

## Minneapolis Consortia Annual Performance Report

Award Year: 2018

Report Period: 7/1/2018 – 6/30/2019

**Consortium Name: Minneapolis**

**Submitted by: Sara Etzel / Margie Tomsic**

Submitted Date: **October 15, 2019 - 4:30pm**

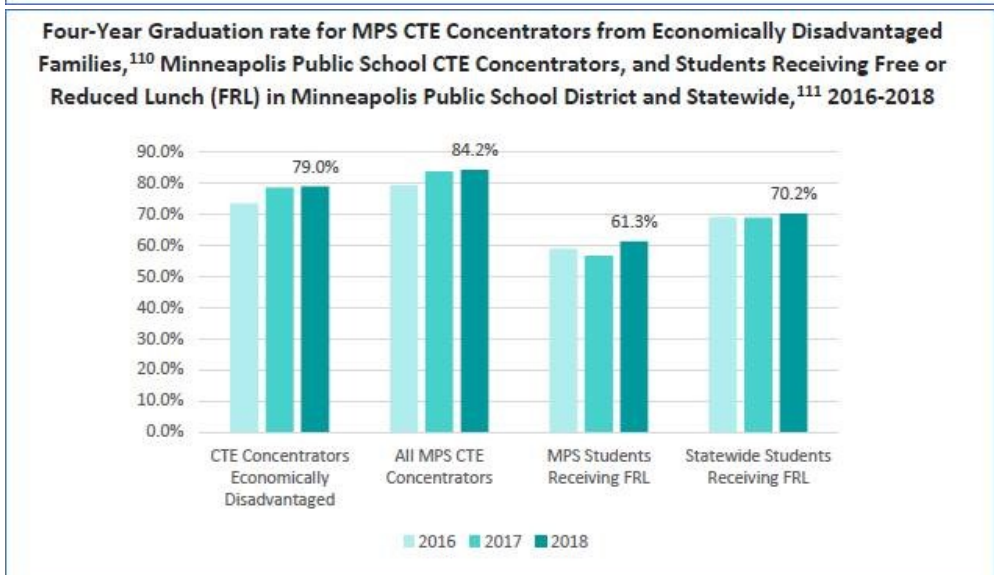
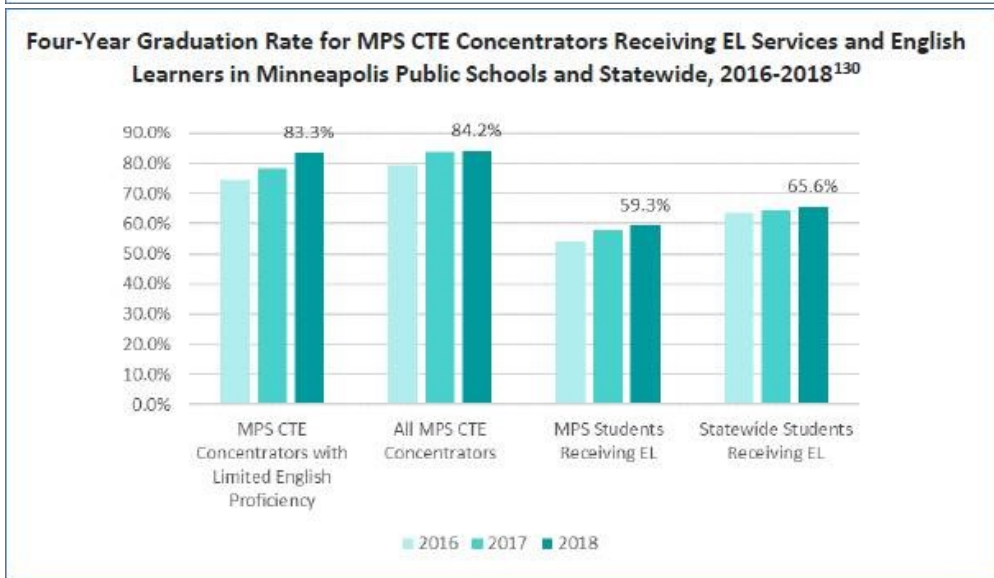
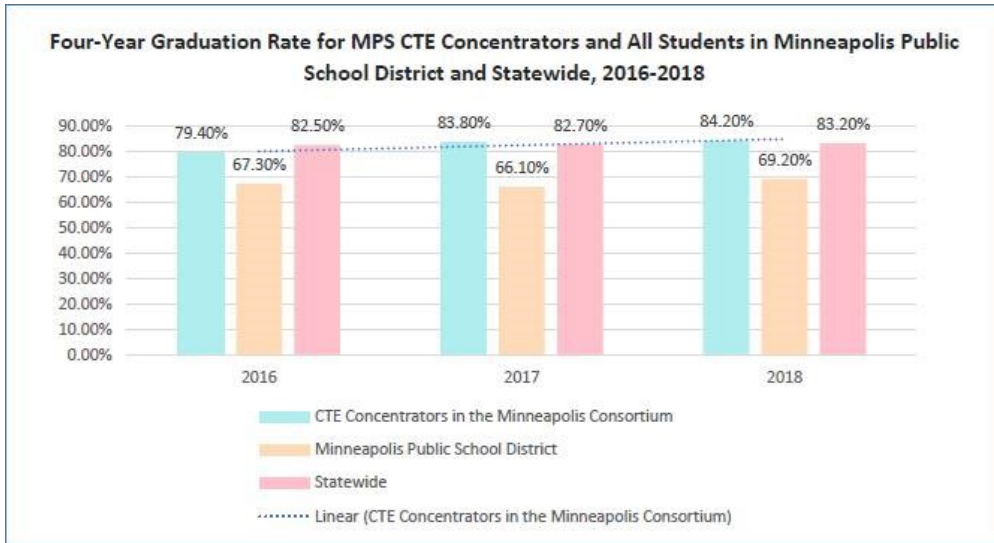
### **QUESTION: What activities were conducted during the grant year that supported quality Programs of Study (POS)?**

MCTEC formally offers students in the City of Minneapolis the opportunity to experience career-based learning associated with 12 unique programs of study, with the opportunity for secondary students to select from 97 state-approved CTE courses, of which 44 classes have concurrent enrollment/articulation agreements in place with Minnesota post-secondary institutions allowing MPS students to earn college credit while still in high school.

