

Strengthening Career and Technical Education for the 21st Century

MINNESOTA Perkins CONSORTIUM

Annual Performance Report (SFY22)

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 - How to Submit:

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:

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?**
 - **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**
 - **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**
 - **Changes to your consortium structure or processes**

Most projects and proposals under the Minneapolis Consortia's approved FY22 local plan went forward as planned at the postsecondary level.

Postsecondary Personnel. For Minneapolis College, all the personnel positions were filled and their associated work completed. Two positions were very temporarily unfilled during the year with a change of staff. Work conducted by Perkins-supported personnel included supports for veterans, advising and guidance in choosing

career paths, continual revisions to CTE curriculum to facilitate online learning, support to students and faculty for a new badging program, and lab tutor availability for Architectural Technology students.

Postsecondary Equipment. For Minneapolis College, all equipment purchases were made and delivered with the exception of training systems for the college's aircraft maintenance technician program. This is elaborated upon in question 5.

Equipment successfully ordered and delivered included a plasma welding table and new welding machines for manufacturing; and cameras and equipment for its revised photography program (revised to Photography and Motion to include video). The college also purchased equipment to support the move from an entirely in-person Fashion Show to a hybrid show for its Apparel program. Viewers watched live virtually and in-person, and could also see the recorded event for future use in multiple courses at the college. The YouTube video of the fashion show has more than 1,250 views - far more than what the program could accomplish with its in-person-only show.

One project that was not completed due to schedule and oversight conflicts was a plan to provide mentorship to faculty in organizing and conducting effective program advisories. While not included in the plan for FY23 funding, the college plans to target strategic CTE programs during the current year to improve advisories and utilize the system office's guidebook for advisories.

Secondary Personnel and equipment. At the secondary level, COVID, supply chain and staffing shortages required Minneapolis Public Schools to make a formal request to re-distribute \$156,869.98 toward individual instructional supplies, service contracts, instructional software and capital equipment purchases as outlined below approved by MDE in March 2022. These approved budget changes support upgrades to industry recognized standards, curriculum aligned to program of study frameworks, expanded postsecondary credit earning opportunities and are aligned to the results of the Consortium's most recent Comprehensive Local Needs Assessment (CLNA).

**SECONDARY BUDGET RE-DISTRIBUTION OF FUNDS NARRATIVE
REQUESTED & APPROVED MARCH 2022. [\$156,869.98]**

Request #1:

\$15,000.00 originally for salary is not needed because a TOSA position was not filled for the entire school year. Funds being moved to UFAR 433 will be in support of State approved programs Construction, Healthcare and Web and Digital Communications.

- \$11,817.54 - B & H Electronics Equipment updates in support of Web and Digital Communications programs located at Southwest, Edison and North. (Peter Carlson, Beth Rapatz, Paul Kraimer)
- \$1,995 - Southwest Medical: GE MAC 1200 ECG Machine in support of new curriculum in the Healthcare program at Roosevelt. (Kari Slade)
- \$1,500 - ACME Tool for upgraded hand tools in support of Construction program at Roosevelt (Trevor Gray)
- Overage (\$312.54) will be paid for with existing SY22 funds within UFAR 433.

Request #2:

\$9,500.00 originally for out-of-state travel (UFAR 368) for CTE conferences, teacher trainings and for CTE staff to travel to other high school facilities utilizing consolidated CTE center locations is not required due to COVID

restrictions on travel and use of tele-conferencing such as Zoom. Funds being moved to UFAR 433 will be in support of State approved programs Manufacturing and Engineering.

- \$8,838.27 – Reality Work Math Measuring Kits (Qty 10) in support of Engineering at Henry, South, and Washburn and Manufacturing at South. 500+ students either learned or reinforced measurement skills focused on accuracy and tolerance.
 - Engineering: Latoya Grier (Henry), Joseph Hyser (South), Jesse Sirovy (South), William Ruff (South), Peter Grul (Washburn)
 - Manufacturing: Joseph Hyser (South)
- \$661.73 remaining went toward purchasing updated VEX equipment in support of a new curriculum for Engineering at Henry, South, and Washburn.
 - Engineering: Latoya Grier (Henry), Joseph Hyser (South), Jesse Sirovy (South), William Ruff (South), Peter Grul (Washburn)
 - Total cost of VEX updates is \$29,612.00. Remaining cost of these kits will be paid for using other funds moved in current year Perkins budget.

