Minnesota Annual Performance Report (APR) Questions (FY21)
Hennepin West Consortium

In this APR, you will be asked to report on the Perkins V plan year FY21 (July 1, 2020 through June 30, 2021) corresponding to your Perkins local application, ***FY21 Strengthening Career and Technical Education for the 21st Century Act (Perkins V***) in Amplifund.

Why is the APR important to your consortium?

- 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.

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.
- For **postsecondary** indicator definitions, go here.
- To access postsecondary data reports in Power BI, go here (requires postsecondary credentials to view PowerBI reports).
- For your consortium's state determined performance levels, please see the "Grant Years 2021-2024" document in the appropriate consortium folder here.

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 (target))

   3S1 - Post Program Placement

   The overall indicator is strong with the exception of 2 year college placement (17.68%) or directly entering employment (4.92%). However, 4 year college placement is prevalent and expected based on the high schools in the consortium.

   The consortium has developed strategies for utilizing the two year colleges as an entry point for students. Examples are: HWC career booklet that features our two year college partners and employment data; Elevate Futures spotlight on postsecondary two year colleges highlighting our college partners; and we partner with the Minneapolis Chamber that sponsors a job fair that features college connections and employment entry points.

   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)

   5S3 - Work Based Learning

   WBL overall is 5.86%. We are not serving our general population in program areas. Districts have eliminated program WBL opportunities and developed generic internship/mentor programs. Many programs are designed specifically for special education or ALC students. Currently, we are serving 2.5% concentrator students classified as diversified. ACT Special Education served is 2.81% and by program area 0.94%. Underrepresented students include: Female, Asian, Hawaiian/Pacific Islander, White and Non-Traditional.

   Data interpreted in FY20 through our CLNA and Perkins performance indicators concluded that the HWC secondary needed to put a higher emphasis on WBL in FY21. GPS Education Services were retained to provide support for developing WBL opportunities. HWC has also continued to contract with GPS in FY22.

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

1S1 Graduation rate and 4S1 Non-Traditional

HWC secondary overall rate is high, but there are significant gaps within the following ethnic groups: Hawiian/Pacific Islander and Indian (total 16 students). However, those aforementioned populations are small and do not make a big impact on the overall rate. Although, there is a focus on those students mentioned above, the secondary has placed an emphasis on special populations because of the number of students including Special Education (2200 students), Non-Traditional, and English Learners.

New strategies in FY22 have been designed to be inclusive of all populations by looking at our marketing, curriculum and programming through an equity and access lens.

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? 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.

HWC has been guided by our CLNA, however the consortium neglected to consider the strategic direction of the colleges and each district. In FY21, we continued to review CLNA data but also considered how it impacts future plans for our districts and college programs. This is reflected in our FY22 plan. The FY23 CLNA, which is conducted in FY22 will include an emphasis on district/college strategic directions. Focus groups will be utilized for this purpose to determine how Perkins can collaborate with our partners.

In FY 21, HWC updated their consortium collaborative budget funds to reflect consortium initiatives that were impacted by the CLNA data. As a result, additional funds were allocated for Chamber activities and GPS. Health Care is a high priority based on the CLNA, however, districts have not embraced programs in this area due to cost restraints. Information Technology was also identified as a high CLNA priority. Our consortium chose to work on the Network Systems pathway, specifically, Cyber Security. Due to the pandemic and other unforeseen factors this effort has been put on hold. However, HWC continues to have state approved pathways in Information Support and Services; Programming and Software Development.

POS were reviewed in FY21 and this review initiative will continue. HWC is working with MDE/MN State to create a database to realign and meet the state components

of POS. This initiative will progress during our monthly leadership team meetings. POS were evaluated for career growth within the pathway versus immediate in-demand, high-wage and high-skill careers. (e.g. Culinary careers are in-demand, start as low-wage and often low skill. However, as you progress in the pathway, high-skills are required and wages increase. As a result, we support the Pro-Start curriculum for students.)