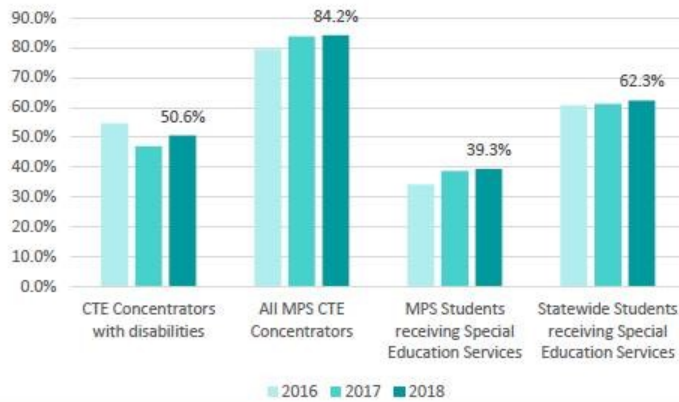
#### Examples of MTEC Career and Technical Education activities in FY19:

- **Bi-weekly MCTEC Leadership meetings.** Collaboration continues to be a priority between secondary and post-secondary programming to improve institutional alignment.
- **New Perkins Coordinator.** Experienced, postsecondary Perkin's coordinator hired to expand our capacity for grant writing, management, data analysis and strategic planning.
- **"Careers Start Here" print and social media marketing campaign.** MPS designed school specific CTE programs of study, career wheel and enrollment campaign posters to hang prominently in each high school; while our social media campaign reached more than 38,800 Facebook, Instagram, and MPS list serve users.
- **CTE Day at Minneapolis College.** MCTC hosted MPS high school students to explore four career pathways (Machine Tool, Welding, Graphics, Architectural Technology); 95% of participants reported they enjoyed the hands-on activities and industry experts' panel.
- **Articulated Credit.** 724 graduating MPS seniors earned over 2,800 CTE college credits. An approximate combined value of \$522,440 - \$1.3 million saved in Minnesota college tuition.
- **Work-Based Learning for Special Education Students.** Curriculum modifications were made to our Career Readiness Seminar course to provide increased access to WBL modules, employability skills and safety training for our special education students.
- **School of Nursing.** A CTE navigator in the School of Nursing was instrumental in helping students navigate courses, sequencing and degree planning, including the coordination of informational workshops recruiting students and in providing individual advising.
- **HVAC Program.** A lab assistant in the HVACR program improved the quality of the student lab experience as increased course caps resulted in larger class sizes.
- **English Learner Support.** Partial funding of a CTE Director for Career Services for a portion of the year allowed for Career Services to expand its outreach to non-native English speakers and veterans.
- **Instructional Resources.** Instructional software and equipment/ supplies/training needs included funding to keep CTE POS aligned with current industry standards as guided by MCTEC Perkins advisory membership and individual CTE post-specific advisory boards.
- **Student Proficiency.** MCTEC purchased the use of LASSI, a learning and study strategies inventory assessment, which evaluates student proficiencies, providing an alternative for course placement.
- **Technical Skill Attainment.** Professional development training associated with increased utilization of technical skills assessments and improved alignment with course outlines, industry standards and postsecondary articulated credit.

**QUESTION: Describe the impact of the POS in terms of participation, concentrators, student outcomes, etc.** The following charts detail the success that CTE course taking and acquiring “concentrator” status has on MPS students including disaggregated data associated with our special education, English learners, and economically disadvantaged students.

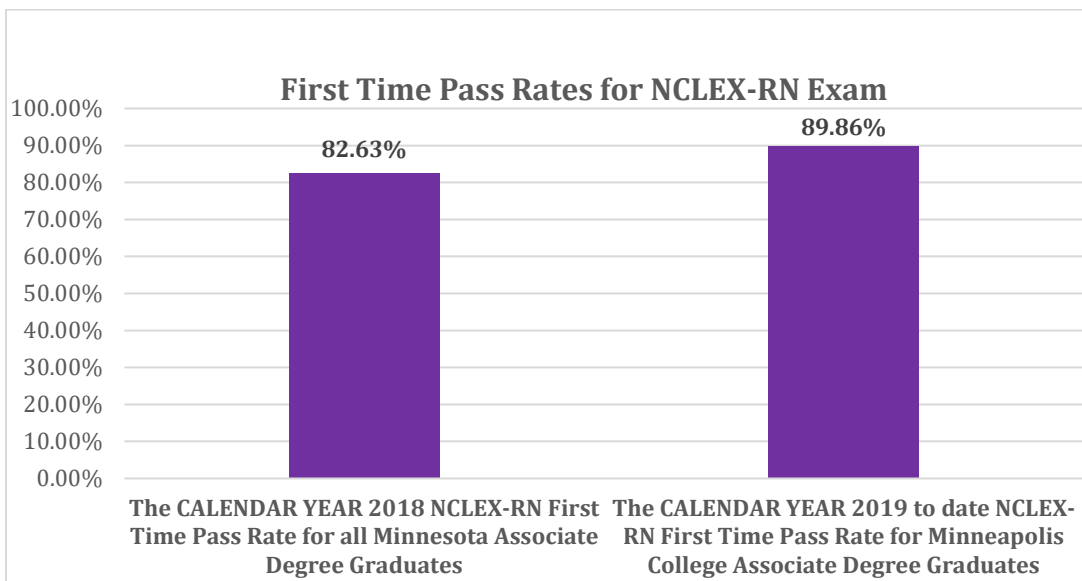


**Four-year Graduation rate for MPS CTE Concentrators with Disabilities, Minneapolis Public School CTE Concentrators, Students Receiving Special Education Services at Minneapolis Public School District and Statewide, 2016-2018<sup>102</sup>**



Through funding provided by Perkins, all nursing students are required to receive supplemental assistance from ATI ([www.atitesting.com](http://www.atitesting.com)). This resource offers practice exams and other tools to supplement the classroom instruction.

As we see from the graph of “First time Pass Rates for the NCLEX-RN Exam,” students’ performance on the NCLEX-RN Exam has steadily improved, and current first time pass rates exceed the average first time pass rate for the State of Minnesota 2018 Associate Degree Nursing Graduates (82.63%), showing a year-to-date success rate in FY19 of 89.86%.



SOURCE: MN Board of Nursing (BON), Annual Nursing Education Program Report, 2018 and MN BON Quarterly NCLEX-RN pass reports.

Purchase of a 3G Sim Man high fidelity simulation mannequin possibly contributed to the increase in scores. Additionally, as we see from the following table, overall nursing enrollment increased.