Request #3:

\$3,000.00 originally slated for teachers to participate in collaborative planning with MCTC (UFAR 145), attend content specific training is not required due to COVID restrictions on travel and use of tele-conferencing such as Zoom. Funds being moved to UFAR 433 will be in support of the State approved program of Engineering.

- \$3,000.00 remaining went toward purchasing updated VEX equipment in support of a new curriculum for Engineering at Henry, South, and Washburn.
 - Engineering: Latoya Grier (Henry), Joseph Hyser (South), Jesse Sirovy (South), William Ruff (South), Peter Grul (Washburn)
 - Total cost of kits is \$3,085.46. Overage cost of \$85.46 will come from other funds moved in current year Perkins budget.

Request #4:

\$41,794.99 originally slated for all students in grades 6-12 to participate in career exploration activities aligned with WBL and all other programs was scaled back due to COVID policies and increased use of technology such as Zoom.

Funds were moved from UFAR 304 to UFAR 433 in support of the State approved program of Engineering and Healthcare.

- \$5,992.69 for Prestan CPR and AED trainers from School Health
- \$9,996.00 for VEX Robotics Bundles for Engineering
- \$806.30 remaining was applied toward the purchase of VEX for Engineering program (See Change Request #5)

Funds were moved from UFAR 304 to UFAR 303 in support of the State approved program of WBL.

- \$25,000.00 Lakes Country Service Cooperative. Professional development to increase grades 9-12 staff knowledge of Experiential Learning, Career Awareness, and Career Exploration to further expand program implementation at all high schools. This training support has resulted in continual growth in participants and concentrators. At the secondary level we have increased our overall enrollment in work-based learning classes by 595% since SY2017 based on MDE Secure Reports data for SY2022, and enrollment has continued to grow during pandemic-related limitations by 24-60% since SY2020 and SY2021.

Request #5:

Amount originally slated for all students in grades 6-12 to participate in career exploration and experiential learning (worksite tours, field trips, mentoring, etc.) opportunities for students in grade 9-12 was not needed. A severe shortage of bus drivers within the district combined with limiting COVID policies and increased use of technology such as Zoom minimized the use of funds in UFAR 365.

Funds were moved to UFAR 433 in support of the State approved program of Engineering.

- \$22,000.00 VEX V5 kits. Purchase is needed to update VEX equipment in support of a new curriculum for Engineering at Henry, South, and Washburn.
 - Engineering: Latoya Grier (Henry), Joseph Hyser (South), Jesse Sirovy (South), William Ruff (South), Peter Grul (Washburn)

Request #6:

Overestimated amount of funds needed in UFAR 456.

Funds were moved to UFAR 433 in support of the State approved program of Engineering.

- \$2,700.00 VEX V5 kits. Purchase is needed to update VEX equipment in support of a new curriculum for Engineering at Henry, South, and Washburn.
 - Engineering: Latoya Grier (Henry), Joseph Hyser (South), Jesse Sirovy (South), William Ruff (South), Peter Grul (Washburn)

Request #7:

Overestimated amount of funds needed in UFAR 460.

Funds were moved to UFAR 406 in support of the State approved program of Web and Digital Communications.

- \$2,080.00 to cover additional cost in software licensing. Purchase was needed to update Adobe CC license in support of updated curriculum in Web and Digital Communications.
 - Web and Digital Communications: Beth Rapatz (Edison), Paul Kraimer (North), Corbin Doty (South), Peter Carlson (Southwest), Kirsten Rome (Washburn)

Request #8:

Funds originally requested in this UFAR (466) were not needed because of delays in construction of the new CTE Center to be located at Edison High School. No physical location is available for the assets originally identified for purchase so students would not be able to use them.

Funds were moved to UFAR 530 in support of the State approved program of Manufacturing located at South High School.

- \$17,000.00 - Controller Box for Haas TL 1 lathe. Without a new controller box the Haas TL 1 lathe is inoperable. This update to our equipment will allow over 200 students annually to develop industry recognized skills on the tools utilized in industry within the region.
 - Manufacturing: Joseph Hyser (South)
- \$2,000 – used to offset an increase in the price of manual lathes. These lathes were being purchased with funds in the current SY22 grant application from UFAR 530. This update to our equipment will allow over 200 students annually to develop industry recognized skills on the tools utilized in industry within the region.

