive percentage could decrease with the short and long term effects of Covid 19. - HCC

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)

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

The weakest secondary outcome is 3S1 Post-Program Placement which is at 42.58% and the goal is 50.85%. Covid 19 did not help increase this performance as most sites prohibited any onsite activity. The consortium will attempt to increase this as a unified plan merging into the True North Stars Consortium. ICC

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

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

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

"When uploading our ARP into Amplifund True North Stars Coordinators emailed Yingfah asking how to submit attachments or graphs. She recommended that we email the attachments to her and then note in the ARP question, " See attachments sent to Yingfah."

special population, and career cluster, looking for sizable differences between those populations and the overall performance rate of your whole population on an indicator)

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 three consortia completed the FY20 CLNA together in preparation for establishing the True North Stars.. The data compiled was very similar regarding future workforce needs for all pathways. What became apparent was the extent of various pathways. Work Based Learning was almost non-existent in all areas due to Covid restrictions at the high school level. The three consortia are optimistic this will be improved in FY22. In the fy22 clna WBL will be an area of priority as we target focus groups to determine how and where to increase wbl, starting with educators to receive certification. Additionally, an area of focus is women in the trades. To learn more about the need in this area, during our CLNA process we will seek to gather data specifically related to that population.

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

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

The data shows that we continue to be strong in 1P1 – PS Retention and Placement. The latest data is as of 2020 with us at 90.87% just short of the Year 1 goal of 91.21%. We will have to see how COVID 19 impacts our numbers going forward – ERP

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

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

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)

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

We are really struggling in area 3P1 – Nontraditional Program enrollment. This is particularly evident with females in engineering (22 of 86) and males in health sciences (20 out of 93). Natural resources females (6 of 26)--ICC

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

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

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

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

2P1: Earned Credential shows a gap between our female population (76.97) and male population (49.01). There is also a large gap between students of color (%48.89) and not students of color (65.35%).

3P1: Nontraditional Program Enrollment sees gaps between females (12.9%) and males (%24.4) populations. --ICC

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

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

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.

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

PART II: Narrative Responses

7. Explain how size, scope, and quality informed your data-determined decisions concerning programs of study and local uses of funds.

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

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

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).

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

An example of improving programs of study, East Range partnership to create a new manufacturing/welding program of study to support a seamless alignment with HCC and ICC for future True North Star merger.

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

The True North Stars are collaborating on supporting secondary educators that are interested in pursuing or adding additional CTE licenses. The three consortia identified 2 consultants to mentor and support teachers through the licensure process. In the career field of Healthcare and Manufacturing, cohorts will be developed to work through the process to become CTE served in those areas through the portfolio process. We will be supporting these educators collectively to ensure there is no individual benefit. Advocating for teachers to become CTE certified was identified in the CLA element 4 strategies 1 and 2. The goal of this initiative is to end FY22 by having more CTE teachers licensed or having multiple/new licensures.

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

10. Describe successes and challenges in your efforts to improve service to special populations during the past year (Relates to CLNA Element #5 and Application Narratives #5 & 9).

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

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

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

3P1 Individuals with Economically disadvantaged families 11.28% -ERP

3P1 Individuals with Economically disadvantaged families 10.84% - ICC

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

For post-secondary Hibbing/Chisholm and the East Range Partnership are fortunate to have EMPOWER (an educational grant that exists to support women interest in non-traditional technical careers) Post-Secondary Virtual Open Houses targeting HS Students. The Trio Program worked tirelessly and offered individual support to first generation college students to support them through the pandemic challenges. Additionally the Upward Bound program is a supportive tool used at the secondary level.

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

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

The True North Stars worked in concert to create a uniform secondary request form that was piloted in FY21 for FY22 for all approved programs. The document specifically identified, supply and equipment needs, professional development, and student organizations or CTE Career Exploration needs. The creation of this uniformed request will allow easier review for the new Governance Board. In addition, Hibbing-Chisholm piloted a new CTE Rubric to aid in identifying the new consortium in prioritizing needs.

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).

East Range-Secondary- All funds were used to support a new Career Video project with the MN Northeast Office of Job Training.

Grand Itasca:

<https://vimeo.com/storynorthproductions/review/572241221/fc0c5abc49>

Monarch: <https://vimeo.com/storynorthproductions/review/562199151/4cb950f49e>

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

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

ICC- all secondary funds were spent on equipment \$36,574.51 One example of innovation and being bold is the use of funds to support the purchase of an ASV for Grand Rapids High School. Perkins leveraged contributions and partnered with Blandin Foundation, local business partnerships and FFA grant to support the purchase of an ASV. This equipment is used in Woodland Stewardship class with students out in the school forest. The whole idea behind the purchase of an ASV was to introduce new technology to students that are currently being used out in the industry. We contacted partners on this project including Blandin Paper Company, Nelson Wood Shims, Rajala Timber, Pittack Logging, and Itasca Community College Natural Resource department. This piece of equipment will help students learn from start to finish all about woodland stewardship, from planting trees, identification, project planning, pruning, protection, harvesting, and milling lumber. Safety is a top priority with this equipment and is an upper-level course for students who have already worked with the instructor in the introductory course Natural Resources Projects and the Forestry prerequisite course. Classes are kept small and training is addressed prior to any hands-on experience; this too is part of the industry standard of training on equipment prior to use. During middle school forest days, we highlight our forest harvest equipment and students get to see from a distance what careers look like in Natural Resources. These younger grades will observe the woodland stewardship course and see the ASV from a safe distance. Students who have taken other Natural Resource courses at other schools in the district will be able to enroll in the Woodland Stewardship course. Currently we have students from Greenway alongside Grand Rapids,, but in future years it will be open to all IASC schools so their students can also experience working with an ASV in Woodland Stewardship.

ICC post secondary funds were spent on the majority of the New Director salary. The consortium thought creatively and strategically when the director of Perkins last year took a position with a different consortium. When planning for a new director they decided to combine the position with their Career Pathways program. This new joint position will work to create synergy and opportunities between Career Pathways and Perkins. This will also help with leveraging different funding streams both programs access and provide end users (secondary and post-secondary) with resources to grow their program. We hear from teachers that they are often confused by the similarities and differences between Career Pathways and Perkins, so work will be done this year in the area to clearly and consistently communicate.

Hibbing/Chisholm: At the Secondary level, reserve funds were used to support teacher substitutes and bussing for career and technical education.

At the Post-Secondary level, reserve funds were spent on promotion of the EMPOWER program to encourage Female representation in Non-traditional Careers. These recruitment efforts are important to building balanced CTE programs with a diverse range of student population.

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

and results.

- Clearly state the priority.
- What actions did you identify in your consortium plan to address this priority?
- What expenditures were made in FY21 to address and support the implementation of this priority?

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

- What were your results as they impacted students?

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

Cancel