**Enrollment for Nursing Students**

Student Population	2018	2019	% Change
Nursing Program	80	112	40%

SOURCE: Minneapolis College, Program Review FY19: Program Retention and Graduate Majors Method

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

ACTIVITY WORTH REPEATING #1: At the secondary level, the Consortium expanded its Career Readiness program offerings via traditional classroom and portfolio submission, and collaborative programming with our traditional high school students, Contract Alternative Schools, our Extended Day programming, Special Education programs, and the City of Minneapolis' STEP-UP internship program. Our enrollment numbers for our career readiness/work-based learning classes across the school district have increased by 260%

Enrollment in 2016-2017: 273 students

Enrollment in 2017-2018: 519 students

Enrollment in 2018-2019: 710 students

As a result of our continued success with students and community partners, MPS FAIR Downtown high school has hired an additional work-based learning teacher coordinator for the 2019-2020 school year and has plans to have every senior student participate in a paid or unpaid internship experience in the FY20 school year, and conversations with community partners has increased ten-fold as to how we can align their efforts to increase experiential learning opportunities for MPS students.

At the postsecondary level, as mentioned previously, enrollments in the Associates Degree in Nursing increased through implementation of the marketing strategies, by 33%. As a result of upgrades to instructional software and technical assessments, performance on the NCLEX for spring was 96.4%, exceeding the average first time pass rate performance for nursing programs in the State of Minnesota by 16%.

ACTIVITY WORTH REPEATING #2: MPS collaborated with the Graduation Requirement team, specifically in the area of the Media Arts graduation standard and worked with the District's Arts Program Facilitator to crosswalk CTE course content with the new Minnesota Arts Academic Standards. As a result, we have identified 30 different CTE courses that align this graduation requirement and are working to train counselors, teachers, students, and families of this added incentive to take CTE courses as a part of their high school individualized learning plan to incorporate career-connected learning while meeting district graduation requirements.

On a related note, we plan to continue this work in FY2020 with other content areas and our credit recovery programs; creating standards alignment crosswalks and learning opportunities that will engage students in the pursuit to graduate on time.

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

We did not create incentive sub-grants at the secondary or postsecondary level, however Innovation abounds as the Minneapolis Consortia continues to expand on "what works" practices that already exist and expanding access to larger groups of participants. Examples include:

- Summer high school design camps - architectural technology, photography, fashion apparel, graphic design,
- MPS CTE Day at Minneapolis College, including industry panels for welding and machine tool students
- Expanded Career Readiness skill building through relationships with community partners, contract alternative high schools, AchieveMpls, Virtual Job Shadow, Fast Track Scholars, Special Education and the annual STEM & Career Exploration Expo
- Utilized Destiny Inventory Management system to modernize and increase accuracy of our CTE equipment and supplies
- Created the ability to participate in the early teacher hiring process for CTE teachers, which historically had only been available to special education, science and math licensure areas
- Received superintendent support to create the "Careers Start Here" marketing campaign, which included re-designing the Career Wheel to represent Minneapolis youth and the programs of study available within our high schools
- Helped initiate a district-wide feasibility study to engage stakeholders in the discussion and decision-making process associated with the development of a centralized CTE Center

- Completed Phase 1 of the Health Commons Project to strengthen community ties and increase capacity for nursing students to participate in required clinicals at area health institutions.

**QUESTION: Did your consortium:**

■ **expand the use of technology in CTE programs?**

Yes, MPS invested in updating 3D printers for our Engineering and Web & Digital Communications programs of study to the Stratasys F120 model; and purchased an Intellitek 6100 bench mill, a versatile PC-based benchtop CNC machining center that enables you to deliver robust instruction in computer numerical control and advanced manufacturing, in our machine tool and engineering programs of study. Our healthcare program benefited from the purchase of Reality Works Geriatric Simulators aligned to State of Minnesota's initiative to raise awareness of geriatric concerns and protecting our elderly.

At the postsecondary level, the college received permission to purchase four HPE ProLiant DL360 Gen10 rack servers with one intel Xeon 5155 process, 64 GB memory, 8 small factor drive bays and two 800W power supplies to create a VMware image infrastructure that would be used for instruction of students in the proposed new cybersecurity award as well as for existing Cyber Defense computer forensics, Networking, Windows Server, Linux and Software Development. The servers will help the college meet to regain its designation as a Center of Academic Excellence (CAE) by the National Security Agency (NSA).

■ **offer or provide professional development to CTE teachers, faculty, administrators, and/or career guidance and academic counselors?**

**YES.** At the Secondary level professional development funds were used to support CTE staff to:

- develop articulated credit agreements with post-secondary institutions,
- crosswalk new Art academic standards with CTE courses and graduation requirement media arts eligibility,
- update our Career Readiness Seminar curriculum,
- enhance our Career Readiness Seminar Guided Portfolio process that serves special education students enrolled in our work-based learning program of study,
- attend content-specific educator trainings associated with our computer science, automotive and engineering programs of study,
- attend Brustein & Manasevit training, and
- attend CTE Works! Annual conference.

At the postsecondary level, funds were allocated to support the Dean of Art and Design to provide opportunities for faculty release time and professional development to maximize their effectiveness in teaching students of all ages. One hundred percent of the high school students enrolled in five different summer design camps taught by these Instructors rated the instructors as very high to excellent.

■ **provide support for CTE programs that improve the academic and career and technical skills of students through the integration of academics with CTE?**

YES - See Activity Worth Repeating #2 above re: CTE courses meeting MPS Arts graduation requirement. All CTE associate degree programs at the postsecondary level include academic courses which are embedded into career and technical education degrees. This ensures that graduates are more likely to acquire the foundational academic and technical knowledge necessary to function successfully in industry placements.

■ **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?**

YES - See Activity Worth Repeating #1 above re: expansion and success of our Career Readiness initiative.

■ **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?**

No new courses developed in SY2019

■ **use Perkins funds to provide activities to support entrepreneurship education and training?**

YES, the Business program of study at Edison High School is partnering with Apriton to deliver “Career Ingrained Learning”. Career Ingrained Learning within Edison’s Entrepreneurship Academy (EEA) provides an approach to daily instruction that prioritizes preparing students for careers by teaching academic content through the lens of a specific professional field. EEA students develop their interactive skill set by working on team projects, interacting with and being taught by guest instructors from the professions, and being mentored by experienced executives. Students also engage in innovation, ideation and design thinking training that gives them the inventive and creative mindset to excel in any professional field. The Entrepreneurship class within MPS’ state-approved Business program of study is also articulated to seven (7) Minnesota State Colleges and Universities.

## **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?**

MCTEC hosted collaborative events with industry/community partners and postsecondary institutions to promote middle school to high school transitions, high school to college transitions, career connections and career exploration activities. College faculty were provided release time to conduct workshops and guest lectures for high school students at high school and college sites. Experiential field trips, internships and work site tours were provided for both secondary and postsecondary students enrolled in CTE programs of study. CTE days hosted by Minneapolis College allowed high school students to interact with college students while engaged in hands-on, exploratory classroom activities in college career programs. Industry partners were invited to engage in panel discussions with high school students to respond to student questions related to career and employment opportunities along with discussions related to the technical skills, soft skills and personality preferences necessary to be successful in specific industry-related careers. Industry partners were likewise invited to engage with students at job placement fairs.

