

# Strengthening Career and Technical Education for the 21st Century

Perkins V : APR

August 2021



**MINNESOTA STATE**  
Career and Technical Education

**m** **DEPARTMENT**  
**OF EDUCATION**

**TAKING BOLD,  
FOCUSED  
ACTION  
CREATES  
EXPLOSIVE  
RESULTS.**

**JOHN DI LEMME**

## Purpose of Today's Webinar:

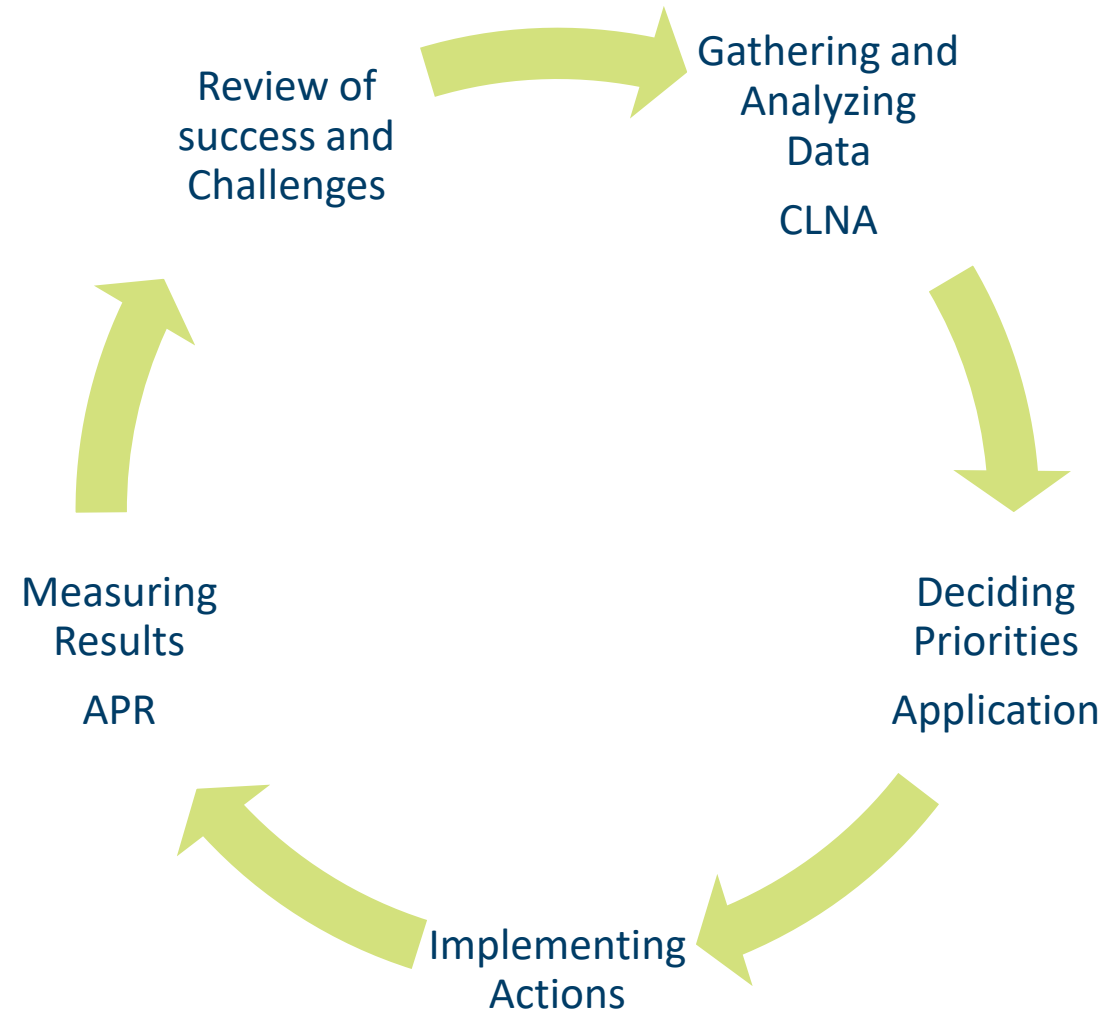
- Review the “why” of the APR
- Overview the 2021 questions
- Provide sample responses
- Provide space for dialogue and questions

# Annual Performance Report

- The Why
  - Compliance: Section 113: Accountability

“Each local recipient must submit a report to the state each year including data on actual performance and the progress the recipient has made in achieving its performance levels.” (p.135 of Perkins V: The Official Guide)
  - Continuous Improvement
    - What did you do?
    - What worked? What did not work?
    - How do you know?
    - What changes will you make in the future?

...it's a  
process



## Group Check In

- Quick survey:

Scale of 1-5 where 5 = I am absolutely fully confident and 1 = I might struggle.

- 1) I know where to locate my secondary indicators and definitions (or postsecondary definitions).
- 2) I know where to locate my consortium's state determined performance levels.
- 3) I know how my consortium's performance data points fit into my consortium's plan.

# Part 1

## Get into your data!

- Performance Indicators
  - Review data to determine which indicators your consortium has **strong performance**
  - Review data to determine which indicators your consortium has **lagging performance**
  - Where do you see significant **performance gaps**?
  - Based on the above, what **future actions** might you consider?

## Part II: 7

# SSQ

- Explain how **size, scope, and quality** informed your data-determined decisions concerning programs of study and local uses of funds. Include high-skill, high-wage and in-demand occupation considerations as well (Relates to CLNA Element #2 and Application Narrative 1 & 2).
  - **Size** is a relative variable based on student, industry, and consortium need at the local level
  - **Scope** is the alignment of secondary course work with postsecondary course work and industry credentials
  - **Quality** includes vetted current curriculum, WBL opportunities, connection with CTSO's and evaluation processes.



