

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:

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)

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 levels 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. 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 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 110/116). Although black students (Somalian students) in Willmar Public Schools have increase in Grad -4 year, the gap still exists for ELL students.
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 Animals Systems. Interestingly, ELL students participate (39.13%) in nontraditional by gender programs almost equally as white students (40.81%).
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)

students not participating in WBL (0%). but white students participating at 10.45%. Not surprisingly, the largest group of students who participated in WBL were in special ed or at-risk youth programs. (19.85%).

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?

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 Somalian students specifically in technical programs. At the post-secondary Somalian 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 Somalian graduates or current college students to be "hosts" for high school and prospective adult Somalian 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 classrooms at the college. Furthermore, FY 22 Willmar high school math teacher worked with several college technical program instructors to develop and Technical Math course at the high school that is basic and then become 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 Somalian and Spanish to be used by high school counselors and to be displayed in key areas in the community. The nontraditional by gender program has been on-going goal since Perkins III. The consortium has included at career exploration event in collaboration with Central MN Jobs 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.

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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.

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))

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%, 56.84%, 9.79% compared to state determined levels (96.33%, 57.15% 9.90%). The strongest performance area historically has been Placement which now included with retention – consistently in the in the 90%. (FY20 – 96.22%)

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)

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?

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)

. The 2P1 when comparing the 2020 data to the 2021 data show a gap again (this also included in the CLNA) for Black (Somalian) students completing programs. 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 programs area that have the lowest completion rates and with Black (Somalian) students are: Law Enforcement (total students -7/29 or 24.14%) and nursing (total – 43/111 or 38.74%).

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.

Although data was not available to narrow down to specific students, deeper analysis will be done through the CLNA. The CLNA process will also examine the root causes. The college has instituted the Equity by Design program as well as the Equity 2030 plan. Both of these initiatives address equity, diversity and inclusion strategies for all students. Perkins continue to work in alignment with the larger, broader, more community-based initiatives. The Perkins plans for FY 21,22 also have funds earmarked for Retention/Recruitment Specialists for both college campuses to identify those technical program students and provide services/resources for academic success and completion

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).

Size, scope and quality along with CLNA data determine the course for the consortium initiatives and funding. The CLNA defined the workforce needs for the region. The consortium selected Programs of Study that would align with the CLNA and ranked in order of regional needs. Central Minnesota continues to be vastly supported by agriculture, health care, and manufacturing. Manufacturing and Health care workforce needs are #1 & #2 for the economic region 6E. (DEED data). The consortium also considered the Perkins data that indicated that 17% of all consortium students were learning welding, machining and robotics in Ag approved programs and taught by an Ag teacher. The consortium considered expanding the Programs of Study to

include the Power, Structures and Technologies which results in agriculture programs purchasing more industry relevant equipment for students to learn skills used in the industry. 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 has always been an issue for the consortium with many smaller districts, two large school districts along with two college campuses; the challenge has been to provide enhances 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:

GSL/LP/BOLD – Tech In A Trailer; MACCRAY/KMS- CEO program; MACCRAY/EVW/ACGC/RC- nursing assist; NLS/RC – EMT; BBE/NLS/RC- Manufacturing project (MAPS); Litch/DC- SERV Safe, Food Handler; NLS/Willmar – ECO Career Exploration; GSL/LP- Food Truck; Litch/Hutch/GSL/DC/RC – 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-secondary courses were previously online, through the covid restriction, many moved to an online format (27 technical programs to date).

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 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 ag programs teach 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 incumbent workers etc. We also partnered with BBE/Paynesville/Sauk Centre etc. for the pilot of the Crow Caps consortium based CTE Academy model that is starting in FY22. We also moved forward with a purchase of a new CNC plate shear from a local manufacturer to showcase modern technology and proficiency to prepare students in our welding and fabrication program for the field ahead. Furthermore, the Ag Power & structures program purchased new equipment included a Diesel Equipment including a Texa scan tool and fluid power simulator as encouraged by the program advisory committee. In the health careers program of study, the consortium purchased equipment for expanded Medical Assisting program in Hutchinson that is identical and aligned with local industry expectations.

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).

Challenges and Success for the retention/recruitment, training of instructors/staff – struggled to fill a pool of candidates for recruiting the Perkins funded Retention and Recruitment 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 program areas struggled– 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, CTE 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) very few of the secondary attended those training. Finding CTE licensed 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.

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?

) Although the gap analysis of consortium special population sub groups resulted in some slight gaps, the most significant gap has occurred in the Black (Somalian) sub group both at the secondary (Willmar Schools) and the post-secondary. The under-performance for the Black (Somalian) students for academic success and completion (both at secondary/post-secondary) is an issue that is being addressed community-wide (Willmar area). Larger, broader community-based initiatives are in process; Perkins consortium is a small part of that broader group and therefore, will align with the larger/broader initiatives when applicable and resources are available (human resources and finances). The college is involved in Equity by Design and Equity 2030 and again Perkins will be collaborating when applicable. Perkins has included several strategies in the FY 21, 22 application to provide career exploration events focusing on technical programs, listening sessions, training of Somalian Ridgewater College grads/current students to be "hosts" for the events which will include both high school and prospective adult learners. The college is also in the process of converting marketing materials into Somalian. See Questions, #3-#6 with more data and description of strategies

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

At the post-secondary marketing materials were translated into Somalian and Spanish. The college website also has a feature for converting information into several languages. Perkins staff host a Counselor Encounter each fall for high school and college counselors, advisors and career instructors to learn about new programs and the high school to college transition process. The college multicultural coordinator presents information specific to students of color. Willmar High school has several cultural liaisons on staff who work with college admissions staff for smooth transition to college. The college also has a Disability Services director who closely with school counselors, parents for again smooth transition into college. Ridgewater College is one of two Minn State colleges to offer the Occupational skills program for high school student wanting to learn basic employment skills, living skills and on-the-job training/support. Furthermore, Perkins funded Recruitment and Retention Specialist for Technical programs works specifically with students identified as special population learners. The goal is to support/provide resources for academic success and completion.

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

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 ever-increasing turn-over at both the secondary & post-secondary, it has been difficult to get new administrators, teachers, counselors on board and knowledge about Perkins. A Perkins 101 was developed and shared at the fall FY 21 meeting. Decision-making- each school district has a Perkins contact. Most are the high school principal but have several superintendents, teachers and counselors. The Perkins contact is responsible for communicating Perkins related information to school staff. However, specific events, articulation, funding guidelines, assistance with program approvals, etc. are communicated directly to the teachers, admin, etc. Every fall Perkins funded staff host a counselor encounter for high school and college counselors, advisors, career teachers to learn about new programs and the high school to college transition. The Perkins coordinators provide Perkins guidelines and direction for decision-making. The group discuss the various areas and decision is made. A smaller leadership assists the Perkins coordinator with the agenda for the meetings, feedback on various initiatives, etc.

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 – on campus event for high school teachers to try out new equipment, connect with college faculty for building curriculum; specific sessions on machining, power technologies.

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

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 -1/10/22. 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.

• What were your results as they impacted students?

Cancel