

Minnesota Annual Performance Report (APR) FY20

FY20 Minneapolis Consortium
Minneapolis Consortium

NOTE: This APR is reporting on the Perkins V transition year, FY20, 1 July 2019-30 June 2020 and corresponds to the funding opportunity FY20 Strengthening Career and Technical Education for the 21st Century Act (Perkins V) in Amplifund.

1. Describe the consortium's efforts to design, implement, and/or improve programs of study during the Perkins V transition year.

The Minneapolis CTE Consortium benefitted from conducting the Comprehensive Local Needs Assessment early, with much of the work begun in the spring and summer of FY19 and concluded in the summer and fall of FY20. This helped the consortium throughout the year to identify areas of strength and opportunities for growth.

As determined by the CLNA in FY20, MPS began laying the groundwork to re-align access to programs of study related to the 5-year workforce projection needs of the City of Minneapolis. This will include:

- Addressing re-alignment needs of curriculum in our Business program to include more connections to finance and marketing
- Creation of a new Agriculture POS
- Creation of a new Law & Public Safety POS
- Potential downsizing of our Web & Digital Communications POS
- Re-align Construction curriculum to include opportunities to earn articulated college credit.

Together, MPS and Minneapolis College:

- Began a new joint program of study by implementing a Grow Your Own plan in Education in FY20 by offering Introduction to Education as concurrent enrollment at Patrick Henry High school. This program is being expanded in FY21.
- Worked throughout FY20 to find a sustainable financial solution to continue providing the Nursing Assistant/Home Health Aide (NAHA) course to MPS students at Roosevelt High School. The college and school district came to an agreement that balances the financial support for this program of study, and will allow it to continue at no cost to the students. The NAHA course has been a long-term, significant program of study for the Minneapolis Consortium. Upon completion of the five-credit course, students are qualified to take the professional nursing assistant licensure exam for Minnesota, creating an immediate workforce opportunity for high school students.
- Examined the Aviation Technology program at Minneapolis College. Based on demand for the program, the College took steps to expand capacity in aviation technologies through purchasing equipment and adding personnel, while MPS determined to expand its Engineering, Manufacturing & Technology POS to better connect with the college's Aviation Technician program.
- Determined to expand upon and improve the pipeline to Minneapolis College's Architecture Technology program. The School of Art and Design at Minneapolis College conducted research during FY20 for a new award in virtual reality and 3D rendering, and created a plan for purchasing equipment in FY21 and rollout of the award in FY22. MPS determined to expand its Engineering, Manufacturing & Technology POS to better connect with the college's architectural technologies, including this new award, which will provide additional pathway options for MPS students who are studying rigorous courses in the area of design at their high schools.

The CLNA helped clarify for Minneapolis College that its programs do meet high needs in the local workforce, and, as a result, the college determined it would not invest in beginning any large-scale or significantly different program areas. However, in FY20, Minneapolis College:

- Introduced a new award in Cybersecurity in FY20, through its School of Informational Technology. This award dovetails with current Informational Technology courses offered in MPS for concurrent enrollment, giving students an additional pathway option after high school.
- Began a series of Information Nights to expand upon and improve awareness to attract students to programs of study that fulfill workforce needs.
- Determined to develop and promote certificate programs which will help the Consortium build faster pipelines to careers.

2. Explain how size, scope, and quality informed your data-determined decisions concerning programs of study and local uses of funds.

Results from the CLNA were instrumental in helping MCTEC make decisions concerning emphases and use of funds. The data shows continued improvement in addressing disparities in CTE program performance for student subgroups and special populations. However, CTE participation and concentration for students of color lags the total enrolled student population at Minneapolis Public Schools and the overall community demographics of youth in the City of Minneapolis overall. MPS chose these priority areas of disparities to address:

- Secondary CTE participation and concentration of students who are Black/African American, Hispanic/Latinx, American Indian, or identifying with two or more races;
- Female student concentration in non-traditional career fields;
- 4-year graduation rates of economically-disadvantaged students;
- 4-year graduation rates of students who are Black/African American, Hispanic/Latinx, American Indian, or identifying with two or more races;
- Academic proficiency in Reading/Language arts for all students, with special focus on economically-disadvantaged students, students with disabilities, English language learners, Black-African American students, Hispanic/Latinx students, and American Indian students for which proficiency is particularly low;
- Academic proficiency in Mathematics for all students, with special focus on economically-disadvantaged students, students with disabilities, English language learners, students experiencing homelessness, Black-African American students, Hispanic/Latinx students, American Indian students, and students in non-traditional career fields by gender;
- Postsecondary enrollment of CTE Completers with disabilities, students in non-traditional career fields by gender, American Indian students, and Hispanic/Latinx students;
- Two-year postsecondary enrollment of CTE Completers from economically disadvantaged families, students with disabilities, and students in non-traditional fields by gender;
- Non-traditional program concentration of students with disabilities and students receiving English language services;
- Technical skill attainment of economically-disadvantaged students;
- Increased access to CTE coursework via Online Learning opportunities.

