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<mailto:jared.reise@minnstate.edu>) as an attachment.

FY22 APR Questions:

1. 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?

Largely the postsecondary funds were implemented as planned. Perkins Southwest Metro focus is aligned with our CLNA, labor market needs, industry alignment, and (SR) POS. There were slight modifications needed due to supply chain issues, changes in staffing, and other minor unexpected changes. For example, most of what was planned by the Office for Students with Disabilities was implemented, but some were revised as needs were assessed throughout the academic year, particularly for staff training and equipment needs for blind students. Some of the equipment purchased this year was to increase the capabilities of the staff working with blind students in the future. For instance, Perkin's funds were used to purchase an embosser in a prior year, a piece of equipment needed to make documents accessible to blind students. The embosser was used extensively this academic year to make all the topographical maps accessible to a blind student, which ultimately was a part of making a very inaccessible course,

accessible. As the student said, "I appreciate (all you have done) so much. You really went above and beyond! I'll be starting at (university) in May, and I'm going to miss you and the team at Normandale a lot. It's been the best accessibility experience I've ever had or likely will ever have again. You made a major difference." Another change to the funding was a portion of the OSD staff member salary designation going from Dan Hagen to Emma Steincross, who had a Normandale start date of September 1, 2021. Minor adjustments were allowed for this staffing change.

Secondary funds were also expended according to the plan that was written. Where expenditures didn't align with the original plan (mostly in equipment requests for POS not specifically identified within the plan; we were able to write them into the reallocated budget and get approval for the expenditure through the addendum. Our funds were expended according to the plan. Our Districts struggled to expend the dollars, however, due to a lack of access to business and industry in-person opportunities, and shortages of substitutes and bus drivers. Many courses within Programs of Study worked with industry partners to collaborate virtual experiences to support all students enrolled in courses. An effort was made to improve and enhance programs and not simply buy a piece of equipment with the dollars.

*   **What accomplishments/outcomes resulted from this spending? What evidence do you have to support this? Include any relevant accomplishments on the following topics:**

o   **Collaboration with stakeholders**

- Bloomington Public Schools and Normandale Sirtify - Outreach and marketing through the BPS Volunteer Connection office and Intro to Ed class we are finding candidates and participants.
- DEED - Use of workforce data. Youth Skills Training grant for Waconia/District 288 Medical Careers: Emergency Medical and CNA. Pivoted use of funds during COVID to increase equipment purchases and medical careers marketing and promotion.
- Centers of Excellence - Supported professional development conference (M2TEC). Centers provided alternative virtual career programs, tours and curriculum during COVID due to limited access to businesses and industry.
- CLNA - Continuing collaborative partnerships with local business and industry for Advisory Committees, WBL opportunities
- Real Time Talent - CLNA data for support of the SW Metro Perkins grant.
- West Hennepin Perkins Consortium - Collaborated CLNA data from Real Time Talent for Hennepin County.

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

Current course offerings were reviewed by Southwest Metro members due to the MDE Program Approval process. Improvement in standards and frameworks embedded in course syllabi were reviewed for academic integration, equitable access, business and industry partnered projects and Work Based Learning experiences. Use of curriculums such as Project lead the Way and

CASE and National Health Sciences curriculum are ongoing efforts to provide rigorous, standards-based curriculum supported by business and industry and often leading to certifications or dual credit options.

Postsecondary Narrative 4: Integrating academic and technical skills funds supported a portion of the salary for a CLA position. This position was designed to assist students in the Health Sciences Therapeutic Pathways in their lab endeavors. Data reflects marked PI improvements from 2020 to 2021 reports in 2P1 (48.43 in 2020, 59.24% in 2021) and 3P1 (10.06% in 2020, 17.20% in 2021). Although the CLA position was received positively, when the incumbent moved on to other opportunities, the institution chose to leave the position vacant.

