

STRENGTHENING CAREER AND TECHNICAL EDUCATION FOR THE 21ST CENTURY

MINNESOTA PERKINS CONSORTIUM ANNUAL PERFORMANCE REPORT (SFY22)

HENNEPIN WEST CONSORTIUM

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:

- **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?*

Narrative 1: CLNA powered by Real Time Talent. Everything went as planned.

Narrative 2:

1. Implementation of a POS tier system that helped prioritize POS for investments and changes went as planned.
 - Tier 1
 - i. Business, Management & Admin in the General Management Pathway - The groundwork was completed. HWC will expect to see increased investment and implementations in FY23.
 - ii. Information Technology did not meet the plan, which was to expand efforts in cybersecurity. This wasn't able to be accomplished by HTC due to unforeseen faculty barriers, and pandemic-related changes. The change was made to focus these funds with Brooklyn Bridge Alliance for Youth's Blueprint for Persistence 2020 initiative to offer CTE staff "top facilitation training" in Spring 22. The change was also driven by the fact these were reserve funds, so the repurposing of funds went toward supporting other Narrative 11 initiatives.
 - iii. Health Science Cluster - This strategy did not go as planned. However, there were barriers that were overcome. Barriers were program approval and teacher licensure. Therapeutic Services Pathway was improved by obtaining program approval in the following high schools, St. Louis Park, Robbinsdale, and Wayzata. New Health Science teachers were provided professional development that led to CTE licensure. Once those two barriers were addressed, reallocated funds were utilized for curriculum writing, equipment, and supplies.
 - iv. Manufacturing - Implementation of the plan was successful, powered by GPS Education partners. HWC partnered with 6 industries. The consortium was able to offer WBL opportunities for 8 CTE student concentrators across four high school districts. Upon completion, 1 student continued their education at a technical college, 5 students went to a 4-year university, and 2 became employed by their industry mentor. There were more open positions than students to fill them. Several high schools were committed to participation but were unable to provide students.

A Change of Funds (CoF) was submitted by HTC for the purchase of robotic welding software, training, and curriculum redesign in order for the donated robotic welding equipment to be utilized. The purchasing of the software went as planned. Additional funds were leveraged to upgrade the current standard instructional technology. Curriculum implementation is set for Spring FY23.

Machine Tool funds were utilized to replace an unrepairable CNC machine vital to entry-level courses. A CoF was submitted and approved. Efforts were made to create a new connection/relationship between the Park Center robotics educator and HTC's CNC faculty.

- Tier 2
 - i. Hospitality & Tourism - Successful implementation, HTC's Baking, and Pastry programming includes BUSN curriculum to create an entrepreneurship certification. This program grew from 15 to 44 students in FY22.
 - ii. Marketing pathway strategies did not go as planned. Secondary programs continue to be a strong content area in high schools with substantial enrollment and a vibrant DECA/BPA CTSO. The challenge is articulating college credits to these marketing programs. The alignment from secondary to postsecondary in this POS continues to be a barrier due to secondary classes being at the cluster level and the postsecondary at the pathway level.

- iii. Transportation - Minnetonka has a new automotive pathway. They have opened a new automotive center and a CTE AYES licensed instructor. HTC funded a new innovative leveling system with guided lasers and LEDs aligned with industry standards late in FY22 for its Auto Body programming. This equipment hasn't been fully installed for use yet, but faculty training for FY23 is planned, and implementation is set for spring 2023. There are discussions with the vendor to become one of their training facilities.
- iv. Architecture & Construction - There was a decline in programs at the secondary level because of teacher licensure and the availability of instructors. HWC is working with Lakes Country to provide PD for trade and industry instructors to add the Construction endorsement.
- v. Education & Training - Strategies did not go as planned. After much discussion, HWC determined Education and Training was a reserve initiative for FY23. The articulation process with the technical college early childhood education transfer pathway has been hindered due to the 4-year colleges choosing not to accept the credits. The "Why Teach" Event at NHCC was canceled due to COVID. Funds were repurposed to support education collaboration between NHCC and St Louis Park Schools.
- o Tier 3
 - i. STEM/Engineering - Spending went as planned. HTC purchased new SLA 3D printers that allow Engineering CAD students to design and produce prints that are aligned with industry, and a higher quality of print than prior FDM technology allows. This has allowed the program to request more challenging projects and deliverables from its students. The curriculum was introduced in the summer of 2022 and will be fully integrated into FY23 programming.