Minneapolis College used size, scope and quality to determine to focus on existing programs rather than expand on new fields. The data shows us the college consistently meets goals regarding transfer and/or placement as they finish their CTE programs.

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Among the top five programs at Minneapolis College in FY19 for completion of program awards were Information Technology, Nursing and Graphic Design. Actions taken in FY20 to maintain and expand those pathways for students in the Minneapolis consortium will help ensure a continued pipeline in these fields.

Particularly strong for transfer and/or placement are the programs in healthcare, which all have a transfer or placement rate of at least 93 percent.

However, gaps continued in the area of earned credentials and the college has placed a high priority on improving this outcome. With such a strong outlook for successful students in nursing, the college decided to invest in and implement use of simulation technology to help students in the nursing program pass their nursing exam and be prepared to enter the field.

The decision to implement an education pathway in MCTEC was based on data regarding the teacher shortage in Minnesota and the need, especially, for teachers of color.

3. Describe the consortium's efforts to partner with business, industry, and local communities and to provide CTSO experiences to students. What were your successes and challenges?

The entire City of Minneapolis has been partnering with us on this work. Concurrently with the Perkins V Comprehensive Local Needs Assessment (CLNA), Minneapolis Public Schools has been undergoing a multi-year Comprehensive District Re-Design known as the CDD (<https://mpls.k12.mn.us/cdd>). Like the CLNA, the CDD examines and makes recommendations on how MPS educates students, how the school system works to meet the needs of underserved populations, and how we ensure that resources are available to meet our goals. At the outset, similar to discoveries confirmed by the CTE CLNA process, MPS determined that our previous structure deprived a significant number of students - especially students of color and low-income students - of a well-rounded education. Incorporated into the stakeholder engagement process (staff, families, students, community members, industry, etc.) the school district articulated the following message: "MPS believes every student deserves access to rigorous and relevant Career and Technical Education (CTE) so that they can achieve their goals and find success once they graduate. CTE opportunities mean MPS graduates are well prepared for whatever they take on after high school, whether they head to college, a trades program or straight into the workforce."

Increased access to quality CTE experiences have also been guided by MPS' continued relationship with Minnesota's Centers of Excellence - which proved invaluable during Governor Walz's Emergency Executive Order 20-02 Authorizing and Directing the Commission of Education to Temporarily Close Schools to Plan for a Safe Educational Environment. The closure period began on March 18, 2020 and was meant to provide time for our schools to adequately plan for continuity of education during the COVID-19 pandemic for the purpose of preserving the health, safety, and lives of Minnesota's students, educators, and the broader public. With this in mind, the Minneapolis consortium determined to invest in distance learning opportunities for students.

Minneapolis College has improved and smoothed the process for healthcare students to connect to jobs through the College's affiliation with the Central Corridor College Fellows (C3 Fellows) program, which helps students find entry-level healthcare employment opportunities. Partners include employers like Fairview Health Services, HealthEast Care System, Gillette Children's Specialty Healthcare and more. High school students who have completed the NAHA course and testing can access the program for help in finding employment.

The Internship and Employer Development program at Minneapolis College resulted in nearly 100 students obtaining an internship after working on their resume, interviewing, and internship/job search skills with Career Services during FY20. National research shows higher persistence and completion rates after obtaining work-related experiences.

In FY20 (August 2019) Minneapolis College offered hands-on summer camps focusing on these programs from the School of Art and Design: Architectural Technology, Apparel, Photography and Graphic Design. This was the first summer camp of its kind offered at Minneapolis College, and planners were concerned whether it would attract participants, particularly for the target high school aged students. However, the risk paid off and all of the camps were at their maximum capacity, with overwhelming positive reaction. The School of Art and Design planned to add another camp program, and the School of Information Technology also decided to offer a summer camp for its programs for August 2020 (FY21). However, the camps were cancelled for Summer 20 because of COVID-19-related barriers.