o **Providing greater access to CTE programs for special populations students.**

Secondary Non-Trad data shows 33.34% compared to a target of 24.26%. Very slight increases were shown in Special Education Graduation Rate and Non Traditional Performance Indicators, indicating an effort to provide focus on programming and intentionality in professional development between district departments, even during the challenges of COVID. Non-Traditional and Underrepresented access was achieved in programs supported through CTE courses such as Richfiled and Bloomington Kennedy Genesys Works and BrandLab participation. Program participation in districts marketed with success to males in FCS courses; Girls Who Code; Ford NGL Career Academy; Academies of Shakopee; high school students in CrewOut to area businesses in Richfield; Club Robotica in Richfield; global representation in district registration guides of POS and/or Career Pathways.In addition, recruitment into CTE courses was expanded in Middle School efforts i.e. Richfield DECA students presenting Financial Literacy to align with Computer Application courses; Jordan POS registration meetings highlighting information about POS in district registration guides; Bloomington renewal of efforts of Naviance used for middle school students in 2022-23 to create a comprehensive career and college readiness pathway; Shakopee POS Academy grids including middle school courses to graduation (Increased graduation rates for the district and sub-populations); Watertown/Mayer CTE POS specific tours of area business. Continuous improvement and progress is addressed each year to better serve all students in all CTE POS areas to ensure academic success.

CTSO participation is a leadership opportunity for all students and a connection to postsecondary programs and business and industry involvement. Member district participation includes FFA, DECA, FCCLA, MNFCS, BPA, HOSA, Skills USA with over 12 member districts and 375 students involved. Through the professional memberships, curriculum, leadership activities and WBL skills are taught. Student access is encouraged with scholarships provided by alumni and business and industry partners, in many situations to remove any participation barriers for all students. Barriers are removed through Advisor and Leadership training, Outreach to the community and within district departments.Business participation and relationships are developed to benefit not only participating students but local departments as well.

Non-Traditional Postsecondary PI data highlights greater access, specifically in our 3P1 data as 73.54% where our SDPI is 22.42%. Furthermore, 2P1 data for non-trad is 32.73% with a SDPI of 23.43%.

As referenced above, some of the equipment purchased this year was to increase the capabilities of the staff working with blind students in the future. For instance, Perkin's funds were used to purchase an embosser in a prior year, a piece of equipment needed to make documents accessible to blind students. The embosser was used extensively this academic year to make all the topographical maps accessible to a blind student, which ultimately was a part of making a very inaccessible course- accessible. As the student said, "I appreciate (all you have done) so much. You really went above and beyond! I'll be starting at (university) in May, and I'm going to miss you and the team at Normandale a lot. It's been the best accessibility experience I've ever had or likely will ever have again. You made a major difference."

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

A part of our work in expanding access to early college is to clearly define language and terminology. In our space, dual credit is used to define opportunities where students can access credit for both secondary and postsecondary concurrently (for example, Articulated College Credit). Dual enrollment is defined as students being **enrolled** at the college and high school concurrently (for example, concurrent enrollment or PSEO).

Normandale was awarded the **Institutional Resiliency and Expanded Postsecondary Opportunity (IREPO)** grant, which is focused on expanding dual enrollment (DE) access for traditionally underserved, place-bound high school students. This is a great example of how leveraged funds can help increase Perkins programming without the use of Perkins funds. With the help of this grant, Normandale has been able to create and fill five new staff positions: a project manager/dual enrollment liaison; two dedicated PSEO academic advisors; a PSEO admissions data entry specialist; and a dual enrollment records coordinator. These positions are designed to provide increased support for Normandale's dually enrolled student population. Another element of the grant involves process improvement and a better understanding of DE student journeys at Normandale. Finally, Normandale will be developing and implementing pilot DE pathways at both Kennedy High School and New Prague High School geared toward providing a clear roadmap to degree and career pathways beginning with dual enrollment opportunities.

Concurrent enrollment is a main route for early access to postsecondary credit. During FY22 Southwest Metro consortium enrolled 1686 (duplicated), concurrent enrollment students, into concurrent enrollment courses. In total, 51% of our concurrent enrollment courses offered FY22 were CTE. Specifically, the growth in CE education course offerings and student enrollment over the last 5 years is a point of pride. FY22 we offered 16 Education courses serving 239 students (duplicated) across 6 districts. The previous year, FY20 our numbers reflected 14 education classes offered with approximately 222 students participating. Compared to 5 classes offered and 91 students enrolled in FY18.