The Siemens curriculum (no cost) was presented as an option in addition to PLTW. HWC has offered the Siemens curriculum to secondary schools. ACC articulation meetings also presented Siemens curriculum information, with some high schools adopting this curriculum.

- ii. Law Enforcement did not go as planned and funds were repurposed. HWC lost a crucial partner when ISD 287 could not sustain the pathway's offering in FY22. The consortium shifted support due to the social fallout occurring within law enforcement over the last couple of years. Minn State's Equity 2030 goals encouraged an initiative in Law Enforcement to incorporate more de-escalation training. Perkins added supplemental funding at HTC to advance simulation training through a VirTra system to address this call to action.
 - o 164 CTE students had some form of training through a virtual reality simulator (VirTra) in FY22. This simulator allows Law Enforcement and Peace Officers to go through numerous de-escalation scenarios, specifically those associated with mental health issues. The addition of this instructional tool was approved by LE's advisory committee and showcased as a highlight of the program. Century college Perkins leaders toured the space and took note of its effectiveness through a student lead demonstration.
 - o PATROL Online certifications have been Perkins supported over the last 3 years in order to help drive programming improvements and advanced training beyond the classroom. This helped reinforce the work started by the VirTra System (referenced in Narrative 4)

Narrative 3:

1. Minneapolis Regional Chamber initiatives went as planned. The Chamber successfully advanced consortium focuses by powering the following consortium initiatives: the regional advisory committee, educator externship, and the talent symposium. The Minneapolis Chamber of Commerce project was designed to improve POS by increasing collaboration, garnering support, and eliciting advice from businesses and industries (an increase from 20 to 40 businesses). In addition, the chamber provides instructor professional development and student instruction through Elevate Futures. All of these events increased participation and were offered with the hybrid model.

The only Chamber event that did not go as planned was the Career Fair. When comparing data from FY21 to FY22 the decrease could be attributed to Covid burn-out (students did not want to be online).

2. Postsecondary career services professional development support was implemented as planned. HTC's Career Development Director attended and represented HWC's WBL efforts at ACTE's WBL conference. This was vital to the initial capacity-building conversation for the consortium's youth apprenticeship pilot. Postsecondary career services professional development support was implemented as planned. In addition, funding supported access to Handshake which is a new resource/platform, Skills Survey, Big Interview, and two AmeriCorp positions to advance the career development of CTE students.
3. CTE Guidebooks that were designed to educate students on career pathways did not go as planned. HWC did not print as many paper copies, opting instead to reduce spending and offer a digital CTE guidebook version for school usage, which was a good decision. The guidebooks were not used as extensively as the previous year so we re-evaluated the use of Career Guidebooks by agreeing to update biennially instead of annually.
4. Funds budgeted for secondary substitute instructors did not go as planned. The substitutes were supposed to be for professional development, career exploration, chamber activities, and work with regional advisory committees. However, some of the districts could not find substitute teachers. Some of the activities were able to be held virtually or as a hybrid.

Narrative 4:

1. Precision Exams - did not go as planned and adjustments were made for FY23. There was a decrease in usage as only 2 institutions out of twelve used this service in FY22. At year-end, YouScience Precision Exam access cost increased substantially (up 729%). Due to this, we shifted funding from collaborative funding to individual institutions. HTC and Wayzata opted to continue the service on their own.
2. NOCTI - Went as planned. Postsecondary are utilizing these exams.
3. Microsoft Office Specialist - Went as planned. Postsecondary are utilizing these exams.
4. Inclusion of "Integration of Academic & Technical Skills" into postsecondary RFPs of reallocated funds did not go as planned due to the timing of reallocation fund distribution. The colleges did not have ample time to run a proper RFP process.

