STRENGTHENING CAREER AND TECHNICAL EDUCATION FOR THE 21ST CENTURY

MINNESOTA PERKINS CONSORTIUM
ANNUAL PERFORMANCE REPORT (SFY22)

Version 8/29/2022

Each year, Minnesota Perkins consortia must submit an annual performance report (APR) which details the progress and results of the previous year's local application for Perkins funding. **For the purposes of this report, the reporting year is July 1, 2021 through June 30, 2022.**

The annual performance report serves to answer two questions for the reporting year:

1. **How specifically did the consortium spend Perkins funding during the reporting year?**
2. **Did Perkins funding make a difference in improving student achievement and consortium operations, and how does the consortium know?**

Listed below are questions for the annual performance report. Responses should include specific evidence of the impact Perkins funding had on student achievement or the consortium operations. As an example, evidence may include the number of students enrolled in new courses, the number of teachers participating in professional development, or the percentage decrease in achievement gaps.

Process for completing the APR:

1. Use this Word document to respond to each question. Enter your responses following each question below.
2. Email the completed MS Word document to Jared Reise (jared.reise@minnstate.edu) as an attachment.

FY22 APR Questions:

1. For the programs of study funded by Perkins in your approved local application, address the following for the reporting year (July 2021-June 2022):
    - Were projects implemented as planned or did they need to be revised? If Perkins funding was not used as planned in the consortium's local application, explain what changes were made. What drove the change?

- What accomplishments/outcomes resulted from this spending? What evidence do you have to support this? Include any relevant accomplishments on the following topics:
    - Collaboration with stakeholders
    - Integrating academic and technical skills into CTE courses and programs
    - Providing greater access to CTE programs for special populations students
    - Expanding access to postsecondary credit for secondary students
    - Advances in recruitment, retention, and training of teachers and other education professionals
    - Changes to your consortium structure or processes

2. For <u>Reserve</u> funding, what projects were completed or accomplishments achieved during the reporting year? If Reserve funding was not used as planned in the application, explain what changes were made. What drove the change?

3. <u>Work-based learning</u>: What activities did the consortium complete during the reporting year to expand access to work experiences in excess of 40 hours to secondary students? What were the results?

4. What initiatives or projects are you especially proud of within the reporting year? What do you consider most successful? Why?

5. What challenges did you encounter when implementing your local plan during the reporting year? How did you respond to them?

6. How can State staff (Minnesota State, MDE) best help you meet the goals of your plan?

7. <u>If your consortium completed monitoring</u> by State staff during the past year, please include information requested in the monitoring report with this APR.

8. <u>If you were required to submit an improvement plan</u> for any performance indicator in your FY23-24 application for funding that you submitted May 1, 2022, please provide a description of the progress you have made in implementing your action plan for that indicator.

9. (Optional) As part of the APR submission, you may request changes to your consortium performance levels for one or more of the performance indicators (1S1, 2S1, 2S2, 3S1, 4S1, 5S3, 1P1, 2P1, 3P1). However, if the consortium is on an improvement plan for an indicator, you cannot request a change for that indicator. If requesting a change, a consortium must provide sufficient rationale/justification for the proposed change.

<u>Note</u>: Technical assistance will be provided for Special Populations and Performance Gaps when the data is available later in the fall.