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.

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

The OSD staff received training through Perkin's funds for professional development opportunities within our field, including Jane Jarrow, AHEAD, MnAHEAD, and Speech Gurus. All this training further enhanced skills for the OSD staff and the retention of students. Specifically, the OSD staff received training through Speech Guru's to increase the understanding and student use of an important software program called Dragon Naturally Speaking. One of the OSD staff who attended this training was trying to discover a way for a student with a mobility disability to use their communication board as a mouse to further increase independence in classes and to grow their computer skills. The training from the Speech Guru's increased the knowledge of using the Dragon Naturally Speaking software. This led to further research, and the idea to use a Bluetooth Device, also purchased with Perkins monies, so that the student's communication board could indeed act like a mouse. This discovery gave the student joy and hope knowing more independence in their college courses and future employment is possible.

CLNA data led us to prioritize Education and Training career cluster as a focus area, which also works hand-in-hand to advance teacher recruitment, retention, training, and education. Sirtify (previously Black Men in Teaching) initiative has the mission defined to recruit and support Black, African American, and African men into Elementary and Secondary Education pathways. The program seeks to empower Back Men in education to have a positive impact on all students, especially those from similar backgrounds.

The program coordinator salary is funded by postsecondary Perkins dollars. Additional funds from across campus stakeholders have contributed to the program costs. The program provides the following: Academic Support, Leadership Training, Professional Support, Cultural Competency Training, International Summer Experience, Professional Mentors, Tailored advising to ensure successful transition into a four-year program, $10,000 Annual Scholarship.

The two strategies are: Strategy 1: Liaise with concurrent enrollment teachers and Equity and Diversity Office and counselors to increase awareness of Sirtify program to attract qualified students and Strategy 2: Develop a presence in schools to identify nontraditional college students , paraprofessionals, and support staff who are qualified for the Sirtify program.

The Sirtify program enrollment data is as follows:

Fall 2021 Cohort
- 3 people who identify as Black and male – 3 African- American; 1 of the 3 students has Afro-Latino roots (intersectionality)
- 100% non-traditional students, 100% fathers, 100% paraprofessionals, 100% experienced working in schools, 100% of students involved in extracurricular activities at their jobs in schools

Spring 2022 Cohort
- 4 people who identify as black and male -1 Somali American, 1 Caribbean American 1, Liberian American, 1 African American, 75% are fathers
- 75% non-traditional students, 25% traditional students, 100% have experience working in schools either as paraprofessional or in some academic support capacity
- Demographics from all cohorts highlight that our cohort encompass a large swath of the Black male experience. Our narrative is not a monolith; there is great depth and intersectionality

Introduction To Education (Normandale Community College dual enrollment districts): Bloomington - Jefferson (new in FY22) and Kennedy, Eastern Carver County - Chaska and Chanhassen High Schools, Jordan, Prior Lake Savage Area Schools, Shakopee, Waconia, Intermediate District 288

Bloomington Secondary programs have been supported by a Grow Your Own Grant in 2020-2021 and another one in 2022-2023.

What feedback did you receive from 2020-21 participants in the Grow Your Own program?
- Supplies to help them in the pandemic environment, i.e. journals, writing utensils, textbooks, memory sticks, tote bags
- The opportunity to earn concurrent credits from Kennedy High School and Normandale Community College
- Academic support from grant-funded staff
- Paid summer internship program
- College scholarships
- Help with navigating the college application process
- Support from the teaching staff to deal with tough educational and societal issues this year
- Pertinent enrichment, including: books, simulations, and virtual resources

What areas for improvement were identified for future programs?
- We need to continue promoting the program so that we have enough students taking the Intro to Education classes who will continue on with the Multicultural Education and

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.
- Virtual meetings to create accessibility to questions, comments, and Perkins meetings.

2. 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?