Narrative 6:

1. WBL did not go exactly as predicted. Participating high school districts changed due to staffing issues. The commitment from the districts waivers from year to year because some districts are working from the older WBL model instead of a diversified occupational model. HWC secondary increased WBL opportunities in Manufacturing (FY21) and added WBL in the Information Technology pathway in FY22. In FY22, prep work was completed for adding Business & Health pathways which will be implemented in FY23. Student participation increased from 9 (FY21) to 22 (FY22) students with 10-15 business partners in place.
2. College & High Schedule partners provided experiential learning & preparatory coursework such as OSHA safety - 10 hours, work seminars, and college courses to fill curriculum gaps in manufacturing. This initiative went as planned.

Narrative 7:

Various research strategies were implemented to examine current opportunities for early college. Opportunities have decreased due to many factors such as the pandemic; decreased enrollment in the colleges suggests a reduction in support of early college; and teacher credentials. The research went as planned.

1. HWC collected data regarding current secondary teaching staff and licenses to explore the possibility of designated Concurrent Enrollment instructors. This provided an awareness of possibilities for future expansion.
2. ACC support initiatives went as planned. The College High School Partnership (CHSP) is a partnership of Carl D. Perkins consortia collaborating together to connect high school and college career and technical education (CTE) programs.
 - a. Reviewed engineering curriculum options beyond PLTW. This concluded with additional ACC agreements utilizing the Siemens curriculum.
 - b. The ACC budget was increased to offer hybrid ACC meetings.
 - c. The main goal of ACC is to align career pathway programs with select high school and college courses in CTE programs so students are eligible to earn early college credits.
 - d. In FY22, seven (7) different consortia joined together to offer ACC and professional opportunities for their CTE teachers and faculty. This included the Oak Land Perkins Consortium along with Great River, Hennepin West, Minneapolis, Northeast Metro, South Metro, and Southwest Metro.
 - e. Great River Perkins Consortium formally joined the Partnership in FY22.
 - f. Five (5) MinnState two-year colleges continue to be key supporters of this partnership – Anoka-Ramsey Community College, Anoka Technical College, Hennepin Technical College, Normandale Community College, and North Hennepin Technical College.
 - g. The www.CTEcreditMN.com website added new features to allow colleges to verify student ACC records and review agreements. In addition, registrars can indicate if the student is utilizing the credits at their college.
 - h. High school and college leaders from each Perkins consortia are advisors to this initiative.
 - i. CHSP continued to offer professional development through full-day articulated college credit meetings by career pathway(s) in FY22 despite the challenges of COVID restrictions.

- j. 12 different teacher-faculty meetings were held at Hennepin Technical College or North Hennepin Community College during the 2021-2022 academic year.
 - k. CTE high school and college programs from all 6 career fields and 16 career clusters were invited and attended at least 1 meeting in FY22.
 - l. Average attendance at these meetings varies from 10-35 teachers and faculty depending on the CTE program area. Estimated attendance in person for these 12 meetings in FY22 was 150 teachers, faculty, administrators, and business/industry partners with another 25 attending virtually. Total numbers were down from past years as expected due to COVID restrictions (limited or no subs, health concerns, etc.)
 - m. Connections with business/industry partners were also a key part of our meetings. Business and/or industry reps from the Greater Minneapolis Chamber of Commerce presented a 30-minute overview of current trends, needs, etc. in their industry.
 - n. Industry standards were emphasized during the teacher/faculty discussions.
 - o. Additional benefits to these meetings include: connecting high school to college educators, resource sharing from school to school, school to college, college to college, and tours/presentations by college faculty to secondary educators
3. Curriculum alignment research (secondary to postsecondary) was completed in the following areas which strengthened CTE programs: Robotics, Transportation, Education & Training, and Cybersecurity. New strategies and programs were created.