Additionally, at the secondary level Minneapolis Public Schools experienced difficulties with TOSA funded positions outlined in the grant application. Outside of what is mentioned in Re-distribution of fund Request #1 narrative the second TOSA position for the secondary level was utilized for 3 weeks as an emergency COVID reserve teacher. Minneapolis Public Schools reimbursed the Perkins grant for the full value of time this teacher worked outside of the scope of the position. However, the reimbursement occurred after June 15, 2022, which required Minneapolis Public Schools to return the reimbursed funds to the Minnesota Department of Education for re-allocation in FY2022-2023.

Collaborations. Work completed during our most recent CLNA required significant collaboration among the Consortia leadership, our institutional staffs, stakeholders as well as externally with industry and business leaders.

Lead by the college our Consortia received an equity capacity grant that allowed for the creation of a video to highlight and increase awareness of the Education pathways at Minneapolis College. The grant created additional opportunities among our consortium partners to promote the existing Education pathway between South and Patrick Henry high schools and Minneapolis College. To create the video Minneapolis College contracted with a media company to interview instructors at the high school and the college, as well as high school students to promote the opportunities with concurrent enrollment courses in Education. The outcome of the video resulted in an increase in the number of students in concurrent enrollment courses at both high schools increased in Fall 2022 with the college.

Human Services instructors at Minneapolis College reported the use of GoReact software significantly helped ease student stress with video assignments and provided the students with more targeted feedback on their skills in a timelier manner. Training and ongoing support for the instructors helped the instructors better utilize the software.

Last year the college initiated a badging program, which was aimed at helping students identify and promote their competencies. The college also promoted a career readiness program based on mentorships, and as a result 51 students earned a digital badge in Career Readiness competency.

Another approved college initiative involved research and promotion of corporations that offer tuition reimbursement benefits. This project was completed and considered successful in arming students with information on potential employers who would help support their tuition costs.

Reallocation funds.

The Consortia used reallocation funds to bolster immediate needs in our CTE programming at each institution.

At the postsecondary level, the college spent its reallocation funds and a great deal of repurposed funds toward increasing awareness of CTE programming to potential students and the general community. This is discussed in more detail in Question 4.

At the secondary level, in alignment with the CLNA and program advisory, re-allocation funds were used to purchase a simulated ambulance for our Healthcare program of study and upgraded industrial lathes for our manufacturing program. The investment in both programs resulted in our ability to increase access to curriculum aligned to current industry standards to 100 students in both the Healthcare and Manufacturing programs in FY22. This investment will also allow the district to increase student enrollment in future years in each program.

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?

The Minneapolis Consortium jointly focused 100% of our reserve funds in FY22 on a robust approach to strengthen relationships within the workforce community, the college and district to also satisfy the bi-annual CLNA requirement. The Consortium contracted with RealTime Talent to conduct sessions that go beyond completing the requirements of the CLNA. We leveraged the sessions to include topics of further engagement, particularly as a follow-up to a series of seminars on intergenerational relationships that were offered in FY21.

In addition, RealTime Talent helped us create a Consortium Advisory meeting structure that was more vibrant, engaging and valuable to our Advisory members as well as to the Consortium leadership team. RealTime Talent provided a meeting design and facilitation structure that established a model that includes ongoing Consortium Advisory feedback, input and support. The Consortia will utilize the structure to include agenda topics related to CTE programming priority areas of action and influence, curriculum, equitable access, work-based learning and career exploration with our Advisory membership.

All participants in this process will be invited to participate in the Consortium’s advisory in FY23 and subsequent years and will be leveraged to increase members within each program of study advisory.

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?

At the secondary level, the Minneapolis Consortia has focused much effort over the last few years to increase enrollment in our work-based learning seminar courses through the investment in increased work-based learning staffing in our comprehensive high schools and working with Achieve Twin Cities and our CAP (contract alternative program) schools to maximize these unique community partnerships that focus on employability skills and internship opportunities with many businesses across the metro. As a result, over 2,000 unique students enrolled in at least one work-based learning course in FY22 with each semester-long course offering 80+ hours of instruction.