Postsecondary reserve dollars were designated to support 5% of Administrative cost, and non-personnel expenses related to educational services and supplies. Personnel costs were associated with workforce connection and Sirtify program coordinator's salary. Specifically, the dollars assisted in achievement in recruiting and retaining our Sirtify student cohorts (see above). In efforts to focus our reserve funding on a specified, bold plan of action, we centered reserve funding on our Education POS. Our years of dedicated work within Education pathways have shown positive impacts on our Performance Indicators (PI). SW Metro's postsecondary 2020 2P1 data reflects our Education career cluster was 15.85% compared to 2021 at 28.89%, and even more remarkable, 2022 at 34.38%.

We had the unique opportunity to support an innovative CTE initiative with the AON Apprenticeship Program. Based on data collected from RealTime Talent, there is a demonstrated regional need specific to the Insurance pathway. The AON Apprenticeship program focuses on recruiting, hiring, and — often most difficult in entry-level positions — in Business with a focus on Insurance.

The AON Apprenticeship program addresses workforce struggles to retain employees with the right skills. From the perspective of some prospective workers, the cost of college creates either a barrier to entry to a career or student loan debt that impairs a healthy financial future. AON Apprenticeship programs help build a talent pipeline of highly skilled and diverse professionals while providing apprentices with advanced education and work experience. By removing some of the traditional barriers to entry-level employment, AON Apprenticeship can contribute to local workforce development and cultivate talent from across the metro area of each city while improving retention rates in these entry-level roles.

AON Apprenticeship's Program serves as an alternate route into a permanent role that normally requires a specific degree or professional experience by providing motivated, high-potential individuals with the required training (on the job and in the classroom), professional skills development, mentorship, and experiential learning to bridge the gap. Apprentices receive: competitive salary and full employee benefits, paid tuition for college credits towards AAS degree in Business at Normandale Community College, leadership exposure, full-time permanent position.

Furthermore, the SW Metro consortium has used YouScience/Precision Exams for several years to support national standards-based curriculum in all CTE program areas. In addition, the pre and post-exams are used by teachers as benchmarks of learning for course improvement and assessment. Virtual proctor exam capabilities were used during the past year. Review of usage to be ongoing.

At the secondary level, reserve and reallocation dollars were used toward new program development and equipment in the areas of Outdoor Power Equipment (introductory course to Auto Mechanics program specifically started for special population students), Drone program, Video/Audio recording program addition to Graphics/Photography program and Medical Careers Emergency Medical program.

As SW Metro looks to make BOLD changes based on the results of CLNA, our consortium anticipates reserve allocations being put towards a blend of our listed POS priorities in the approved Perkins V Plan coupled with flexibility for undefined needs. The postsecondary reserve budget approved in SW Metro plans to support salary for Paraprofessional instruction and training along with curriculum development in Para and Grow Your Own projects. Additional support available for non-personnel needs in education. Secondary personnel needs related to investigating and creating new POS based on CLNA. Secondary non-personnel budget for materials and secondary program equipment to support new POS based on CLNA and technology upgrades.

SECONDARY SUCCESSES IN RESERVE SPENDING:
Instructional Supplies and equipment requests for the SWMetro Intermediate District were spent according to plan to support the Drone Program and Outdoor Power Equipment in the new POS Agriculture Pathway.

SECONDARY CHALLENGES IN RESERVE FUNDING:
Secondary reserve funding was allocated for special projects/equipment. Dollars were approved by MDE for New Prague Schools to purchase babies for their FCS program. This did not happen in time for the past fiscal year so all dollars were not expended. There was $5,000 in reserve to assist with our Education and Work Experience program staffing and the District did not expend all of those funds either. Since all of these funds were not expended the total Admin costs were also not spent out.

Equipment/Software Platforms provided the ability for districts to pivot during COVID. Virtual opportunities became critically important to engage students. During the teacher adaptability

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 improves student learning during and beyond high school. Community partnerships support identification of academic and career pathways to help students and the community to grow their own talent initiatives. Professional development opportunities, especially helpful to member districts during the MDE Program Approval process through MDE, made it possible for teachers to engage in discussion around WBL concepts for *all* students.