## Part II: 8



- Describe the consortium's efforts to **collaborate** on (secondary/postsecondary), designing, implementing, and/or improving **programs of study** during the Perkins V transition year (Relates to CLNA Element #3 and Application Narrative #2).
- **Examples might include**
  - Secondary/postsecondary educator meetings
  - Expenditures for curriculum development
  - Professional development initiatives like “Train the Trainer”

## Part II: 9

- What actions did the consortium take to advance teacher **recruitment, retention, training,** and education? What were your successes and challenges? (Relates to CLNA Element #4 and Application Narrative #8).

### Examples might include

- Supporting teachers through the portfolio process
- Professional develop to walk-through Tier requirement
- Teacher appreciation activities to enhance retention
- New teacher mentor projects

## Part II: 10

- Describe successes and challenges in your efforts to **improve service to special populations** during the past year (Relates to CLNA Element #5 and Application Narratives #5 & 9).
- **Examples might include**
  - Designing new recruitment materials
  - Professional development activities like the Poverty Institute or enhances career advising
  - Early warning student systems

## Part II: 11

- Describe the actions you took over the past year to **improve your decision-making process**, specifically to **prioritize** programing and funding (Relates to Narrative #10).

- **Examples might include**

- Decision algorithm used with governance team
- Develop of SOP for prioritizing funding
- Professional develop to align Local Use of Funds

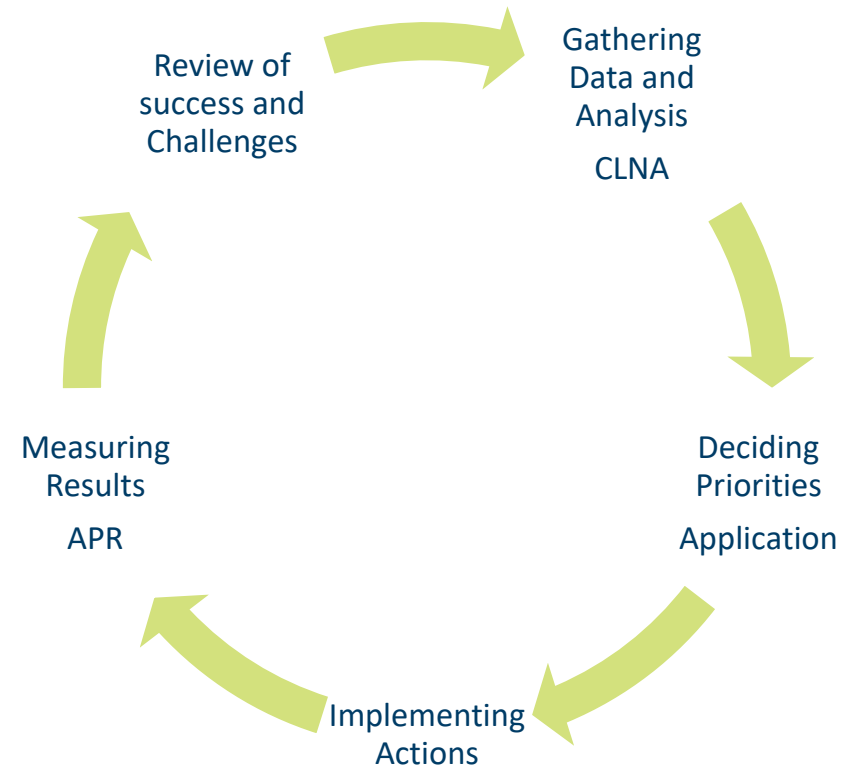


## Part II: 12

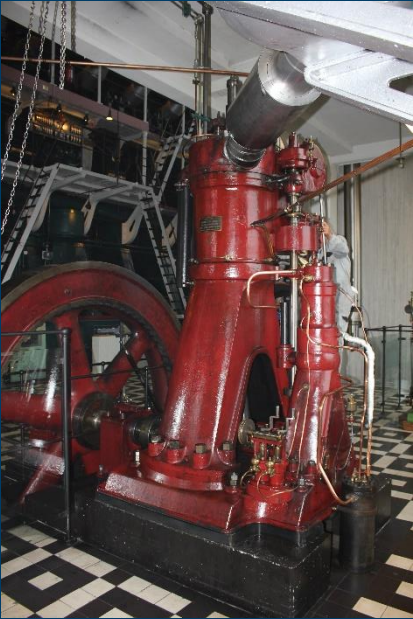
- Considering your **reserve allocation** amount of 8 bazillion dollars, describe **actions** taken and major **accomplishments** from the use of reserve funds to make progress toward BOLD innovations in CTE program design and delivery (Relates to Narrative #11). Based on your reflections, what **changes** do you anticipate as you start your next CLNA?
- This will be specific to each consortium.

## Part II: 13

- Choose one of your consortium's **priorities**. Walk through how the consortium identified the priority from the CLNA data and carried it through actions and results. How do these operational components fit together and inform your work?



# Once upon a time...



- Our **CLNA** pointed to a need for diesel mechanics in our region. The consortium's **program data** revealed very low enrollment and completion rates in that college program and no clear pathway from secondary offerings. A survey to help identify root causes of this problem revealed that few people were aware of this career opportunity. We used **reserve funds** to build **marketing materials** communicating the high-skill, high-wage and in-demand components of this career to parents, potential students, current students and the community. Future results should include an **increase in enrollment numbers**.

# Input

# Chat Storm

Briefly list (use 3-5 words) the story you would investigate for Narrative #13.





Thank you for  
your attention.



*Questions are the path to learning*

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