

Annual Performance Report FY21

Form status

Consortium name: Pine to Prairie/Northland 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)

At the secondary level, our graduation rate continues to be very strong at 93.89%. Historically the Pine to Prairie Cooperative Center has had very high graduation rates with over 94% being the norm. Our 2020 rate of 93.89% is impressive.

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)

At the secondary level I would like to see an increase in our post-program placement. We will also focus on improvements in both reading and math. While the results are yet to be determined, the COVID pandemic has no doubt had a negative impact in both these areas of academic achievement.

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)

Gaps (Ss group-GTtl)	4yr Grad Rate	Reading	Math	Post-Program Placement	NonTrad	Work-based Learning	Total Across
Male	-8.94	-2.21	2				
Female							
Am Ind	-19.53	Am Ind	Am Ind	-24.35	4		
Asian	-8.98	-7.86	2				
Black	Black	Black	-16.12	-3.57	4		
White							
H/PI							
Hispanic	Hispanic	Hispanic	-19.85	-4.96	4		

Multi	Multi	Multi	-4.70	3	
Econ Dis	Econ Dis	Econ Dis	-8.98	-4.04	4
Spec Ed	Spec Ed	Spec Ed	-18.77	-11.40	4
EL	-27.22	El	El	-18.98	4
Total Down	2	7	7	6	4

- For Reading and Math the 2018-2019 Carl Perkins Core Indicator report was used for 1S1 Reading Academic Attainment and 1S2 Math Academic Attainment.
 - 1S1 Actual = 53.92%
 - 1S2 Actual = 38.2%
- In reviewing the data, it's evident that there are performance gaps in reading, math (based on historical data), post-program placement, work-based learning and non-trad.

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.

At the secondary level the director will begin to review the data with individual district administrators and teachers to determine how performance levels can be improved for the students in their districts. A good starting point will be to use the Snapshot report as well as the Waterline report. Strategies will be discussed to help their students be successful. Resources can then be allocated based on the results of these meetings.

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))

At the post-secondary level, our Retention and Placement rates continue to surpass expectations. There are strong market forces at work in our region, as unemployment rates are typically lower than other locations throughout Minnesota. Often, students will find temporary work to support their educational goals. These employers will often retain students' past graduation and offer follow-on careers that might not correlate to the student's initially selected educational pathway. This slants the placement rates. Even so, the rates hold strong at >72%. Non-traditional Program Enrollment also remains strong. We will continue to strive to offer pathways to support non-traditional workers. Current projects such as competency-based education options will increase access to non-traditional students and keep us on track to meet our year 4 goals.

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)

At the post-secondary level, our Earned Recognized Postsecondary Credential continues to struggle. Given the employment opportunities in our region, many students will step away from their college education to pursue immediate employment opportunities. Again, Northland continues to invest in flexible education modalities to reduce stress on attending students and increase access to education resources. As flexible offerings come online, students will be able to continue to attend programming at their own pace and on their own schedule. This should increase the academic awards earned moving forward.

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)

At the post-secondary level, performance gaps focused on gender and ethnicity are continually difficult to measure. Northland has a historically low population of minority students. For example, in the 2P1: Earned Recognized Postsecondary Credential data set, there were 452 reported white students, as opposed to 118 students of all other categories combined. Many programs had so few students of minority classifications, that it made it hard to analyze factors related to Northland's ability to increase or decrease gaps in academic success. The same is true of career fields that are predominantly male or female. The outliers are so few and far between that the data often only represents a single student in various categories. From a broad perspective, recruiting students into non-traditional career fields and increasing access to new opportunities must be a priority. More diverse student populations will allow program resources to be developed that will close gaps in academic achievement for minority students.

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.

At the post-secondary level, Northland will continue to invest in programs designed to better support minority subgroups of students to maintain and increase academic success. Northland has also made a concerted effort to analyze achievement gaps in specific courses to identify specific course attributes that might be leading to a successful outcome. As we move throughout the next couple of years, all efforts will be made to identify and eliminate barriers that might exist for learners during curriculum development projects.

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 demand occupation considerations as well (Relates to CLNA Element #2 and Application Narrative 1 & 2).

While working on the CLNA it was noted in the Minnesota Department of Employment and Economic Development's, 2019 regional profile for Northwest Minnesota that the largest and fastest growing industry is expected to be health care and social assistance. The region is also expected to see significant employment growth in manufacturing. Like many consortiums across the state, it can be very difficult to find qualified instructors for health occupations. The Pine to Prairie/Northland Cooperative is fortunate to be able to boast three programs of study in health occupations. They include: Health Informatics, Diagnostic Services and Therapeutic Services. In an effort to increase our consortium's programs of study, we have added Early Childhood and we are in the process of adding two Manufacturing programs of study. One in Production and one in Manufacturing Production Process Development. These additional programs of study in manufacturing are a logical fit as they coordinate nicely with the CNC routers that each district received as part of the legislative rural CTE grant which our consortium received in 2019. 89% of the Pine to Prairie school districts have courses that fall under the manufacturing career cluster which allow for multiple pathway opportunities at Northland Community and Technical College.

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).