FY22 Secondary Work-Based Learning p-file Enrollment Data	
Program Code / Course Code	Student Enrollment (no duplicates)
009090 - 95	1,587 students
009090-96	548 students
009090-97	124 students

Additionally, results from the 2022 CLNA, community stakeholder events related to the World’s Best Workforce, and the addition of State Determined Performance Level 5S3: Program Quality - Work-based Learning as a Perkins metric have provided opportunities for Perkins leadership at the secondary level to meet with district leadership and high school principal teams to discuss the value of work-based learning. As a result, Minneapolis Public Schools added work-based learning teachers paid for by the district’s general fund to three sites in SY2023-24 that previously did not have program 009090.

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

Aligned with performance indicator 5S3: Program Quality - Work Based Learning, Minneapolis Public Schools (MPS) is extremely proud of our continued expansion of work-based learning career seminar enrollment- which we anticipate will lead to increased completion of industry-based work experiences in our diversified occupations and disadvantaged/handicapped programs of study. In SY22, MPS offered program and course code 009090-95 via a variety of delivery modalities to accommodate a diverse student population and learning styles. Offered in-person, guided, online, and via credit by portfolio assessment for prior learning - we have increased our overall enrollment in work-based learning classes by 595% since SY2017 based on MDE Secure Reports data for SY2022, and enrollment has continued to grow during pandemic-related limitations by 24-60% since SY2020 and SY2021.

Our work experience enrollment (009090-97 and 00750-97), though lower than our pre-pandemic enrollment of 444 students in SY2019, has experienced a 42% growth since SY2017 and a 38% growth since SY2021. As we look to the future, we will continue to align our state-recognized CTE programs of study with work experience opportunities for CTE concentrators and develop plans to expand the number of work-based learning teacher coordinators in our comprehensive high schools and alternative learning centers.

Program Code	Course Code	Course Title	2017	2018	2019	2020	2021	2022
000750	1 and 95	Seminar Class (age 16-20+ on IEP) / Career Seminar 1	0	486	251	251	6	0
000750	2 and 97	Work Experience (age 16-20+ on IEP)	0	0	146	148	10	184
009090	1 and 95	Seminar Class / Career Seminar 1	430	516	1103	970	692	2349
009090	96	Career Seminar 2	0	0	0	0	0	625
009090	2 and 97	Work Experience OJT	115	44	298	602	93	87
		Overall Work-Based Learning Student Enrollment TOTALS	2562	3064	3817	3991	2822	5267
		SY22 growth comparisons	205.58%	58.17%	72.47%	75.77%	53.58%	
		Work Experience Student Enrollment TOTALS	115	44	444	750	103	271
		SY22 growth comparisons	42.44%	16.24%	163.84%	276.75%	38.01%	

Additionally, aligned with performance indicator 1S1: Graduation Rate (4-year), Minneapolis Public Schools is exceptionally proud of the percentage of CTE concentrators who graduate high school with their cohort compared to their peers in Minneapolis Public Schools who do not elect to take our courses. This is especially evident among concentrators that are students of color, receive special education services, and those that are homeless and highly mobile as seen in the table below. (SY20 and SY21 4-year Graduation Rate Baseline Data) This data also demonstrates the 4-year graduation rate is a continuing trend and not a short-term accomplishment.

This noticeable trend of our 1S1 data since FY2014 was a key rationale for the district to dedicate no less than \$45 million dollars of general funds between January 2022 and August 2026 to create CTE centers that will open in FY24 and FY26. These CTE centers will provide a common space and transportation to allow all students, regardless of their zip code or high school, to enroll in CTE courses and become program concentrators in a pathway of their choosing.