An internship development coordinator at the postsecondary level built and nurtured relationships with over 400 employers offering job placements, internships and volunteer opportunities for CTE students. This position further maintained and established relationships with 250 additional employers through the facilitation and coordination of various trade, education, health, networking and internship fairs. Advising and outreach to community groups were also provided by the Assistant Director of Career Services, a CTE Career Coordinator and an Education Pathway Navigator positioned in the Cedar Riverside Neighborhood.

Additionally, Phase I of the Health Commons Center at Minneapolis College was completed, providing opportunities for faculty to work with community stakeholders and other partners to strengthen community ties and to increase the college’s capacity for nursing students at area health institutions to engage in required clinical experiences.

**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?**

**MPS:** Advisory members assist with workforce skill alignment and attainment when choosing curriculum, equipment, and industry-aligned assessments. In years when reauthorization of a program or articulation credits are up for review, they work closely with CTE teachers and administrators and district leadership to review application materials. Some advisory members donate time throughout the year to assist CTE teachers designing and upkeep of their CTE lab, donate materials, and assist with the equipment acquisition process, provide custom teacher training and student worksite tours/job shadowing opportunities.

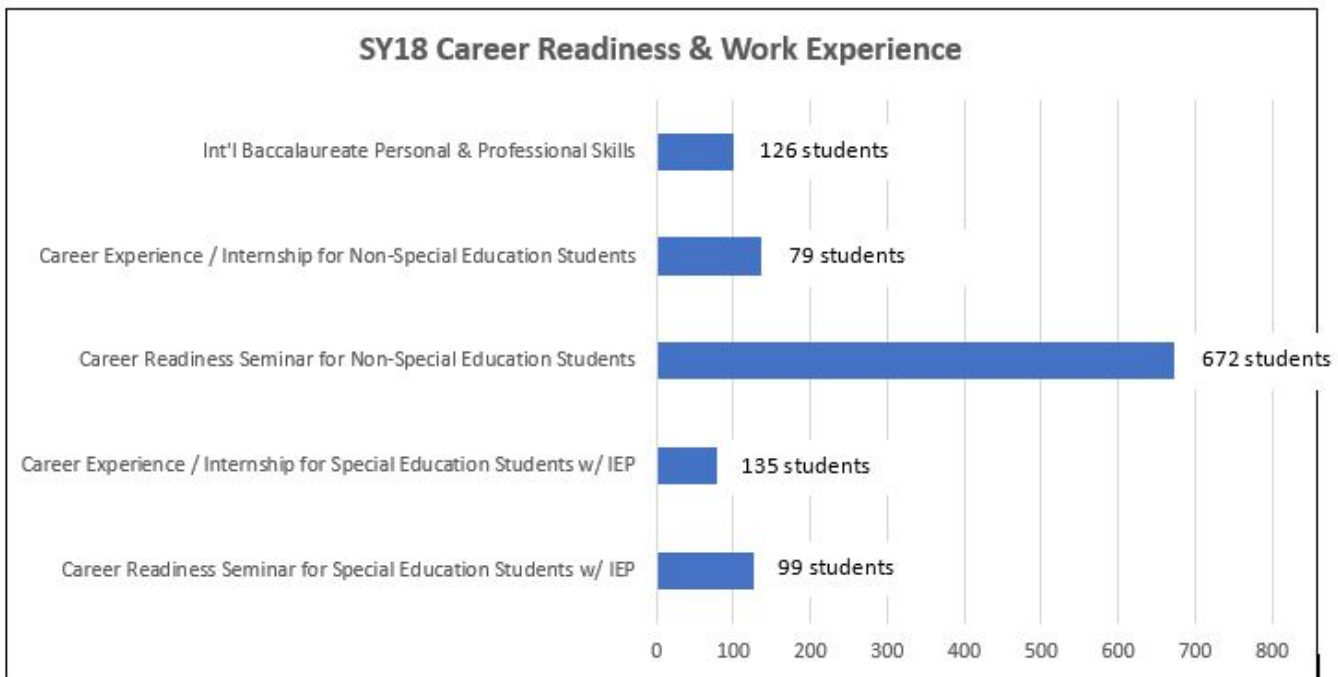
**Minneapolis College:** Advisory committees inform Minneapolis College faculty and deans regarding technical skill assessments, curriculum outcomes and goals and equipment needs, as well as the changing landscape of industry and business needs. Each department at the college chooses their own areas of focus for their advisory committees. The culture of working with the advisory committees can also vary from department to department. In all cases, advisory members study the program reviews for each department for input on program improvement.

Industry partners like Graco provide worksite tours and routinely reach out to students providing scholarships, job shadowing experiences and job placement in welding and machine tool fields. Graco additionally plays an intermediary role, providing students at the secondary level with experiences and paid part time employment between high school and college and then providing scholarship and internship opportunities to facilitate direct placement in positions at their company after students attain their Associates degree. Further paid training for degrees in engineering at the University of Minnesota are also available to graduates who work and excel in careers at their company.

All students in the School of Health Technology and Allied Sciences are required to participate in hands-on experiences as a requirement for licensure through clinical sites and practicums. The expansion of the Health Commons at MCTC will additionally provide nursing students more opportunities to participate in clinicals at area health institutions who are part of the Health Commons Center.

Annually, in all college programs, nearly 400 students attain college credit for internship experiences through such organizations as Hennepin County, Fairview, HCMC, UPS and the Metropolitan Council.

Participation in MPS Work-Based Learning continues to grow, with students participating from our comprehensive high schools as well as our contract alternative schools. In Sy19 the MPS Special Education division collaborated with the CTE team to redesign their handicapped and disadvantaged Career Readiness curriculum so that their course objectives, lessons, and experiences better aligned with our district's diversified occupations Career Readiness and Work Experience course offerings. In SY20, MPS FAIR Downtown high school plans to offer school year internships to all seniors. This will again increase our participation numbers in work-based learning for our consortium.



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

As required by Perkins, all secondary and post-secondary CTE programs utilize advisory committees. Some of our secondary CTE teachers and district staff personnel also serve on post-secondary advisory committees for Minneapolis College programs of study. Many members of the MCTEC Perkins Consortium advisory play an active role in POS-specific advisory teams at the secondary/post-secondary levels and/or provide project/task specific guidance as requested. An updated list of advisory members is updated annually and archived along with attendance records, meeting dates/notes, and action items.