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))

   HWC Postsecondary institutions in FY20 were meeting and exceeding in all three accountability measures. In order of strength;

   - 1P1 (92%) numbers indicate a strong rate of persistence for our graduating concentrators. Overall, those who were retained or gained employment exceeded targeted outcomes by almost 3%. This was true for the vast majority of defined populations, and those that were exceptions missed the mark by 2 or less students.
     - Of the 1,052 students, 338 of the 358 BIPOC students were retained or gained employment. Of the 677 non-students of color, 616 retained or gained employment.
     - When reviewing females vs males, and individuals entering non-traditional fields, all three cases exceeded the state's FY21 accountability targets for our postsecondary consortiums.
   - 3P1 (17%) is almost 2 percentage points above the target performance (15%) level with
     - Female non-traditional career seekers comprise over 30% of our non-traditional seeker enrollment, double the expectation.
     - BIPOC non-traditional career seekers enrollment at 18%.
     - Law, Public Safety, Corrections and Security career cluster posted the highest "# of" non-traditional career seekers at 39. This resulted in a 22.5% enrollment rate.
   - 2P1 (45.6%) represented the exceeding of this measure by 1%. When we break this out we find:
     - Students who identify as white perform very well, a rate of 52%.
     - Individuals preparing for nontraditional careers at 57%
     - Four of our seven largest career clusters exceeded expectations
       - Law, Public Safety, Corrections & Security (67%)
       - Architecture & Construction (56%)
       - Business, Management & Administration (52%)

- Manufacturing (48%)

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)

In light of the realization that HWC has met all three FY21 accountability measures based on data for reporting year FY20, we know there are still areas within each that did not meet our own expectations. We will report on these in the next question.

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

HWC Postsecondary partners are pleased with our accountability measure results, but as stated above, when we take a deeper look at our different populations and career clusters, we notice the following areas ought to be considered for potential improvement:

- 2P1- Graduation rate compared to the other two accountability measures was our weakest.
    - Students not identifying as students of color graduated on time at a 52% rate compared to individuals identifying as students of color at 36%. This is nine percentage points below our expected performance level of 45%. More specifically, students identifying as Black or African American resulted in an even lower rate at 29%.
    - English learners completed within the cohort timeframe at a rate of 22%.
    - When examining career clusters, the Information Technology cluster fell short of our mark at 27%, this affected over 175 students in the FY18-FY20 cohort.
    - Health science careers graduation rate, on the surface, appears to be within reason. However it equated to 186 out of 447 students graduating on within the cohort timeframe.
- 3P1 - Non-Traditional Enrollment rates is one of our pride points for both HWC postsecondary institutions, but when we take a deeper look we noted:
    - Males seeking to enter non-traditional career fields (10%) is our biggest drawback for this accountability measure. A lot of funding, professional hours and support have gone towards helping females into non-traditional spaces, but the same can't be said for males.

- 758 out of the 1,758 of students enrolled in awards with a non-traditional gender designation fell within four career cluster:
  - Architecture & Construction,
  - Manufacturing
  - Information Technology
  - Transportation, Distribution & Logistics.

  Of those 758, only 68 were representative of that gender designation (9% enrollment rate).

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? 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 response to some of these findings that were discovered during FY21, HWC postsecondary partners addressed them in the following ways:

   - Funded and supported initiatives by our shared Non-traditional Career adviser which intentionally targeted women for;
     - Enrollment in information technology by collaborating with National Institute for Women in Trades, Technology and Sciences(IWITTS);
     - Be Bold, Break the Mold: NHCC Women Succeed in Non-traditional Careers;
     - Be Bold, Break the Mold: HTC Women in Construction

   - Entered into a FY21 Spring agreement with GPS Education Partners to discover, develop, implement a Work-based learning pilot within the career cluster of Manufacturing to begin Fall of FY22. Within the planning process there is an intentional goal for at least 15% of participants to be those identifying as female.

   - Developed a FY22 plan to address the Comprehensive Local Needs Assessment (CLNA) at the start of the fiscal year, as compared to the FY20 CLNA. In the FY20 CLNA, much of the work was completed in the spring term, which coincided with the start of Covid-19 Pandemic concerns and ever changing guidelines.

   Postsecondary Initiatives for FY22 based on identified performance gaps:

   - FY22 - Be Bold Break the Mold: Men in Dental, Nursing and Human Service is a planned effort in order to continue to meet our 3P1 accountability measure goal

At the time of this analysis, there were no plans already in motion to support the following performance gaps with Perkins funds:

- Cohort graduation rates for Student of Color, English Learners or individuals entering into Information Technology or Health Science careers.
- Non-traditional enrollment efforts for Transportation, Distribution, & Logistics careers or Architecture & Construction careers.