SY20 and SY21 4-year Graduation Rate Baseline Data							
	2019-2020 District-wide 4-year Grad Rate (Pre-pandemic)	2019-2020 CTE Concentrator 4-year Grad Rate (Pre-pandemic)		2021-2022 District-wide 4-year Grad Rate (During pandemic)	2020-2021 CTE Concentrator 4-year Grad Rate (During pandemic)		2026-2027 District-wide Goal
Overall	74.2%	87.72%	+13%	73.8%	88.1%	+14.3%	90%
American Indian or Alaska Native	33.3%	84.0%	+50.7%	46.8%	92.86%	+46.06%	90%
Black or African American	68.1%	83.97%	+15.87 %	67.8%	82.19%	14.39%	90%
Asian	85.3%	90.72%	+5.42%	86.7%	98.8%	12.1%	90%
Native Hawaiian or Other Pacific Islander	N/A	100%	N/A	N/A	100%	N/A	90%
White	88.4%	93.26%	+4.86%	89.3%	92.71%	3.41%	90%
Hispanic	67.1%	83.74%	+16.64 %	59.6%	88.89%	29.29%	90%
Two or More	55.6%	71.43%	+15.83 %	61.5%	69.23%	7.73%	90%
Special Ed Services	51.4%	60.0%	+8.6%	48.1%	70.71%	+22.61%	90%
Homeless and Highly Mobile	49.5%	N/A	N/A	46.2%	81.82%	+35.62%	90%

The Consortium also found success at the postsecondary level in an area some see as a challenge. In some ways, it is difficult in an era of shrinking community college enrollments to discuss successes in marketing programs. However, the college chose to spend its reallocated funds (\$41,304) to add to its planned \$10,000 marketing budget and \$25,000 in unspent funds toward enhancing knowledge and awareness of CTE programming to curtail downward trends. Typically, CTE students represent approximately 50 percent of Minneapolis College's student population, so a look at overall enrollment is also helpful.

We believe we can attribute many positive enrollment points to marketing efforts. The college’s new student enrollment for Fall ‘22 was up 4.5 percent (FYE) and 6.7 percent (HC), with first-time new enrollment up 17.6 percent (FYE). The college’s continuing student enrollment improved by 50 percent. Returning PSEO enrollment increased by more than 30 percent. New visiting student enrollments were up by more than 25 percent. Overall enrollment was roughly flat, which is not exciting, but nonetheless an improvement from previous years.

Other good news was seen in improved saturation in some CTE programs from Fall ‘21 to Fall ‘22.

Major	20223 Saturation	20225 Saturation	20233 Saturation
Aircraft Maintenance Technician Program	61 %		69%
HVAC		55%	68%
CNC Machine Tooling	40%		43%
Welding & Metal Fabrication	45%		62%
Bicycle Assembly and Repair	33%		38%
Sterile Processing and Distribution Technician	50%		57%
Early Childhood Education	78%		94%
Apparel Technology	74%		80%
Architectural Technology	76%		80%

Despite these welcome data points, the college acknowledges some CTE programs continue to see declines. Investment into marketing has been viewed by the college as a timely and successful move for our CTE programming considering today’s environment. It was an important step to maintaining size of CTE programs as well as focusing on scope and quality. Outreach also included information for 7th-11th graders to build into a future pipeline.

Another success for Minneapolis College and the school district was the revival of summer camps, held for one week in July 2022, with separate camps for Photography and Video, Graphic Design and Apparel programs. With only a very recent ending of COVID protocols on campus, the college expected - and received - few participants, but felt the need to offer this opportunity to begin the process of renewing momentum for the camps. A total of 25 students participated in the camps with about 75 people attending a culminating showcase for students and parents. Approximately 72 percent of evaluations were returned with very high marks from both parents and students. Most common remarks involved the excellent organization, convenient location at the campus and enthusiastic and knowledgeable instructors. Only a few suggestions were offered, with the most common asking if the camps could be extended in length. The college plans to use this success to build on camps for Summer 2023.

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

Two challenges stand out for Minneapolis College:

- 1) College CTE programs ordered equipment very early in FY22 to ensure on-time arrivals. For this reason, planned purchases went through as scheduled -- with the exception of \$88,000 for training systems for the aircraft maintenance technician program. The vendor notified the college in the fall that the training systems could not be delivered on time. This was to be the college's largest non-personnel expenditure for FY22. The college turned this problem around by creating a program that would increase equity and completion in the aircraft maintenance program. Students in the program need to purchase their own tools specified by Part 147 in FAA regulations. The total cost of required tools can reach \$3,000, limiting the ability for some students to take and complete the program. The college received permission from the system office to use the \$88,000 to purchase tools to implement a loan program for students. The loan program allows them to continue their studies and gives students time to accumulate the necessary tools.