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

Very limited financial support is given CTSOs as designated by CTSOS.org. Instead MPS and MCTC have aligned work-based learning experiential learning and leadership opportunities with a wide-range of local community partner organizations and businesses. Students engage in locally designed and implemented competitions, work site tours, mentoring, internships, and job shadowing opportunities. A variety of curricular and co-curricular activities that MPS CTE students participate in (i.e., Junior Achievement, FIRST Robotics, Spark-Y, Reve Academy, Genesys Works, Best Prep) align with the mission and purpose of NCC-CTSO listed below but are not nationally recognized by this organization:

**Mission of NCC-CTSOs:**

- Offer programs that are integral to the industry or occupational focus that may be associated with a career pathways program, a CTE program of study or
- Serve CTE students and teachers in one or more of the 16 Career Clusters® identified in The National Career Clusters®

[\(http://www.ctsos.org/about-us/\)](http://www.ctsos.org/about-us/)

**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.**

Business and industry partners are critical to the work-based learning opportunities that are available to students. During the school day at the secondary level, students have opportunities to participate in worksite tours and job shadowing, on- and off-site career-based exploration via community partners (i.e. Productivity Inc's Oktoberfest, Under Construction, Spark-Y, Rêve Academy, Legacy, Junior Achievement, FIRST Robotics, HCMC Emergency Medical Responder training, PEACE - Pathways to Emergency & Academy Career Experiences



program etc.) and work-based learning classes (both in-person and via portfolio), as well as benefit from industry-specific guest speakers that visit their classrooms and share their perspective on industry trends, educational requirements, personal career stories, and expose students to industry specific tools of the trade.

During the summer, Minneapolis Public Schools partners with the City of Minneapolis and AchieveMpls to provide MPS students with internships across the metro. All 16 career clusters are represented within the Internship opportunities provided by over 200 employers. Placement is based on student interest, skill set, and employer availability. In Summer 2019 over 1600 Minneapolis youth (ages 14-21), many of which are CTE students, participated in the City of Minneapolis STEP-UP Internship program. Other internship opportunities are also available to MPS students through GeneSys Works, the Minnesota Trades Academy, and Rêve Academy.

Minneapolis Public Schools is also collaborating with community organizations and encouraging that they utilize lessons aligned with our 99201P Career Readiness Credit-by-Assessment portfolio process to engage students in meaningful conversations and activities that prepare and equip students to succeed in the workplace. An example of organizations/programs partnering with MPS Career & Technical Education are: AVID, GEAR-UP, MPS Career & College Centers, STEP-UP, Upward Bound, Beacons, MN DOT, Reve Academy, Minnesota Visiting Nurses Association, high school advisory groups, etc.

Minneapolis College works closely with business owners and manufacturers within all CTE programs. Students engage directly with employers through regular general job fairs on campus, as well as specific job fairs for particular fields such as Trade Technologies and Education. Each department creates relationships with business and industry partners, but specific support services at the college also create business and industry relationships, such as the Career Services Center and Student Success Center.

Career Services at the College as well as individual departments work with industry to help place students in internships and employment. Career Services placed 681 students in work-related experiences which included external employment, student employment, and both paid and unpaid internships. The CTE Coordinator maintained 68 employer contacts through on-campus recruitment activities. Two hundred eighty students attended ITEC, Networking and other job fair events. Two students who attended the ITEC job fair were hired by the Target Corporation into jobs paying over \$75,000 annually. Additionally, the CTE Navigator at Cedar Riverside assisted an additional 349 students in applying for employment.

### **Goal 3: Improve Service to Special Populations**

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

At the secondary level, MPS has created crosswalks between CTE career exploration opportunities and the district strategic priorities associated with Multi-Tiered Systems of Support (MTSS), Social Emotional Learning (SEL), and Literacy. The goal of this endeavor is to increase career connections in core academic classrooms and increase connections to math and language arts/literacy skills, as outlined in ACT Work Keys, in CTE classrooms.

At the postsecondary level the college supports an Accessibility Resource Center to provide assistance to special populations with a strong focus on EL, autistic and military veteran students, A parent support center coordinator and an Architectural technology lab assistant also provide academic supports to our ELL 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?**

Our new "Careers Start Here" print and social media marketing campaign. In SY19 MPS designed school specific CTE programs of study, career wheel and enrollment campaign posters to hang prominently in each high school; while our social media campaign reached more than 38,800 Facebook Instagram, and MPS list serve users.

The student parent support staff outreach coordinator provided outreach and support to 100% of parent CTE majors. The staff director ensured that parents had access to computer banks, study space, a lactation room, lockers, a baby changing area, planned support group meetings and more. The center collaborated with other departments to offer walk-in academic advising and career counseling, determined student eligibility for the CCAMPIS Grant, and assisted students with non-academic resources including childcare, transportation, housing, food pantry, health care, emergency financial assistance and other needs through the Resource and Referral office.

**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?**

In FY19, to better serve ALL students and in alignment with the school district's goal to overcome persistent and predictable system barriers to racial equity and create an equitable educational system, MPS will crosswalk Career & Technical Education career exploration opportunities with MPS Multi-tiered Systems of Support (MTSS) and Social Emotional Learning (SEL) strategies. This is intended to be a multi-year investment to increase career connections in core academic classrooms and increase connections to math and language arts/literacy in CTE classrooms. MTSS will be a key strategy in our CTE and non-CTE classrooms to address barriers to equity and issues of disproportionality.

MTSS is an evidence based, best practice framework intended to accelerate student achievement by providing inclusive and equitable educational practices ultimately aimed at minimizing the opportunity gap and creating equitable student outcomes. On the state level, the Minnesota Department of Education (<https://education.mn.gov/MDE/dse/mtss/>) advocates the use of MTSS to increase the number of students meeting grade level standards and graduating with skills for further education and work careers.

There are four core components of the MTSS Framework:

- Infrastructure to Support Implementation - knowledge, resources, and organizational structures necessary to operationalize all components of MTSS in a unified system to meet the established goals.
- Team Process - data protocols are used by a team of school staff to inform instruction, movement within the multilevel system, and disability identification (in accordance with state law).
- Assessment Cycle - universal screening, diagnostics, and progress monitoring data are used to inform data-based decision making.
- Multi-Tiered Instruction & Prevention - a school-wide, multilevel system of instruction and interventions geared towards prevention. This includes literacy, mathematics, school culture, climate and safety.

These core components are the pieces of the framework that each school must implement with fidelity in order for the system to impact student outcomes. Effective implementation, over the next five years, of the MTSS framework will ensure that all students receive evidence-based instruction that leads to proficiency in the academic areas to which it is applied - CTE teachers will focus on embedding strategies to improve acquisition of language arts literacy and mathematics skills into their everyday curriculum.