Due to this, these challenges will be considered and vetted during HWC's FY22 CLNA processes. We do have some reservation;

- HTC and NHCC support a large percentage of part-time students (80% and 67% of their enrollment respectively) that will be logistically unable to complete within a designated 2-yr cohort timeframe.
- English Learners often have the added barrier of developmental course requirements along with their language learning requirements, which hinders their ability to graduate within a cohort timeframe.
- Health Science and Transportation (Automotive) are expensive and space consuming programs. It will be hard to find opportunities for students to engage more deeply in these careers at the K-12 level without bigger commitments from K12 boards and leadership.

PART II: Narrative Responses

7. Explain how size, scope (WBL, CTSO, High Wage, etc), 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).

   HWC leadership team analyzed POS by labor market data, Articulated College Credit (ACC) and Concurrent Enrollment (CE) during our FY21 monthly meetings. We reviewed each high school's and college's offering within each of our state recognized POS. We used that analysis as a foundation for discussions regarding size, scope and quality of the state recognized POS and future POS. As a result of these discussions, in FY22, our plan is to review the depth of each program, along with secondary districts and postsecondary internal strategic goals.

   Working through the FY20 CLNA, HWC recognized the Business, Management and Administration career cluster as the largest secondary program area (4,649 students) within our consortium, with a strong enrollment trend at the postsecondary level. We determined this indicated sufficient size and scope to address a moderate future labor market shortage. Leading to a quality challenge within postsecondary graduation rates (2P1) and persistence rates (1P1). Both falling substantially short of our intended postsecondary targets. Making this career cluster one of the top priorities with FY22 efforts.

Other major challenges in size, scope and quality were discovered through this process were:

- Size - Health Science Careers: low secondary numbers (3%); postsecondary graduation rates are less than ideal; labor market research indicates a severe labor market shortage, a moderate diversity crisis rating, and even lower male attraction into the field.
- Secondary enrollment is high within the hospitality and tourism career field, but this isn't realized at the postsecondary level. This is likely due to entry level careers within the culinary space being high-demand but low-wage/low-skilled. To improve this career cluster's quality of programming and scope, postsecondary incorporated an entrepreneurship lens by supporting the creation of two new career paths within it's discipline - Food Truck Entrepreneur, Pastry & Baking Entrepreneur.
- Sufficient size within the Information Technology space is our challenge, IT enrollment (2%) and courses at secondary level are declining, and there are fewer students graduating from postsecondary within the designated 2 year than previous fiscal year's cohorts. Local employers' demand is increasing, particularly in cybersecurity. However, concerns exist within secondary leadership regarding student's access to district networks & computers, privacy violations, and potential costs related to fixing intentional and unintentional cyber issues during their learning processes.
- Size challenges exist in Manufacturing programming at the secondary level, with 254 students participating across 10 secondary districts. Space and equipment is very expensive and needs to be updated based on industry standards. Labor market analysis indicates these careers show a moderate labor shortage over the next 5 years and a moderate diversity crisis.

As a result of these discussions in FY21, many districts and colleges were able to make changes and updates to programming throughout the fiscal year and into FY22. Here are some of our largest highlights throughout the year:

- NHCC opened the Workforce Innovation and Experiential Learning Center to improve work based learning initiatives for College CTE students. The CLNA provided needed data to inform the college about strategic goals and initiatives for the center
- St. Louis Park HS worked to expand programming in the health science field.
- Wayzata HS worked with science teachers to become licensed in CTE and develop a sequence of health science courses to be submitted to MDE for program approval
- Osseo Area Schools are restructuring their CTE pathways, and will be submitted to MDE through the program approval process.
- Brooklyn Center HS analyzed the possibility of re-hiring a CTE business teacher
- Robbinsdale Areas Schools are exploring the return of automotive and technical education programming.

- Five consortium districts are participating in the WBL Manufacturing initiative (EPHS, SLP, Hopkins, Wayzata, and Osseo) along with both postsecondary partners. First iteration aligned with HTC's manufacturing programs.
- NHCC renewed their interest in ACC
- HTC leveraged resources to expand dual enrollment opportunities with consortium partners in health sciences and information technology
- Cybersecurity was a focal point for both Wayzata and HTC, but due to the pandemic and changes around distance learning, barriers held up this work throughout FY21. Work will be continued in FY22

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).