Pine to Prairie/Northland has developed several strategies to help meet the priorities indicated in the CLNA. In an effort to strengthen the relationships with regional business and industry partners, secondary CTE instructors will be invited to attend the postsecondary advisory committee meetings. This will enable our secondary instructors to gain a deeper understanding of the needs of our consortiums partners as well as formulate new connections for networking. These advisory connections will also help secondary instructors make informed equipment purchases as they relate to the needs of a secondary program as well as learning the technical skills required at the postsecondary level. Northland Community and Technical College has initiated a Competency Based Education system to better fit the needs of the region. Secondary instructors will be able to access this unique teaching method to help improve their skills in a wide variety of welding and mechatronics curriculum topics. Secondary teachers will have access to high quality professional development through remote learning as well as one on one instruction with postsecondary faculty.

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).

Finding qualified CTE instructors can be extremely difficult. The consortium continues to help support teachers through the portfolio process as well as alternative teacher prep as offered through Lakes Country Service Cooperative. These programs have proven to be successful, but they still require a dedicated, motivated instructor. The director encourages district administration to support their teachers financially through the process. The director offered a three-day training on cabinet building for CTE instructors looking to improve their cabinet making skills and update their curriculum. Instructors were presented with safety instruction and tests, worksheets on cut lists, material estimation, as well as cabinet wood samples for classroom manipulatives. At the end of the three-day training the instructors completed a nightstand project that included a door and drawer. This project teaches all aspects of cabinetry so it's easy for teachers to transition to larger more complex projects.

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).

The Director sits on the Youth Committee in conjunction with the Minnesota Department of Employment and Economic Development, Employment and Training Programs, Office of Youth Development. This experience has allowed me the opportunity to learn more about the programs that are in place to help students of special populations. Some outreach activities include:

- Tours of CareerForce locations and information about the resources available and how to access and utilize the resource.
- Providing workshops to classes on planning for postsecondary training, including accessing financial aid and selecting an appropriate program, as well as other career planning topics such as goal setting and navigating a work environment.
- Providing opportunities to interact with local business and industries through tours, classroom speakers, job shadowing and mentoring.

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

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

The Director continues to promote CTE and share methods of effective practice for special populations as well as non-traditional students at all monthly administrative meetings and counselors meetings. The COVID pandemic has made it difficult to meet with all stakeholders to formulate solutions to meeting the needs of special populations. As regional leaders we will continue to address the needs of special populations at our quarterly meetings and look for ways to improve our performance indicators as they relate to special populations.

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 Pine to Prairie/Northland consortium consist of 28 member school districts and is partnered with Northland Community and Technical College. In the spring of the year the Director sends out a survey of needs to all participating districts. The Director instructs each district administrator to meet with their CTE instructors to discuss their needs as well as their concerns for the coming school year. The information gathered from this document is then used to complete the Perkins application for the coming year. Funding priorities are discussed with the Pine to Prairie Executive Committee and a consensus is met before funding is approved. Districts are kept informed through yearly networking meetings held with each CTE program area and if available, MDE specialists are invited up to help inform and support our teachers.

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?

One of the best things to come out of the CLNA was the formation of the regional consortium leaders' group. Being able to work collectively on the issues that impact us all has proven invaluable. These meetings help to flatten what can be a pretty steep learning curve. We use a portion of our reserve funds to help support this endeavor. I highly recommend other consortiums consider a similar approach with their neighboring consortiums. The legislative Service Cooperative CTE grant has allowed the Pine to Prairie Cooperative to help coordinate bringing high end CNC routers to all 28 districts. This has in essence provided a "jump start" to introducing students to high skill, high wage, in demand manufacturing careers. With all districts having the same equipment we are able to share project ideas and professional development activities that directly relate the equipment they all have in their labs. It has allowed for incredible networking opportunities across multiple districts including the school districts associated with the North Country Vocational Cooperative Center. The Mechatronics program at Northland Community and Technical College has also purchases the same CNC router which will allow for additional networking and professional development activities. To help support this initiative, reserve funds are being used to help support the formation of programs of study in Manufacturing, both Production and Manufacturing Production Process Development. This has allowed for an easy transition and has provided funding to support CNC plasma machines in our secondary manufacturing programs. For more information on the rural CTE grant please visit our website at: The Century Program - The Century Program (mncenturyprogram.com)

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?

As stated above, one of our priorities is to further develop our manufacturing programs at the secondary level. Our CLNA data showed a huge demand in the manufacturing sector. One way to address this was to incorporate CNC router technology into all our districts. This allows students to be exposed to and develop skills specific to CNC machining. One of the great benefits to this initiative is that it allows students to further develop their design skills as they relate to using industry standard drafting and design programs such as AutoCADD, V-Carve Pro, EnRoute or ProNest. In essence, a student could walk into a classroom with an idea for a product. Create the product on a computer aided drafting and design program, bring the file to the CNC machine and create the part within a matter a class period or two. It's simply incredible! Even while navigating a global pandemic the students in the Pine to Prairie Cooperative Center have been able to do some phenomenal work as shown in the website listed above. I can't wait to see what these bright minds are able to accomplish in the days, weeks and months that lie ahead.