CTE Patrick Henry students visited Minneapolis College for Student Success Day in February 2020 and, along with other college students, attended their choice of more than 40 sessions on a wide variety of topics.

4. Describe successes and challenges in your efforts to improve service to special populations during the transition year.

4a. Based on the data, what student group(s) did you identify as needing specific attention. What resources were applied to address these concerns?

Students with the greatest need for additional support and services represent the same subpopulations at both the secondary and postsecondary institutions. The group most heavily correlated with poor CTE performance data is the economically disadvantaged. Black/African American students, Hispanic/Latinx and American Indian students are included among those who could benefit from additional services or supports.

Minneapolis Public Schools identified several opportunities to improve equity of access to secondary CTE programs. A slight increase in the CTE Concentration rates of students receiving English language services (a 1-2% increase in the share of CTE Concentrators who receive English language services) would match the composition of the entire Minneapolis Public Schools student body. Additionally, MPS has determined significant, targeted efforts are needed to increase the post-program placement of Hispanic/Latinx and Black/African American students (which

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have the highest overlap with the economically disadvantaged and English language services student special populations.

Concentrators with Disabilities

By Career Cluster, secondary CTE Concentration of students with disabilities is low in Finance and Health Science (16.67% and 0% respectively) compared to all other Career Clusters where students with disabilities comprise 20% or more of secondary concentrators (see page 11 of the Element 1 report).

Concentrators who are Female

Despite the Minneapolis Public Schools secondary student population being 48.4% female, only 26.5% of all Minneapolis Public Schools CTE Concentrators were female in SY 2017-18. Over the past three years, the percentage of female CTE Concentrators has steadily declined in Minneapolis Public Schools (see page 16 of the Element 1 report). Female CTE Concentrators are particularly underrepresented in the following Career Clusters—all of which include pathways where females are non-traditional participants (data from FY2017-18):

- Architecture and Construction (7.3%)
- Manufacturing (9%)
- Transportation, Distribution, and Logistics (9%)
- Information Technology (15%)

Overall, secondary female CTE Concentrators never comprised more than 9% of a career pathway that is classified as non-traditional for females.

Concentrators Receiving English Language Services

Overall, about 32 of Minneapolis Public Schools students consider a language other than English their home language. However, only 18-20% of CTE Concentrators received English Language Services over the past three years (see page 26 of the Element 1 report). These are also heavily focused in Engineering, Manufacturing, and Technology pathways and markedly absent from Business, Management, and Administration (14% EL services), Human Services (16.22% EL services), and Information Technology (14.95% EL services). More information can be found on page 27 of the Element 1 report.

Concentrators by Race and Ethnicity in each Program of Study

In several cases, students of a particular racial or ethnic group are highly concentrated in particular career clusters. This may be seen as a strength—providing specialized opportunities to groups of students interested in unique career paths—or as a weakness—segregating or separating students. Overall, we strive to have equity of access for all students to programs of study, and see CTE Concentrator representation on-par with district demographics. The table below illustrates student demographics by career cluster of concentration, highlighting in yellow the fields where a particular subgroup is over-represented by 5 or more percentage points and in blue where a subgroup is under-represented by 5 or more percentage points, and where there were at least 10 or more students concentrating in the cluster (see further analysis on pages 33-35 of the Element 1 report). Overall, there were no American Indian students who concentrated in Information Technology in SY 2017-18, and a significant underrepresentation of Hispanic/Latinx Concentrators in Finance. Black/African American students were underrepresented in Architecture and Construction, Business, Management, and Administration, Finance, Information Technology, Manufacturing, and Transportation, Distribution, and Logistics clusters, but overrepresented in the Human Services Cluster. Students identifying with two or more races were overrepresented in Arts, A/V Technology and Communications. Asian students are highly overrepresented as CTE Concentrators in general, but with particularly high Concentration rates in Arts, A/V Technology, and Communications, Business, Management, and Administration, and Finance.

While Minneapolis College does identify the same subgroups of students as MPS with the greatest need for additional support and services, it undertook new steps in FY20 in other specific areas to correlate with and strengthen long-standing support systems and structures in place through many of its departments, such as TRIO, Accessibility Resources, tutoring, counseling services and more.

