Annual Performance Report FY21

Form status

Consortium name: Rochester/Zumbro Education District 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.

Why is the APR important to the state?

The APR is a federal reporting requirement that will:

•   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)

1S1: Graduation Rate (4-year)
3S1: Post-Program Placement
4S1: Nontraditional Program Concentration
5S3: Program Quality: Work-Based Learning

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)

None

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

1S1: Graduation Rate (4-year)
   Hispanic students
   Special Education students
   Non-traditional students
   English Learners
3S1: Post-Program Placement
   Special Education
4S1: Non-Traditional
   Asian
   Special Education
   Male
5S3: Work-Based Learning
   Asian
   Black
   Female

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)

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.

In our initial conversations about the upcoming CLNA process, it will be our intent to review and reflect upon our performance indicator data with our CLNA team and focus our process on identified areas of need. This could include gathering additional data from educators, students, parents, and other partners focused in these areas. Ultimately our intent is to have our local funding priorities geared directly toward these areas of need.

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))

Strong
  1P1 Postsecondary Retention and Placement

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)

Opportunities to Improve
  2P1 Earned Recognized PS Credential
  3P1 Nontraditional Program Enrollment

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

There is some work to do to increase the 3P1 female deficiency.

There doesn't appear to be much of a gap in 1P1. In 2P1 attention is needed to close the gaps in Black or African American 19/103 and Hispanic or Latino at 21/87. White is the largest gap for 3P1 at 68/439.

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)

In 2P1 there is a large discrepancy in students of color 56/270 as there is with no students of color 241/681. 2P1 Earned Recognized Postsecondary Credential is a challenge area for all students and focus should be placed here. Large gaps are noted in 3P1 Nontraditional Program Enrollment as well.

In reviewing 1P1, the numbers are solid. In 2P1 focus should be placed on Individuals with Economically Disadvantaged Families and Single Parents. In 3P1 focus on Single Parents and Individuals with Disabilities may result in an increase.

Once again, the numbers are solid in 1P1 in specific career clusters. Earned Recognized Postsecondary Credential (2P1) lags in two cluster areas: Business Mgmt & Administration 28/127, Health Science 117/424. Health Science should be the primary focus for 3P1 Nontraditional Program Enrollment (50/373).

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.

The last row of each column contains the analysis of each performance indicator as it relates to gender, race/ethnicity, student of color, special populations, and career clusters. Focus should be placed accordingly. The CLNA consultant will be made aware of the areas which could increase the PS percentages.

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).	For year 1 of the grant period, we convened a consortium advisory committee that served as our CLNA planning team. That team met multiple times to review current consortium performance and to determine our prioritized program areas for both professional development and funding support.

One of our challenges is providing program offerings to our smaller, more rural school districts where course enrollment may not allow for a full pathway to be offered. One of our goals moving forward is to seek out and develop collaboration models among our districts and our postsecondary partner to increase access and opportunities for all students.

At the postsecondary level we had a major employer contact us for help in their shrinking workforce for facilities and services technicians. They, along with our advisory committee, provided insight on our current equipment and we used that information to upgrade equipment and add simulation. The same was true in our Law Enforcement program, external societal events spurred our advisory committee to request that RCTC obtain a Use of Force Simulator. All decisions are driven by industry need and workforce demand. |
| 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). | Hospitality is a very in-demand program in our area, specifically Culinary. The interest in Culinary Arts at the secondary level continues to increase year after year, however our postsecondary partner does not currently have a Culinary program so we identified the need for a brokered program in Culinary Arts. We are now in discussion with a neighboring postsecondary partner on a brokered program of study.
At the secondary level we have worked to design and implement programs of study in the areas of law enforcement, emergency medical technician, and child development associate. The challenge still exists on how to bring these opportunities to our smaller, rural districts. We have also continued our work to improve and/or provide industry-grade supplies and equipment for our schools and their programs.

At the postsecondary level we collaborated with Rochester Public Schools to structure the law enforcement as a concurrent enrollment course when it is offered.

As a consortium we have made significant progress on increasing the number of postsecondary credit opportunities for secondary students as well as industry recognized credentials at both the secondary and postsecondary levels. |
| 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). | Most of the training and education we conducted over the past year was not specific to CTE or career pathways, but was focused on supporting teachers in the remote education world. Providing training on new-to-them technologies that allowed teachers to deliver information and model hands- on practice was our primary focus.

Postsecondary rotated in new advisory committee members to extend our outreach and community connections.
The Centers of Excellence provided training on remote methods of teaching.
A major challenge postsecondary faced was recruiting CTE teachers. There were several retirements that led to unfilled positions until the eleventh hour. Recruiting is not easy when industry offers a higher wage. The uncertainty of teaching face-to-face or remotely was also a deterrent.

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? | Students in poverty |

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

In collaboration with two other consortia, we offered a two part   training series for educators on working with students and families in   poverty. This series included how to identify the signs of poverty,   common behaviors of students in poverty, and a framework for interactions with students and families in poverty.

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

The primary vehicle for this communication is our program advisory committees, each of which has a designated facilitator who works with consortia leadership to develop meeting agendas and minutes. At the secondary level we have been working over the summer on an updated funding request process to align directly with our CLNA-identified priorities.

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

At the postsecondary level Perkins needs are identified through industry in collaboration with program faculty. Each program is required to create a 5-year equipment plan to be reviewed by their advisory committee and/or industry. Advisory minutes and/or faculty communicate to Perkins leadership program updates required to match industry standards. If the program and the needs are in alignment with the CLNA results and Perkins V, a review of funding sources will be considered. It begins with a review with the appropriate dean and college funds to determine best means to fund – i.e., tuition differential, leveraged equipment, college funds, Perkins, grants, etc. High wage, high demand, greatest need based on DEED data, etc.

Our intent is to include this in our updated secondary funding request process so that teachers and administrators are aware of what funding support has been requested, reviewed, and approved.

It is also our intent to measure partner interest in a regular consortium communication with activity updates.

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?

Over the past several years at the secondary level reserve funds have been   designated to support CTE programs in our more rural districts, including   program development at the ZED ALC and stipend support for our ZED   district Perkins facilitators. For the FY22 school year we have allocated all   secondary reserve funds for innovative projects that we are focused on,   including our Summer Career Academy for MS students and Career Tree   Graphics within RPS middle and high schools. At the postsecondary level,   reserve funds were used to purchase a use of force simulator for the law enforcement program.
    Moving forward we anticipate discussing innovation opportunities with our   CLNA team in order to better focus our use of reserve funds in that area.

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?

Career opportunity awareness

Collaborate with neighboring consortia to identify a marketing firm (OrangeBall)

Create career awareness materials for specified audiences (parents, students, and counselors)

Use career awareness materials in targeted outreach.

Consulting fee for Orange Ball
Advertising fee for city bus wraps

• What were your results as they impacted students?

Results from this activity are more long term in student recruitment and retention.

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