Narrative 8: Support to Professionals

- 1. HWC supported PD opportunities as planned such as the Educator Externship, ACC & CE conferences, secondary licensure support, institutional memberships (ACTE, NACE, MACTA, MnACTE), culturally responsive pedagogy, and customer service. These initiatives are in partnership with local districts and colleges. An example of a successful PD is below.
 - 2MTEC Data - 108 attendees (80 attendees, 28 presenters)
 - ★ Overall feedback was positive. 4.06/5.0 across 33 responses
 - ★ 96% to attend next year’s conference and/or recommend to a colleague
 - ★ 15 exhibitors, 28 presenters, 3 keynotes, 4 industry tours, 19 sponsors
- 2. In an effort to improve the number of CTE secondary and postsecondary students choosing the education & training pathway, the leadership team investigated strategies to encourage non-traditional participation in education. As part of those efforts, a strategy was sponsoring and scheduling keynote speaker, Markus Flynn, “Black Men Teach” for our FY23 leadership summer retreat.

Narrative 9:

- 1. Longitudinal performance gap data (3 years) was presented at consortium meetings. Performance gaps were analyzed and discussed. Funds were increased to support data analysis and to develop strategies for improvement.
 - Decreased use of TSA and the increased cost was one finding of our analysis. Certifications on the secondary level were not valued and were cost prohibitive. Discussions with advisory committees supported this finding but the majority did not place a high emphasis on the need for certifications when hiring.

Narrative 10:

1. The HWC policy & procedural guide was updated as planned.
2. A new HWC website was created, which was an improvement to our communications, planning, and organizational strategies. The site can be found here: www.hennepinwestconsortium.org.
3. The GPS Education Partnership for the HWC Work Based Learning pilot in Manufacturing was successful. Planning occurred for additional WBL pathways in FY23.
4. The data-driven CLNA was successfully completed and utilized to write the FY23 Perkins Grant.

- **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**

1. The Advisory Committee online format remained constant, but the content of our conversations was relevant to current industry needs and trends. The partnership with the Minneapolis Chamber assisted in increasing our business partners from 20 to 40 in 5 career fields. The health science pathway continues to struggle with secondary and postsecondary participation.
2. HWC CLNA project was valued and resulted in an increased effort by our leadership team. HWC collaborated with the SouthWest Metro Consortium to hire Real Time Talent (which decreased costs and increased data (each consortium is located on the West side of Hennepin County). HWC relied upon support from the State to do some regional labor market data analysis in order to support our local analysis.
3. Business and Industry partners were expanded as a result of HWC's Work Based Learning initiative in manufacturing due to our collaboration with GPS Education.

- **Integrating academic and technical skills into CTE courses and programs**

1. Articulated College Credit meetings included speakers that addressed the integration of academic and technical skills.
2. CTE and non-CTE educators at both secondary & postsecondary institutions participated in HWC's Educator Externship opportunity to encourage the integration of academics in CTE programming, and foster collaboration.
3. Advisory committees discussed at length the academic and technical skills needed in employment.
4. Curriculum materials were purchased according to our tiered system in order to integrate technical reading, writing, and math within our HWC POS.
5. Although there is a decline in the usage of TSA exams. The TSA exams did provide evidence that rigorous technical skills are incorporated into CTE programs.

- **Providing greater access to CTE programs for special populations students**

1. Perkins data was analyzed to identify marginalized populations within our consortium. Our data indicated positive results for students seeking non-traditional careers. Strategies (listed below) were developed.
 - a. HWC engaged Business/Industry & Workforce Development to collaborate, participate and support CTE activities in relation to supporting marginalized populations, such as:
 - HWC events which have been discussed throughout the APR.

- Provided insights regarding CTE careers and job duties.
- Community engagement efforts including; tours, guest speakers, and authentic work experience opportunities.
- Professional development opportunities that foster cultural competencies in CTE programming.
- Increased consortium access and engagement with BIPOC professionals.
- Men Who Care initiative was planned in the spring of 2022 and will be implemented in FY23. The goal is to advance nontraditional students' success in Education, Human Services, and Health Careers at both NHCC and HTC. This initiative works with secondary schools to identify students interested in nontraditional fields to encourage enrollment in these postsecondary fields.
- Capacity building of previous initiatives, such as Be Bold, Break the Mold.
- HWC partnered with the National Institute for Women in Trades, Technology and Science (IWITTS) in FY21 to target consortium-supported programs to increase enrollment of non-trad career-seeking female students. HTC continued the program without IWITTS in FY22.