   Secondary and postsecondary collaborate on many initiatives. We hold coordinated monthly meetings with leadership from both postsecondary institutions, 10 secondary school districts, Minneapolis Regional Chamber, and GPS Education Partners. During FY21, a lot of our efforts were discussions and updates to our 10 state-recognized POS in 5 of the 6 career clusters. Below we discuss some of the major action items stemming from these conversations.

   Two career fields, Health Science and Information Technology, were identified in our FY20 CLNA as points of focus. The consortium chose to highlight Health Science careers at NHCC with a virtual hands on expo designed to introduce health careers to HWC high school students during CTE Month festivities. Attendees took virtual tours of the nursing, exercise science, and medical lab technician programs; participated in hands-on learning activities & completed learning kits. Kits were provided and delivered by NHCC to consortium partners. Kit activities included blood typing, bandaging, and proper handwashing techniques.

   Other health science initiatives included:
   - NHCC health science faculty engaged in ACC meetings; created more dual credit opportunities for high school students
   - St. Louis Park expanded health programs to include NAR and EMT; and linked to NHCC and HTC
   - HWC secondary met with MDE and Lakes Country Service Cooperative to develop a Health Career instructors pipeline with proper licensing
   - Wayzata will offer Health Science courses in the 2022-23 school year

- HTC offered Kaplan - NCLEX test prep courses to graduating LPNs, this is the third and final investment of Perkins funds

Cybersecurity within the Information Technology career cluster was intended to be one of the major collaborative efforts between HTC and local school districts. It was HWC's goal to expand cybersecurity programming, host a local competition event, and align dual credit efforts through CE and ACC courses. Efforts were underway in FY20, with funding support in FY21. Due to the pandemic, distance-learning restructuring and logistical changes for the faculty, the project stalled in the middle of spring term. HWC is still committed in FY22 to continue this initiative.

The group focused efforts to expand CTE programming by;

- Creating new/expansion of dual credit opportunities in Articulated College Credit (ACC) agreements, Concurrent Enrollment and other secondary CTE courses.
- WBL opportunities in each pathway were discussed, with the group concluding manufacturing would benefit the most. These efforts were supported through a partnership with GPS Education Partners, whose expertise will be leveraged to expand WBL for Information Technology; Health Science; and Business, Management and Administration careers.
- Career clusters were explored for potential Program of Study designation based on HWC's analysis of our data:
    - Education and Training
    - Architecture and Construction
    - Manufacturing
    - Business, Management, AdministrationBusiness, Management, Administration was expanded beyond marketing to include general management as dictated by the CLNA.
    - Law, Public Safety, Corrections, and Security
- HTC and Intermediate District 287 were in discussions to elevate Law Enforcement Services to POS status. Unfortunately this program was sunset at ID 287 in FY22 due to enrollment decreases.
- Education and Training - HWC continued to investigate ways to improve collaboration between secondary and postsecondary partners, especially in the recruitment of teachers from the BIPOC community. Robbinsdale schools, in partnership with NHCC, offered a series of events to promote education as a field.
- HTC Culinary Program collaborated with HWC secondary partners to perform an environmental scan. It was determined between that process, and the CLNA to create more entrepreneur track programming. This resulted in three new awards: Culinary and Food Truck Entrepreneur, Baking and Pastry Entrepreneur, Culinary Manager awards. Secondary has established courses in Baking and

Pastry, Entrepreneurship and Culinary. BPA, DECA and Skills USA also provide opportunities for students to develop transferable skills through school stores and concession stands. Articulated College Credit agreements and Concurrent Enrollment options exist in these areas.

- In FY20, HWC brokered their Engineering & Technology POS through PLTW & Normandale Community College, but last year we recognized the need to align the POS with HTC and NHCC directly. NHCC was added to the existing POS.
- Professional development, career fairs and resource materials such as Minnesota Career Information System (MCIS) for teachers and students were funded as appropriate.
- HWC partners with the Minneapolis Chamber to offer a summer professional development opportunity; the Educator Externship. This activity connects educators directly with industry to experience real-time needs within the six career clusters. Summer of FY21 saw enrollment of 46 CTE faculty/staff and 12 industry partners. Participants were tasked with creating lesson/action plans to incorporate their learning from the week-long event.
- HWC continues to leverage the Elevate Futures platform to strengthen consortium POS through career fairs, career expos, teacher training, keynote speakers at ACC meetings, and current labor market information.