At the postsecondary level data is monitored through EPM-11, Personnel Activity Reports, SharePoint sites and other local and state software. The posting of data on SharePoint sites along with the analysis and extraction of information from such databases as EPM-11 provides information in which to review trendlines and to intervene through such actions as hiring, recruiting or placing students to ensure that needs are met. In SY20, at the postsecondary level, the college will continue to reach out to both secondary and postsecondary students, gathering real-time, qualitative data to summarize, review and institute new interventions to accommodate students' needs.

**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?**

Historically, MCTEC has placed priority on hiring staff and faculty to mirror its population of students and to attract students non-traditional by gender in various occupations. In FY19, the School of Nursing and Allied Health at the postsecondary level, hired three nursing faculty of colored and continued to fund a male, African-American, CTE program navigator to assist in the recruitment of ethnically and culturally diverse male nursing students. Similarly, in welding, the program continued to employ a female instructor who assisted in reaching out to art metal sculpture graduates from the University of Minnesota who subsequently matriculated to attain their Welding credential at Minneapolis College with internship opportunities and employment through Graco, Inc.

Though not yet statistically significant, the number of CTE participants who were, at any time during the cohort frame, enrolled in a CTE program nontraditional for their gender (5P1), increased slightly from 30.39% (FY18) to 31.92% (FY19).

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

In the reporting year 2019, at the postsecondary level, 2,335 CTE students (69%) were classified as academically disadvantaged, 266 (8%) were single parents, 227 students (7%) were ELL and 196 (6%) had a disability status. To accommodate these students, the Accessibility Resource Center (ARC) equalizes the playing field to reduce the barriers students with special needs face as they enter programs which lead to high-skill, high-wage or in-demand occupations. Resources include providing caption services and software or devices to accommodate visual and auditory needs. In addition, center representatives work with faculty and staff to ensure those classified as academically disadvantaged are provided with extended time or other accommodations as needed. Lab assistants and part time instructional staff are often embedded in classrooms to assist students with Limited English Proficiencies. Likewise, as mentioned previously, a Parent Support Center serves as a place for parents to receive peer, registration, counseling, childcare referrals, emergency assistance and financial advising or support.

MCTEC utilizes the MPS Equity Framework which promotes equitable policies, practices, procedures, programs and budgets. Known as the Equity and Diversity Impact Assessment (EDIA), it is both an assessment tool and guided process that identifies predictable inequities when adopting, modifying, or eliminating MPS policies, practices, procedures, programs, or budgets that significantly impacts student learning and resource allocation. This tool exists to provide MPS decision makers with a consistent system wide tool and process that guides the adoption, modification, and elimination as well as the implementation of equitable policies, practices, procedures, programs and budgets. The EDIA intends to:

- identify which MPS students are disproportionately affected by bias or discrimination in policies, procedures, practices, programs, and budgets;
- assess the impacts and unintended consequences of existing and new policies, practices, procedures, programs, and budgets;
- engage public participation and feedback in planning and decision making; and
- evaluate and monitor implementation progress for continuous improvement

The use of the EDIA is activated and required when the following variables exist related to significant resources allocation and/or significant impact on students:

*Significant resource allocation:*

- Equal to/greater than **30%** of a school or department's policy, practice, procedure, program, or budget
- Equal to/greater than **30%** of the MPS District budget

*Significant Impact:*

- Impacts **all** students within the district
- Impacts **all** students within an attendance zone

- Impacts **all** students within a school
- Impacts **5,000 or more** students
- Impacts **30%** of a protected class\*

\*Protected class defined in the MPS Policy 1304 include: 1. race, 2. culture, 3. color, 4. creed or religion, 5. national origin, 6. gender, 7. mental and physical ability, 8. age, 9. marital status, 10. family structure, 11. citizenship status, 12. sexual orientation or affectional preference, 13. gender identity or expression, 14. economic status, 15. veteran's status, 16. any other protected class in conformance with federal, state and local laws.

Aligned with MTSS, MPS uses a universal screening process, diagnostic assessments, progress monitoring and tiered instruction will be used to ensure that all students, including special populations, who participate in both CTE and non-CTE courses are taught to the same coherent and rigorous content aligned with challenging academic standards. As a strong first step, universal screening will be used to proactively identify students and evaluate the impact of instruction on a broad set of outcomes. Universal screening will be used to identify students who are performing above or below grade level and may benefit from additional differentiation and/or support. Universal screening will also be used to evaluate the impact of instruction at multiple levels (e.g., classroom, grade, school) to support appropriate allocation of resources. Tiered instruction will occur at all grade levels and in all classrooms. Tier 1 provides differentiated core instruction for all, Tier 2 provides targeted interventions of moderate intensity for some students, and Tier 3 will provide intensive and individualized interventions for a few students.

#### **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 transcribed on the student's high school record and on college transcripts?**

Minneapolis College offers college credit to MPS students through contractual agreements, articulation agreements and concurrent enrollment opportunities. The school district has expanded upon those opportunities to other Minnesota State colleges as well, with college credit available in PLTW engineering courses, IB business courses, concurrent enrollment in information technology and business courses, and articulated credit options in machine tool, automotive, graphics, as well as on-site PSEO for NAHA health course for students who successfully complete the requirements of CTE coursework. MPS has continued success in offering rigorous and relevant advanced academic courses in CTE classrooms. Below is a sampling of student enrollment numbers and potential college credits earned by course in each of our secondary state-approved programs of study. With a conservative average cost of \$200 per college credit, CTE students in MPS amassed over 7,216 college credits in FY19 conservatively valued at \$1,443,200. (See attachments for ACC alignment to MN institutions)

##### **MPS FY18 Student Data pertaining to Proficiency and Eligible College Credits**

##### **PLTW Engineering/Computer Science = 475 students / 1,425 college credits**

(MPS continues to be a leader in implementing this course sequence and we have multiple nationally recognized master teachers working with our students.)

