

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)

CASE and National Health Sciences curriculum are ongoing efforts to provide rigorous,

Sirtify (see the section in recruitment and retention, below)

SPED UP: Normandale was recently awarded a grant to address the need for more diverse teacher candidates. Through the grant, Normandale will be piloting a cohort-based program called SpedUP to increase success rates and student progression through the first two years of a degree in special education. The mission of SpedUP is to recruit and support BIPOC students as they pursue the first two years of a special education degree. The cohort will provide relevant activities, support, and full scholarships to BIPOC students interested in a special education degree with direct outreach and collaboration with secondary partners.

Articulated College Credit (ACC): College High School Partnership (CHSP) and Southern Region: 647 registered on the ACC, 343 earning ACC an increase after a decrease in the 2019-2020 and 2020-2021 school years.

the Technology in Education classes. Enrollment continues to be low for the Multicultural and Technology classes.

We are adding the Intro to Education classes at our sister school, Jefferson High School, in the fall of 2021. The goal is to continue to grow the Grow Your Own program at both high schools.

We plan to develop systemic ways to promote Grow Your Own district wide, including promotional activities at the three Bloomington Middle Schools.

We hope to include scholarships for successful completion of GYO classes for those seniors who are entering post-secondary programs in Education.

o **Changes to your consortium structure or processes**

Succession planning is ongoing as two of the three coordinators are able to retire in the near future if so desired.

New district representatives to move to Perkins V understanding. Additional professional development needs to be provided by Consortium Coordinators.

process to new curriculum resources and delivery methods, was the opportunity to review and improve curriculum. Business and Industry, MinnState Centers of Excellence and Postsecondary institutions looked for new ways to provide professional development for staff and reach students in new and unique ways. Software platforms became an integrated educational tool and an integral aspect of teaching and learning.

3. Work-based learning: 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?

More districts are progressing to integrating WBL to create collaborative lesson design to integrate academic and skills based learning. Efforts to move from students leaving to go to a job, to improving the standards based WBL education and foundational skills needed for business and industry workplaces and /or military service, continues. Collaboration with Advisory Committee members for curricular input and experiential education opportunities

are heading in a better direction. Communication with new district representatives and administration has changed due to the demand for Perkins professional development.

Additional POS were reviewed for addition to the SW Metro spreadsheet. Not all will be SRPOS, to begin with, but movement toward achieving that goal, including identifying Size, Scope, and Quality, is part of the efforts in FY23. New POS:

POS 8 Engineering_Manufacturing_Technology: Manufacturing: Manufacturing Production Process Development (Normandale Vacuum Technology program with alignment to district Engineering and Engineering WBL courses.)

POS 9 Business_Management_Administration: Business_Management_and_Administration: General Management (Recoding and alignment by many districts following MDE Program Approval in Business and WBL Business courses)

POS 10 Agriculture_Food_Natural_Resources: Agriculture_Food_and_Natural_Resources: Power, Structural, and Technical Systems (SW Metro #288 and Central added)

SWMetro Intermediate District had a number of successful collaborations that are points of pride:

Partnership, grant with AdvanceCTE to promote/market CTE programs. Working collaboratively with another consortium on separate but related projects.

several learning sessions which generated more than 640 hours of career/workforce education which often includes:

- 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

Normandale and member districts support and lead efforts designed to advance the Perkins goals through its membership on Leadership Boards (i.e. Workforce Investment Board, Lumina

Change in district leadership which changed priorities for certain districts. Projects did not get completed that were planned due to a teacher or administration change.

Response: Educate new folks (many meetings, conversations) and reevaluate goals for the districts in relationship to the plan. Assisting them to find their place within our consortium plan.

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

Reallocation earlier for effective ordering during supply chain challenges
POS instruction to align POS to Perkins grant, the Wheel and Program Approval codes.
2-day Perkins Leaders meetings for professional development, networking time and questions

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

8. If you were required to submit an improvement plan 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.

No reports needed.

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.

Not requesting changes to performance indicators.

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