Some specific examples include:

- SWMetro #288: Expansion of WBL activities into ALC environment with the use of newly licensed staff member and Trades Hub product.
- Richfield: CrewOut students through Industrial Tech programs spent time in business and industry.
- Richfield: Employment Capacity Building Cohort (ECBC) for Special Ed students.
- Bloomington efforts to collaborate with all district WBL Coordinators (WBL Coordinators in Special Education) brought a focus to curriculum, placements and career and college required activities to work toward an increase in Performance Indicators.

Districts looked to find necessary occupational experiences for all students, including various sub-groups to engage students in learning through rigorous curriculum and applying experiential learning. Data shows slight improvement: 2020 - 6.11% 2021 6.29%

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

The SW Metro Consortium is proud of the resurgence of interest in CTE and Perkins within the consortium. There is a lot of new staff asking very probing questions about POS, WBL, Business and Industry partnerships, Advisory Committees, and allowable expenditures. Some of our previously less CTE-supportive districts have found a champion within their staff willing to promote and expand the offerings and pathways in their districts. As long as we can keep the enthusiasm up (not put too many roadblocks in the way) regarding their projects and ideas we

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.
- Additional CTE programs added to course listing for availability to students: Outdoor Power Equipment, Aviation/Drone Program, Video/Audio production studio, Expansion of CNA programming to another school site within the consortium.
- Sharing of staff between districts to offer more local programming when appropriately licensed staff are hard/impossible to find.
- Business and industry partnerships continued to develop in new and creative ways.

As mentioned above, Normandale launched a work-based, earn-and-learn apprenticeship program. The first cohort started in early September 2021. And by June 30, 2022, the program had delivered 32 credits with a retention rate of 80%. Additionally, recruitment, placement, and advising started early in 2022 for the second cohort which started in August of 2022.

There is growing interest among employers and other key stakeholders for work and earn-type models/programs. Normandale is working with different employers to identify work-based learning programs as either pipeline or incumbent training programs which include certificates, degrees and/or other key credentials

In terms of collaboration, education, and advancement, Normandale continues to partner with Minnesota Career Development Association (MNCDA) to deliver educational programming to support key career/education professionals – secondary and post-secondary career/education counselors, workforce counselors, employers, recruiters, professionals working for community-based organizations, educators, funders, etc. During 2022, over 80 people participated in

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 "All Learning Counts" Leadership Advisory, Minnesota State Continuing Education Council, Chamber, and Workforce Associations, ACTE and it's MN and National affiliates, and numerous Advisory Committees, including MinnState Centers of Excellence, etc.) These groups are often focused on enhancing the infrastructure and funding to help in the promotion, enrollment, and retention of CTE learners.

The apprenticeship program was successful on many levels including its alignment with Normandale's strategic goals:

- Achieve racial equity in educational outcomes by 2025
- Achieve Associate Degree completion or baccalaureate transfer rate of 50% or better for degree-seeking students by 2030
- Support and sustain a pervasive college culture that is culturally competent and service-oriented.

Finally, our work is reflected in our data. For example, SW Metro's years of dedicated emphasis on Education pathways have shown stark impacts on our Performance Indicators (PI). SW Metro's postsecondary 2020 2P1 data reflects our Education career cluster was 15.85% compared to 2021 at 28.89%, and even more remarkable, 2022 at 34.38%. Our 2022 2P1 SDPI is 23.43%.

5. What challenges did you encounter when implementing your local plan during the reporting year? How did you respond to them?
- Supply chain impacted effective order execution for equipment and supply purchases. Creative responses including alternative paths, different vendors, and/or partnerships were explored with varied results.
- Perkins V timeline implementation
- Unfortunately, a few of Normandale's work-based learning programs – Paraprofessional to Teacher Assistant, Human Services Representative, Community Health Worker/Navigator -- were not delivered as expected due to the pandemic. Work did occur for each program which included recruitment efforts, intake, advising, meetings with employers, etc. While there was demand for these programs, it was difficult to recruit enough students due to individuals' concerns related to the pandemic.

- 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.