The primary instructor for the aircraft maintenance technician program reports a great deal of success with the tool loan program. *"The students have been very happy with having the specialty tools available to them. It has also reduced the amount of tools that are required by the course because there are certain tools that can easily be shared out of the boxes so the students aren't required to go out and purchase them... I think overall it was a great success and helped this program."*

- 2) Minneapolis College planned to provide training to CTE faculty regarding strategies to retain students in non-traditional careers. The strategies would involve creating learning environments welcoming to students of all genders, analysis of micro messaging, and review of curriculum wording and nuances. Faculty would be more aware of issues that cause discomfort for non-traditional career students. After negotiations with NAPE (National Association of Partnerships in Equity) and review of the organization's curriculum and materials, the college chose to contract with NAPE. The mutually acceptable date was late in the year, in May. However, the contract itself proved to be a barrier, with feedback from the Minnesota State legal team disallowing compliance with Ohio state laws, a requirement that NAPE (based in Ohio) felt was necessary. As the date drew closer, it seemed clear the contract would not be successfully negotiated in time for successful recruitment and attendance for the training. Funds were repurposed, with system office permission, for marketing of CTE programs. The college has determined it will seek other, non-Perkins funded, avenues for providing this type of training opportunity to CTE faculty.

In addition to the challenges described in APR FY22 question number one, Minneapolis Public Schools experienced significant challenges in hiring and maintaining appropriately licensed and well qualified staff. In FY22 Minneapolis Public Schools employed thirty-seven (37) non-Special Education teachers in our various pathways. Of these teachers, 7 required an Out-of-Field Permission (19%), 4 required a Tier 1 license (11%), and 9 required a Tier 2 license (24%). In all, twenty (54%) of our 37 high school CTE non-Special Education teachers required special licenses to be a CTE teacher in our approved programs of study. Each of these teachers requires individual supervision and mentoring throughout the process of attaining their program specific license. Programs that experience the greatest shortfall in available staffing are, Automotive, Engineering, Healthcare, and Work-based Learning. Compounding this effort is a complete turnover of Human Resources Consultants in

FY22 who are tasked with posting, overseeing interviewing teams and ultimately hiring our teaching staff, also preceded by a 50% turnover in the same positions in FY21. At the start of FY23 the Human Resources Consultants remain short staffed and those remaining do not possess any knowledge or experience in the license requirements needed to maintain an approved CTE program of study and the impact it has on the CTE Levy.

Efforts to mitigate these challenges leverage district general funds to maintain the CTE Director position and those that are funded by the Perkins V grant. These efforts resulted in Minneapolis Public Schools filling all CTE teacher positions in the 2021-22 school year. Strategies to complete this work include but are not limited to:

Supported by District General Funds	Supported by Perkins V Grant
Coordination by the CTE Director with district Talent Acquisition staff to post positions and recruit continuously for all areas.	Promote and fund participation in the New CTE Teacher Program for all eligible teachers.
Negotiated that the CTE department be able to participate in the early hiring process to fill anticipated vacancies.	Expand availability of professional development opportunities especially in work-based learning and cultural competency.
Specialized training for district Human Resources Consultants tasked with posting, interviewing and hiring our teaching staff.	Provide education to school site leaders on what is required to operate a State Approved Program of Study.
One-to-one mentoring for CTE teachers using Tier1, Tier 2 and Out-of-Field Permissions by district CTE leadership to identify clear paths towards earning appropriate CTE licensure.	

6. How can State staff (Minnesota State, MDE) best help you meet the goals of your plan?

It was very helpful when the system office contracted with RealTime Talent to conduct labor need analysis for Minnesota’s different geographical areas. We hope this will continue for future CLNA support.

The Minneapolis Consortia also appreciates willingness to consider changes in plans when circumstances interfere with goal completion, and we request continued consideration and thoughtful review when environments, industry standards or unexpected barriers arise. Timely responses to change requests are very important to our ability to react efficiently to evolving circumstances.

Minnesota State and Minnesota Department of Education should regularly promote and offer training sessions that will support Human Resource staff tasked with hiring qualified and properly licensed teachers/faculty for CTE State Approved Programs of Study.

7. If your consortium completed monitoring by State staff during the past year, please include information requested in the monitoring report with this APR.

Not Applicable

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.

Not Applicable

- 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 Applicable

Note: Technical assistance will be provided for Special Populations and Performance Gaps when the data is available later in the fall.