○ **Expanding access to postsecondary credit for secondary students**

1. Partnership specialists, in collaboration with Perkins Directors from both colleges, assisted with the expansion of early college opportunities in CTE-approved POS within our secondary districts. Conversations demonstrated a willingness to create enrollment options (CE, ACC, PSEO) in many career fields. As an example, this aided the creation of CNA programming, robotics programming, and dental pathways that will tentatively begin in FY24. Discussions were had with current postsecondary leadership at HTC, but due to budget restraints, there wasn't sufficient buy-in to utilize FY23 funds.
2. Articulated College Credit (**ACC**) opportunities continued expansion at both colleges. HWC will continue to support ACC through the www.CTEcreditMN.com website and face-to-face meetings by providing the necessary consultants to direct this work.

○ **Advances in recruitment, retention and training of teachers and other education professionals**

HWC coordinates with other professional development funds currently in place at the colleges and secondary districts such as

- Externship for instructors in conjunction with the Minneapolis Chamber.
- PD and workshops directed towards ACC and concurrent enrollment.
- Professional development through MDE, MinnState, Brooklyn Alliance, and other organizations.
- Secondary support for the tier and portfolio process through Lakes Country Cooperative.
- Secondary program accreditation meetings.
- Memberships in professional development organizations such as MnACTE, ACTE, MACTA, NACE, etc.

- Perkins continued supporting Blueprint for Persistence 2020 initiatives powered by Brooklyn Bridge Alliance for Youth, to work with HTC faculty & staff to improve pedagogy and customer service that is culturally responsive.
- In FY22 HWC developed an Education and Training POS for elementary and secondary education with a focus on CTE. The POS existing in the Human Services cluster focused on child development and preschool education.
- There are gender and ethnicity gaps in the recruitment of CTE instructors. A conscientious effort was made through our ACC meetings. Guest speakers were brought in for PD on this topic.

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

Structure Change: There continue to be new district CTE coordinators/Perkins Representatives that need professional development.

As a result of the state monitoring visit, the following processes were updated.

- Policy & procedure guide was updated to reflect Perkins V. (<https://secureservercdn.net/50.62.89.58/vba.ec0.myftpupload.com/wp-content/uploads/2022/09/HWC-Policy-Procedure-Manual-May122016.docx-1.pdf>).
 - A new HWC website was created, which was an improvement to our communications, planning, and organizational strategies www.hennepinwestconsortium.org.
 - Inventory procedure(s) were updated. <https://secureservercdn.net/50.62.89.58/vba.ec0.myftpupload.com/wp-content/uploads/2022/09/HWC-Consolidated-Equipment-Lists.xlsx-Sheet1.pdf>.
 - Educated partners on Perkins V allowable expenses; equipment disposal procedures and relocation.
 - New columns were added to the excel database to reflect these updated procedures.
 - PARs reports were reviewed and updated to accurately reflect 100% of a personnel's time.
- **For Reserve 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?**

Narrative 11:

Reserve Funds were utilized as planned for the following:

1. High-demand occupational pathways as listed in Narrative 2.

Examples of IT pathway support

- a. Cybersecurity opportunities for secondary to participate on college campuses
- b. IWITTS Phase 2 - Expanding women in IT efforts did not go as planned. Two guest speakers were supported, but not all funds were utilized. The rest of the funds were re-purposed for a virtual simulator for law enforcement.