95406 Intro to Engineering Design (3 credits ea) = 368 students

95426 Digital Electronics (3 credits ea) = 8 students

95516 Computer Integrated Manufacturing (3 credits ea)= 8 students

95506 Civil Engineering and Architecture (3 credits ea) = 23 students

95416 Principles of Engineering (3 credits ea) = 32 students

95906 Engineering Design and Development (3 credits ea) = 36 students

##### **Automotive = 305 students / 925 college credits**

97122 NATEF Automotive MLR-A (3 credits ea) = 10 students

97133 NATEF Automotive MLR-B (4 credits ea) = 10 students

96701 Small Engines (3 credits) = 110 students

97101 Basic Auto Maintenance (up to 3 credits) = 71 students

97111 Understanding Autos (up to 3 credits) = 104 students

**Business = 420 students / 1260 college credits**

93739 IB Business and Management - BUSN 1140 (3 credits ea) = 77 students  
93511 Entrepreneurship - BUSN 2254 (3 credits ea) = 63 students  
93506 Intro to Business (3 credits ea) = 231 students  
93711 Principles of Marketing (3 credits ea) = 14 students  
93129 Microsoft Office 1 (3 credits ea) = 35 students

**Graphics = 794 students / 2,382 college credits**

92106 Digital Media Survey (3 credits ea) = 41 students  
92116 Design Theory (3 credits ea) = 83 students  
92406 Adobe Photoshop (3 credits ea) = 435 students  
92416 Adobe Illustrator (3 credits ea) = 184 students  
92426 Adobe InDesign (3 credits ea) = 10 students  
92106 Digital Media Survey (3 credits ea) = 41 students

**Healthcare = 90 students / 230 college credits**

98126 Medical Terminology (2 credits ea) = 45 students  
98616 Healthcare Core Curriculum 1 (4 credits ea) = 24 students  
98636 Anatomy and Physiology (4 credits ea) = 21 students

**Computer Science & Information Technology = 64 students / 97 college credits**

91006 Computing Core Certification IC3 (1 credits ea) = 36 students  
91216 Minneapolis College - ITEC 1110 Information Technology Concepts (2 credits ea) = 23 students  
95616 Computer Science Principles (3 credits ea) = 5 students

**Construction / Welding = 263 students / 421 college credits**

96212 Basic Construction Trade 1 (2 credits ea) = 142 students  
96222 Basic Construction Trade 2 (2 credits ea) = 16 students  
96526 Construction Welding 1 (1 credit ea) = 76 students  
96536 Construction Welding 2 (1 credit ea) = 29 students

**Machine Shop / Precision Manufacturing = 119 students / 476 college credits**

96301 Machine Shop 1 (4 credits ea) = 91 students  
96302 Machine Shop 2 (4 credits ea) = 28 students

**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.**

MCTEC invests in the work required to track, document, and send out student-specific letters delivered directly to graduating high school seniors via their school counselor documenting the CTE courses they have taken during high school (freshman thru senior year) that are eligible for CTE articulated credit with Minnesota State Colleges and Universities. This information is also publicly posted on the MPS CTE website; shared with teachers, counselors, career & college center coordinators, administrators via district professional development and monthly informational sessions. Documents sent to students and families provide specific details on how to transfer high school Articulated College CTE course credit(s) to participating post-secondary institutions in Minnesota and across the nation. This work is in addition to the use of the statewide CTE Credit MN portal used by many Perkins Consortia across the state of Minnesota.

An investment is also made in professional development and collaboration time between secondary teachers and post-secondary faculty to align curriculum.

Students in concurrent enrollment courses register for the Minneapolis College course when the class begins and earn college credits for the course immediately upon successful completion. The credits are reflected upon the Minneapolis College transcript no differently than any other college course, with the grade provided by the high school instructor.

Articulation agreements within the consortia offer full course articulation rather than partial credit. Courses offering credit through articulation agreements allow students to apply for the credit after they have graduated from high school and have met the conditions of the articulation agreement. Those credits are reflected on the Minneapolis College transcript in a similar manner as credit for prior learning and students receive a "P" for the articulated coursework.

**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.**

At the secondary level, the CTE team presents information and participates in professional development activities to train all middle school and high school counselors on the use and promotion of CTE course taking, use of Virtual Job Shadow, knowledge about college credit bearing CTE course options, and alignment of CTE courses with MPS graduation requirements.

An annual counselor breakfast is also hosted by Minneapolis College to provide an opportunity for MCTC faculty to interface with MPS counselors, promote college programs and discuss data associated with MPS students who matriculate to the college.

**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.**

No. Perkins funds are not focused on this work.

**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?**

At the secondary level, MCTEC continued to invest in career exploration leading to successful enrollment and transition experiences as 8th graders navigate the transition from middle school to high school; including but not limited to 7th/8th grade career exploration opportunities that will assist in marketing and enrollment of MPS CTE programs of study. Transition services for 13- and 14-year old students were designed to increase student exposure and readiness levels to take the next step in their education/career development at both the secondary and post-secondary level. For our high school students this also included district-wide access to secondary CTE programs of study, flexible scheduling and program formats, coordinated transportation and metro transit options to ease scheduling conflicts, access to career and college planning, support completing My Life Plan activities, as well as valuable experiential learning opportunities that includes worksite tours, guest speakers, virtual job shadowing, internships, and mentoring.

At the postsecondary level, Minneapolis College supported a staff person to assist the Director of Academic Operations in the organization and entry of curriculum and term level data to ensure accurate and timely information on CTE programs and courses. A course scheduling project allowed the college to revise CTE academic program plans in Academic Affairs and Standards Committee (AASC) approvals and actions. It further assisted in the submission of program approval inventory changes through Program Navigator for MN State system office approval and allowed the college to maintain a current articulation agreement inventory and to update agreements of CTE programs on the MnTransfer.org website.

## 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.**

In FY19 MCTEC focused on leadership strategies used in industry to create innovative solutions to meet FAUPL targets and grow program opportunities in line with local workforce needs and information provided by DEED, Real Time Talent, and DOLI. MCTEC restructured the format of its meetings to engage in value-based working sessions on a weekly and biweekly basis. Advisory members and community partners were asked to present on various topics to share insights/lessons learned related to: Informal leadership, organizational change management, adapting to industry/market changes, navigating complexity and ambiguity.

At the secondary level the CTE special projects coordinator, Perkins TOSA, and CTE Director attended and provided support to advisory meeting structures of CTE programs of study, collaborated with MCTC to support cross-institution advisory meetings and worked with teachers from MPS and faculty from MCTC to create open lines of communication, curriculum alignment, and articulation agreements. At the postsecondary level, MCTC hired a new part time, Perkins coordinator, with twelve years of successful prior experience directing the Perkins program at another public, urban Minnesota State college.

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

The MCTC Dean of Academic Foundations and the MPS Director of CTE chaired the MCTEC Consortium Board in FY19 collaboratively, along with an employer/industry/community representative. This leadership group set agendas and reviewed/recommended board membership to ensure representation across a wide range of stakeholders. In addition, the Consortium Board reviewed and approved the vision and funding of the Perkins grant, monitored the continuous improvement of our programs of study and guided our plans for innovation and expansion.

**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.**

Yes, in that MPS Career Development Coordinator provides guidance, personalized 1:1 coaching, and new teacher orientations to newly hired CTE instructors, but the majority of professional development associated with recruitment and retention is funded by other district funding sources.