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).

Recruitment:

NHCC collaborated with Robbinsdale Schools to support students interested in learning more about secondary education in general and secondary CTE licensure specifically. NHCC and Robbinsdale schools held student-led learning communities led by NHCC students in Education to support high school students interested in entering the field.

Grow Your Own is a program designed to provide information and entry level coursework for secondary students. Several of the consortium secondary schools have education courses. Secondary students are required to spend 100 hours in a variety of school (secondary, elementary, preschool, etc.) settings. This provides opportunities for students to observe teachers, prepare lesson plans and work with students as mentors. Local district

Career Exploration courses emphasize teaching and training as a career as well.

Retention:

HWC utilized the MDE and MNState mentor/mentee program for new teachers as well as the ACTE fellowship program for new teachers. In addition HWC secondary supports the Tier Process and portfolio process.

Training:

- HTC newest Electronics faculty had opportunities for training and education to improve his knowledge and teaching in his discipline. This helps to retain this STEM faculty, as well as offer a new certification for all program students.
- Educator Externships Initiative with the support of Minneapolis Regional Chamber of Commerce.
- Professional development opportunities including CTE Works, MACTA, MnACTE, Concurrent Enrollment and Articulated College Credit professional development meetings, etc.
- Blueprint for Persistence research indicated students desire for postsecondary teachers to have a deeper understanding of different cultures. HTC is offering training on Culturally Responsive Teaching & The Brain for an FY22 faculty development series.

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?

      HWC, through the CLNA and FY22 application processes, identified the following groups as needing consideration for intentional funding efforts.
      - Individuals with disabilities
      - Individuals economically disadvantaged
      - English Learners
      - Individuals seeking non-traditional careers.

      In FY19 & FY20, other barriers were identified through the **Stop, Drop, Enroll!** postsecondary research project, which indicated three addressable needs that aligned with Perkins V efforts.
      - Student centered scheduling that will increase access for all students.
      - Improve culturally responsive teaching and learning pedagogies of CTE faculty and/or staff
      - Increase non-academic support opportunities to meet individual student needs and goals

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

  In an effort to address the identified groups & gaps, HWC provided funding, support and/or awareness of the following resources:

  - Blueprint for Persistence 2020 Initiative (funding) - A direct result from the **Stop, Drop, Enroll!** research project. This resulted in HTC hiring a Social Worker that will provide information on non-academic support and resources to tackle student's transportation, housing, mental health and other non-academic needs.
  - Expansion of Non-traditional Career Seeker Specialist duties and programming. The specialist focused efforts toward increased recruitment, mentoring and professional development efforts in support of individuals seeking non-traditional careers. Our specialist was given more access to student contact information, college website space, increased outreach efforts and supported more career exploration opportunities throughout each college. Many of these initiatives were in collaboration with secondary schools.
  - HWC collaborates with CareerTech Media to create and produce an annual CTE Guidebook as an informational marketing tool for prospective CTE participants. In FY21, 5000 paper copies were distributed throughout the HWC region along with a digital URL version. This results in over 2,800 URL clicks exploring the guidebook. There was also intentionality around the photography utilized (included special populations), employers highlighted and programs discussed.
  - Supplemental funding supported eight Learning Resource Center tutor positions at the postsecondary level. These tutors have dedicated CTE program focuses and offer academic support throughout student's programing and program required general education courses. Their efforts are focused at growing students' foundational CTE knowledge and employability skills. Due to these position's historical support, FY22 is the last year for Perkins supplemental funding, and will effectively institutionalize the positions.
  - HWC continued to support Diversity, Equity and Inclusion training and resources at all levels as opportunities presented as such.

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

      HWC leaders are tasked with keeping continued conservations with their respective leadership. This is brought back to the leadership group, discussed and vetted to be included in monthly consortium meetings. For example, a special spring meeting was designed to include the Deans, Secondary Administrators to keep them informed of our consortium progress. In the future, HWC would like to hold this meeting in the fall or early winter to gain input for grant planning.

      Another area of improvement is to incorporate school district(s) and college strategic plans in our decision making. This will be included in our meetings in FY22.

