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# FY19 Annual Performance Report Questions

##### The questions below represent the final documentation of your activities tied directly to the five goals of Perkins IV. This year’s annual performance report (APR) will have no requirements to submit reports or plans related to performance indicators. Refer to your FY19 Perkins plan to respond to the following APR questions. You can find your FY19 plan listed by consortium on our CTE website at <http://www.minnstate.edu/system/cte/consortium_resources/local-applications.html>.

### Process

##### Answer questions below

##### Save this document with a unique filename including consortium name

##### E-mail completed document to yingfah.thao@minnstate.edu

### Deadline

October 15, 2019 at 4:30 p.m.

### Contact

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# FY19 Perkins Grant ApplicationAnnual Performance Report

##### Award Year: 2018

##### Report Period: 7/1/2018 – 6/30/2019Consortium Name: Click or tap here to enter text.

##### Submitted by: Click or tap here to enter text.Submitted Date: Click or tap here to enter text.

## Goal 1: Designing & Implementing Programs of Study: Goals, Objectives and Strategies

##### **QUESTION:** What activities were conducted during the grant year that supported quality Programs of Study (POS)?

##### **QUESTION:** Describe the impact of the POS in terms of participation, concentrators, student outcomes, etc.

##### **QUESTION:** What activity (or POS) was the most successful, something that you would repeat or share with others and why?

##### **QUESTION:** Describe any innovative initiatives. Did your consortium award incentive sub-grants for exemplary performance or to promote innovation? If yes, please describe.

##### If you answer “Yes” to any of the following questions, please briefly describe your activities.

##### **QUESTION:** Did your consortium:

* expand the use of technology in CTE programs?
* offer or provide professional development to CTE teachers, faculty, administrators, and/or career guidance and academic counselors?
* provide support for CTE programs that improve the academic and career and technical skills of students through the integration of academics with CTE?
* use Perkins funds to support CTE programs that offer experience in and understanding of, all aspects of an industry for which students are preparing to enter?
* use Perkins funds to support the improvement or development of new career and technical education courses and initiatives, including career clusters, career academies, and distance education?
* use Perkins funds to provide activities to support entrepreneurship education and training?

## Goal 2: Effectively Utilize Employer, Community, and Education Partnerships

**QUESTION:** How did your consortium support partnerships among local educational agencies, institutions of higher education, adult education providers, and, as appropriate, other entities, such as employers, labor organizations, intermediaries, parents, and local partnerships, to enable students to achieve state academic standards and career and technical skills?

##### **QUESTION:** Do business and industry partners help connect students to experiential and work-based learning opportunities? If so, what type of experiential/work-based learning is available to students in which programs? How many students were impacted in specific career pathways?

##### **QUESTION:** Describe the status and activities of CTE advisory committees in your consortium.

**QUESTION:** Did your consortium use Perkins funds to support CTSOs? If so, how?

**QUESTION:** Did your consortium use Perkins funds to support partnerships between education and business, or business intermediaries, including cooperative education and adjunct faculty arrangements at the secondary and postsecondary levels? If yes, please describe.

## Goal 3: Improve Service to Special Populations

##### **QUESTION:** What strategies were adopted to overcome barriers for special populations and non-traditional (by gender) learners?

##### **QUESTION:** What support service was provided during the grant year that was most successful in increasing special population and/or non-traditional learner recruitment and retention?

##### **QUESTION:** Describe how your consortium uses data-driven decisions to target consortium activities to the needs of special populations. What impact have these efforts had on success of special populations?

**QUESTION:** How did your consortium provide preparation for non-traditional fields in current and emerging professions and other activities that expose students to high-skill, high-wage occupations?

**QUESTION:** How did your consortium provide support for programs for special populations that led to high-skill, high-wage or in-demand occupations?

## Goal 4: Provide a Continuum of Service Provision for Enabling Student Transitions

##### **QUESTION:** Describe the kinds of articulation, dual enrollment, and transfer credit courses offered. What was the level of participation? How are these advanced credit courses transcripted on the student’s high school record and on college transcripts?

**QUESTION:** Did your consortium use Perkins funds to establish agreements, including articulation agreements, between secondary school and postsecondary career and technical education programs to provide postsecondary education and training opportunities for students? If yes, please describe.

**QUESTION:** Did your consortium use Perkins funds to improve career guidance and academic counseling programs and/or to support occupational and employment information resources? If yes, please describe.

**QUESTION:** Did your consortium use Perkins funds to support initiatives to facilitate the transition of sub-baccalaureate career and technical education students into baccalaureate programs? If yes, please describe.

**QUESTION:** Describe other transition activities (secondary to postsecondary; secondary to work; postsecondary to work), courses, or services you provided. What were the lessons learned from these activities?

**Goal 5: Sustain the Consortium**

**QUESTION:** What activities were conducted that helped to improve and sustain the consortium? Are you considering changes to your consortium structure to better serve students? If yes, please describe.

**QUESTION:** Provide an overview of the consortium leadership team (i.e. are they representing all districts, colleges, business and industry, and other community partners)?

**QUESTION:** Did your consortium use Perkins funds to improve the recruitment and retention of career and technical education teachers, faculty, administrators, or career guidance and academic counselors, and the transition to teaching from business and industry, including small business? If yes, please describe.

**QUESTION:** To what degree does the consortium seek additional grants (federal, state, or local) or braid various funding streams together to support consortium activities? Please provide examples.

**QUESTION:** How would the new definition of size, scope, and quality change the way you spent your Perkins funds this past year? What changes will you need to make in your next submission regarding size, scope, and quality?

**QUESTION:** How is your consortium planning to conduct the comprehensive local needs assessment required for submission with the two-year Perkins V application?

## Other Summary Comments

##### **QUESTION:** If you were unable to accomplish activities in your plan, indicate reasons why and what you might do differently. How can state staff better support your efforts?

**QUESTION:** What lessons-learned will you incorporate into your two-year application due May 1, 2020?