**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.**

Both MPS and Minneapolis College take advantage of leveraged equipment and grant opportunities:

- Minneapolis College's Welding and Machine Tooling departments have been lauded within the College for their very active and continuous roles in working with industry to obtain leveraged equipment for their programs.
- Each department within Minneapolis College holds responsibility for seeking grant opportunities to support and enrich their programs. All grant proposals go before a college grants committee which determines the advantages and disadvantages of going forward with grant proposals.
- Minneapolis College and MPS comply with documentation required to obtain concurrent enrollment state aid to help support CTE and other concurrent enrollment courses.
- MPS utilizes local grants and sponsorships to support the 8th grade STEM & Career Exploration Expo attended by over 2,000 students annually. Average funds raised annually for this event = \$25,000-\$50,000.
- MPS received a \$25,000 Boston Scientific Grant to expand the district's STEM initiative with a strong career-readiness and employability focus.
- CTE staff at both the secondary and postsecondary level are expected to seek POS advisory member input prior to making purchase requests to ensure this alignment, and determine if there may be other means to leverage our partnerships to acquire needed equipment.

**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?**

The new Perkins V definitions of Size, Scope and Quality will have minimal impact on “how” we do our work, but will require our consortium to alter “what” we do. History MCTEC has designed its state-approved programs of study using OCTAEs Programs of Study Design Framework and the ten (10) supporting elements related to legislation & policies, partnerships, professional development, accountability & evaluation systems, college and career readiness standards, course sequences, credit transfer agreements, guidance counseling and academic advisement, teaching & learning strategies, and technical skill assessments. At the secondary level we have also increased our marketing efforts to increase enrollment numbers while maintaining a student class size recommendation of 25 students per course in most programs of study, with a recommended 20 student limit (due to safety concerns) in our machine tool and welding courses.

Our greatest investment in the next four years will be to address the goal associated with the need to have six (6) state-recognized programs of study (POS) offered within the consortium with one POS in each of the career fields. Currently MCTEC does not have a state-recognized POS in Agriculture, Food and Natural Resources. Our CLNA Employer Engagement workshops and conversations with post-secondary institutions will help us as we determine which occupations our AFNS program of study should align to; there is strong interest by some of our high schools to incorporate drone technology. MPS CTE offerings would also benefit by building out an additional Human Services program of study. Cosmetology is currently recognized as a state-approved program of study, but our secondary and post-secondary institutions are very interested in creating an Education pathway, which currently is managed via our social studies academic division, not CTE.

Teacher licensure will continue to be our greatest barrier as Minnesota’s funding structure for professional development, instructional supplies, equipment, curriculum and teacher wages is so strongly tied to CTE teacher licensing as outlined by PELSB and Table C. Many potential teachers, formerly described as community experts, have a strong desire to enter the ranks of CTE high school instructors, but financial barriers and lack of educational and pedagogical experience limit their ability to become properly licensed for sustainable employee in the Minnesota high schools.

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

MCTEC

In FY20 we will utilize the comprehensive local needs assessment requirement to conduct employer engagement workshops; re-structuring how we include community voice and workforce needs alignment with Career & Technical Education for the residents ages 10 - 99 in the City of Minneapolis. The objectives of this work will include:

- Mapping significant labor market needs, including forecasted regional talent shortages and workforce skill mismatches over the next 3-5 years
- Identifying key priorities and barriers for career pathway intervention and CTE development in 6 industry sectors/career fields
- Identifying key Minneapolis employers advertising “youth friendly” career opportunities and interested in providing feedback, leadership, or other ongoing support to local K-12 and postsecondary CTE programming for internships, industry tours, job shadowing and job placement.
- Vetting and validating initial plan findings with employers and other stakeholder partners in the Minneapolis community

Not required, but included in gaining city-wide stakeholder input will be a conversation and vote by the MPS school board re: the development of a Centralized CTE Campus that would house all CTE programs of study. A



“fit-analysis” is underway with the assistance of the school district’s facilities department and LHB Corporation. This study will include two reports. Report 1 will include a narrative and matrix that articulates the programs to be contained within in the CTE Center and their square footage needs - programs under review include: Agricultural; Broadcast Journalism; Business; Computer Science and Information Technology; Engineering/Robotics; Healthcare; Manufacturing/Machine Tool; Mechatronics-Material Handling; Urban Education/Cadet teaching; and Web & Digital Graphics. Report 2 will consider the costs associated with migrating the Automotive, Construction, and Welding programs from Roosevelt High School to a new location. Both reports will will develop detailed narrative description of costs associated with the program changes. The costs will be at the AACE Class 4 level, in 2019 dollars and include expected non-construction fees.

#### **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?**

Our work to collaborate with extended learning to crosswalk existing MPS Career & Technical Education courses with MN Academic Standards as well as Odysseyware CTE courses was put on hold due to limited availability of staff to participate in the process to vet curriculum and align standards. The Consortia remains interested in this work, and it appears that it may come to fruition in SY20 as both our credit recovery team and contract alternative learning sites are interested in the additional career-connected learning opportunities this would provide. State staff could provide examples of how other consortia are incorporating hybrid learning models within their state-approved programs of study.

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

The most significantly lesson-learned that doesn’t seem to stop us in Minneapolis is that we never have enough staff or time in the day to accomplish all of the great ideas we have to create the next iteration of CTE for the City of Minneapolis. We’re passionate, driven, informed, talented, and motivated to do this work, but inertia is hard to overcome, and we are constantly learning how our desire to change process, procedure, and expectations are met with challenges on a daily basis. So, we celebrate the small wins and forge ahead! In our next application we will focus on increasing access to quality CTE programming across the City of Minneapolis, utilizing the momentum we have gained through our CLNA employer engagement workshops, stakeholder input, and the school district’s comprehensive redesign process. Stay tuned...

#### **State Staff Review:**

We appreciate the data provided throughout the APR as evidence of your work. It is impressive to recognize that Minneapolis is offering experience career-based learning with 12 unique programs of study, opportunities for secondary students to select from 97 state-approved CTE courses, of which 44 classes have concurrent enrollment/articulation agreements. That represents much work on policy, practice and relationships. The career readiness program implementation with the increase in enrollments in those courses by 260%. At the postsecondary level you have also documented increased success on the NCLEX- exceeding the average first time pass rate for nursing programs in the State of Minnesota by 16%. Great work! The mechanisms in place to provide college credit to MPS students is an impressive transitional strategy.

Opportunities: to continue the work utilizing the momentum you have gained through the beginning work of the CLNA. The credit recovery program also is an opportunity to provide additional support for student success. Lastly, the opportunity always exists to use professional development as a vehicle for brining the secondary and postsecondary instructional staff together.