Examples of Health Science support

- Dark-toned simulator manikins purchased for HTC.
 - Secondary expanded health occupations in member districts through equipment purchases, curriculum development, and PD for teachers to become licensed.
 - CTSO support was prioritized for the expansion of HOSA, Future Health Professionals (formerly known as Health Occupations Students of America) for new programs.
2. Continued support for Blueprint for Persistence Initiatives to continue PD for culturally responsive teaching.
 3. PD funding supported 22 HTC employees (across both academic affairs and student affairs) participation in Normandale College's Technology of Participation (ToP) Facilitation training, which is a fundamental method for guiding groups through a meaningful exchange of ideas, understanding different perspectives, and stimulating new ideas and solutions. This training has benefitted the college by highlighting student persistence/retention barriers. Action plans/projects are beginning in FY23 to address these barriers through a culturally responsive lens.
 4. The Cybersecurity initiative wasn't funded due to a lack of faculty support once the FY22 started. Funds were repurposed to support the ToP Facilitation training (see above)
 5. Law Enforcement leveraged Perkins funds to supplement additional equipment purchases and the expansion of a virtual training simulation. We stopped short of making it a POS without a secondary partner at this time. HTC in FY23 will be hosting, on-site, the Law Enforcement ACC agreement meeting. We hope this to be an opportunity for secondary to connect with postsecondary faculty.
 6. NHCC requested a change of funds to cover part of the cost of a new position to support CTE programming during our Saturday School initiative. This new initiative arose out of a research project the college completed to analyze innovative methods of increasing enrollment in CTE.
- **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?**

We involved GPS Education Partners in a Consortium Initiative to increase Work Based Learning opportunities for students. HWC and GPS began working on the new pathway: IT, which is being implemented in FY23. In FY22, we revised the strategic plan to serve more high schools and their students. A new strategy developed was to seek out students in conjunction with a district's WBL coordinator, high school CTE instructor, and a representative from GPS to increase and determine interest in WBL. There was a concentrated effort between GPS and the Chamber to expand WBL options into more businesses. In addition, district barriers for WBL were examined during our monthly HWC meetings. The #1 barrier was and continues to be transportation.

Professional Development was provided through Lakes Country Cooperative for secondary teachers to support WBL endorsements through licensure or portfolio processes.

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

HWC is especially proud of

- Minneapolis Chamber of Commerce initiatives, including the Educator Externship
- Governance restructuring, including the new HWC website and updated Policy and Procedure Guide.
- GPS Education Partners collaboration to increase Work Based Learning opportunities for students in HWC.
- Completion of our Comprehensive Local Needs Assessment in a collaborative and unified way, by focusing on building consensus among all stakeholders.

Most successful

The Minneapolis Chamber partnership advanced the mission of CTE on so many levels. This partnership affected teachers, parents, students, the business community, high schools, and colleges. We discussed specific initiatives with the chamber throughout the APR. Overall, these initiatives were successful for the following reasons:

- Improved support for CTE programming from business and industry
- Overall, our partnership has improved the CTE student experience
- Innovative collaboration
- Improved attendance
- Increased engagement
- In-person initiatives were implemented rather than via Zoom

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

1. Educator Externship – HWC planned for a larger number of participants. The externship was created as a hybrid. There was some educator burnout for online externships, and attendance declined. The program was evaluated in order to make changes for future externships. Our leadership team continues to support the externship efforts.
2. HWC planned the following events: Criminal Justice Fair; Manufacturing Month; and Health Fair. There was a lack of participation or cancellations due to several factors such as a secondary lack of subs; Covid; and transportation.
3. HWC discussed presenting a counselor/principal/superintendent training in fall 2021. This initiative did not get off the ground due to the CLNA and monitoring visit, as well as half of the secondary leadership team was new.

- **How can State staff (Minnesota State, MDE) best help you meet the goals of your plan?**
 1. Continue relevant PD series and the creation of support documents, such as the POS system.
 2. HWC would appreciate all relevant documents for CLNA, Perkins Application, and APR being presented in the spring significantly prior to the grant due date of each school year to streamline data collection.

- **If your consortium completed monitoring by State staff during the past year, please include the information requested in the monitoring report with this APR.**
 1. Updated Policy/Procedure Guide
 2. Inventory Procedures updated
 3. New Website assists with consistent practice of documentation

- ~~**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.**~~

- ~~**(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.**~~