**Minnesota Annual Performance Report (APR) Questions**

This APR is asking you to report on the Perkins V transition year FY20, July 1, 2019-June 30, 2020 and corresponds to your Perkins local application ***FY20 Strengthening Career and Technical Education for the 21st Century Act*** ***(Perkins V***) in Amplifund.

You will find the following questions loaded into Amplifund when you log in. You may use this document as a worksheet and record your responses here then copy and paste them into Amplifund. Please keep your font sizes consistent before you copy and paste to lessen any formatting issues.

Amplifund login [www.gotomygrants.com](http://www.gotomygrants.com)

1. Describe the consortium's efforts to design, implement, and/or improve programs of study during the Perkins V transition year.
2. Explain how size, scope, and quality informed your data-determined decisions concerning programs of study and local uses of funds.
3. Describe the consortium's efforts to partner with business, industry, and local communities and to provide CTSO experiences to students. What were your successes and challenges?
4. Describe successes and challenges in your efforts to improve service to special populations during the transition year.
	* Based on the data, what student group(s) did you identify as needing specific attention. What resources were applied to address these concerns?
	* How did your consortium provide support to students in special populations to ensure equitable access to programs leading to high-skill, high-wage and in-demand occupations?
	* How did your consortium provide academic support ensuring all CTE students made meaningful progress in performance, including subgroups of students?
	* How did your consortium support non-traditional (by gender) students (For example, women in traditionally male-dominated careers and men in traditionally female-dominated careers).
	* As you reflect on your service to special populations, what strategies were successful? What strategies were not successful and why?
5. Describe successes and challenges in the consortium's efforts to improve transitions for students from high-school to college and/or career.
	* Examples should include articulation, early-college credit, career and college readiness activities, transition of adult learners into the workforce, and brokering with other consortia.
	* In addition to the narrative, please provide numbers of students participating in these categories.
6. Describe the consortium's efforts to BE BOLD during the transition year and beyond. What innovation took place during the reporting year and what was the impact? What were the barriers or challenges to innovation?
7. Describe Perkins-funded professional development (PD) that took place in the consortium during FY20.
	* What was the total Perkins-funded investment in PD for the year?
	* Who (positions, not specific names) benefitted from professional development?
	* What professional development activities were conducted/sponsored?
	* What topics were addressed and what were the related outcomes?
8. Recognizing that some students need multiple entry and exit points to CTE programs, describe how your consortium has helped students return to the education system to complete their GED or secondary school education, or to learn a new skill following job loss.
9. What actions did the consortium take to advance teacher recruitment, retention, training, and education? What were your successes and challenges? What would you change in the future?
10. What actions did the consortium take to expand equitable access and opportunities for work-based learning for all students? How were students made aware of these opportunities?
11. What actions did the consortium take to improve integration of academic and technical skills in CTE programs? Please provide specific examples in your response.
12. Reflecting on your FY20 work, what “points of pride” or highlights would you like to share?