    - how program and funding priorities are determined:

      Funding priorities were based upon needs in approved programs and all 13 Programs of Study; FY21 expenditures were designed to fund as many initiatives as possible. Funding was devoted to equipment, support for special populations, staff development, advisory board recommendations, alignment of secondary and postsecondary outcomes and industry needs. However, we failed to set clear cut priorities based upon our CLNA. Through the training presented by MN State/MDE, HWC determined we needed to set priorities. Due to guidance from MN State/MDE, HWC Initiated a tiered system for FY22 to help determine which priorities rise to the level of requiring funding. Tier I priorities are the highest level, followed by Tier II and Tier III.

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

      Each school district and college comprising the Hennepin West consortium group is required to have an active representative on the Leadership Team. Communication to their college and high school is each leadership team member's responsibility.

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?

    Secondary schools utilized reserve funds for in-demand, high-wage, high skill career areas. In FY21, HWC fostered innovation through improved consortium collaboration and relationship building. Monthly consortium meetings and regional advisory committees were held with stakeholders to review and align pathways, develop strategies, assess for feasibility and plan implementation. The goal was to implement at least one action item in FY22 by funding ways to improve the alignment of pathways between high school and college.

    Reserve funds were directed to improve and expand the previously indicated Career Fields. For example, we have a program of study in Marketing, however, the CLNA indicated a need to expand the POS into Business, Management and Administration. Both secondary and postsecondary have strong programs in this cluster that have potential to align with business and industry.

    Funds were also applied to cover expenses for curriculum development, equipment, staff time, etc. for development of Health Science; Business Management and Administration; Law, Public Safety, Corrections, and other explorations of Program of Study improvements. Students participated in a skills event and the program will assist secondary schools with the completion of the articulated college credit process.

    At the postsecondary level, reserve funds were used to pay for a partnership between Brooklyn Bridge Alliance for Youth and HWC postsecondary institutions to address the following goals:

    - Lead the creation, development and implementation of the working agreement between BBA, NHCC and HTC.
    - Develop a timeline for moving the working actions plans forward from the Blueprint to Persistence 2020 initiative.
    - Actively coordinate with students, key businesses, community and K-12 during the first phase of the planning process.
    - Plan professional development opportunities, responsive to the result of the research, for the college's CTE faculty, school leaders, administrators and support personnel that will implement strategies to improve student

achievement, close gaps in student participation and performance in our career and technical education programs.

After a gap analysis, HWC has determined that we will focus more on innovative practices to support special populations in our future CLNA.

Unused reserve funds slotted to support HTC's Cybersecurity initiative (ref. qn. #8) were repurposed toward the end of the FY through the Change of Funds process. Funding shifted over to support the Emergency Medical Vehicle Service program. We were approved to purchase EKG Machines, which at the time, was in alignment with our work to create a POS is Law, Public Safety, Corrections and Security. As stated above, the postsecondary lost it's potential partner when ID287 was unable to offer their programming within the career cluster. This was due to declining enrollment during the pandemic fiscal year.

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.
      A priority for HWC in FY21 was a deep examination of each of our Programs of Study. Our goal was to ensure that each high school and college was included in at least one Program of Study and benefitted the largest number of students.

    - What actions did you identify <u>in your consortium plan</u> to address this priority?
      Each existing POS was analyzed for sufficient size, scope and quality during the regular monthly meetings. This analysis included a look at current labor market trends during the pandemic, articulated college credit agreements, and concurrent enrollment offerings. Decisions were made to improve, maintain, expand, and/or to sunset the POS or program based upon the finding from the CLNA, student demand, industry demand, course alignment, ACC, CE and institutional ability to support that individual program or POS.

    - What expenditures were made in FY21 to address and support the implementation of this priority?
      Following the analysis, the leadership team determined to utilize the funds for equipment improvement, articulation meetings, CE, and supplies to boost the rigor and meet student needs. Additional funding was provided for externships, regional advisory committees, career fairs and other professional development.

- What were your results as they impacted students?
  Students benefited from up to date industry curriculum and equipment. Professional development opportunities, as listed above, provided improved instruction for students. These initiatives provided new industry certifications and links to industry for students. Plans for improved Work Based Learning program specific opportunities were developed in FY21 for implementation in FY22.