The college identified a need to provide support to students who, because of economic disadvantages, unemployment or disabilities, have not developed basic technology or computer skills. In FY20 the college implemented a tutoring program, operated by the Academic Success Center, to provide remedial help for these targeted students with the goal of eliminating achievement gaps for this population.

Also in FY20 Minneapolis College undertook a series of meetings focusing on needs and challenges of specific racial and cultural subgroups on campus, specifically for CTE, as part of the comprehensive local needs assessment for the transition year. Separate focus groups were established for students from these programs: African American Education Empowerment Program (AME), American Indian Success Program, and Latinos Unidos for College and Higher Achievement (LUCHA).

Minneapolis College chose veterans as one of the special populations in need of additional services in FY20. The college facilitated 19 walk-ins for Veteran students and presented a total of 6 workshops (career exploration, networking, etc.) to the FYST Veterans course. Zoom was utilized for veteran's support after COVID 19 distancing practices were put into place.

Career exploration workshops specifically for English as a Second Language students were provided for approximately 120 Minneapolis College students during FY20. An additional 30 ESOL students visited Career Services for career exploration.

4b. How did your consortium provide support to students in special populations to ensure equitable access to programs leading to high-skill, high-wage and in-demand occupations?

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At the secondary level the CTE department worked very intentionally with our school district's contract alternative programs and embedded work-based learning licensed staff and state-recognized programming at each school site. These schools provide a variety of educational programs designed to meet the needs of diverse learners. This work will also be expanding to include our Online Learning department with the hiring of a new work-based learning teacher/coordinator in FY21.

At the college, students in special populations have a wide array of services that help provide them with access and awareness to programs leading to high-skill, high-wage and in-demand occupations. Departments such as Career Services, TRIO, academic advising, Destination: Diploma to Degree (D3), Starting Point, Collegiate Recovery Program, International Student Services, Veterans Services, Power of You, all provide career advising. In addition, each CTE program lists information regarding job placements and wages.

The AME program, American Indian Success program and LUCHA for Latinx students provided these supports in FY20 to help students with access and success in CTE programs:

- Academic advising services to guide students from admission to graduation; including application, FAFSA, Accuplacer prep, and SAP appeal
- A supportive community in a dedicated space that creates access/pathways to resources; including scholarships, fellowships, internships, and work study
- Peer and faculty tutoring
- Math and writing institute
- Mentoring
- Service learning and career development opportunities

Minneapolis College supported students with children through the Student Parent Center which allows parents to bring their children to campus with them as they study, use computers, attend Student Parent Group meetings or simply need a place to relax on campus with their children.

4c. How did your consortium provide academic support ensuring all CTE students made meaningful progress in performance, including subgroups of students?

Examples of meaningful academic support in MCTEC would include:

- Professional development opportunities on Multi-Tiered Systems of Support, literacy, and curriculum transformation at MPS. This included introducing teachers to Culturally Sustaining Pedagogy work led by Django Paris, Reality Pedagogy/Urban Education by Christopher Emdin, and Abolitionist Teaching efforts of Dr. Bettina Love. MPS worked closely with NAEquity.org to connect these learning opportunities specifically with CTE content areas and career-focused learning opportunities.
- Investment to improve pass rates in the nursing program at Minneapolis College. The NCLEX-RN pass rate at Minneapolis College has been consistently rising. In FY19 the pass rate was approximately 90 percent, while it rose to 94 percent in FY20, significantly higher than both national and state averages. The nursing department has implemented use of simulation software to improve the rates, and also credits the expertise of faculty. The Minneapolis College Nursing program has been continuously externally accredited since 1975, one of the longest running accredited Associate Degree nursing programs in Minnesota.
- The Destination: Diploma to Degree (D3) program. This provided support for students who have dropped out of high school or are in alternative schools. The majority of students in the program fall into one or more of these categories: English as a second language, low-income, homelessness, single motherhood. MPS and Minneapolis College work closely in providing wrap around services to ensure students are making acceptable progress in their programs. Majors for this population include: Business and Economics, Design and the Arts, Education and Public and Human Service, Information Technology, Nursing, Health Sciences and Wellness, and Trade Technologies.

4d. How did your consortium support non-traditional (by gender) students (For example, women in traditionally male-dominated careers and men in traditionally female-dominated careers)

MCTEC has continued to examine any potential barriers to students in non-traditional fields. The consortium has highlighted students as examples of success in non-traditional fields with encouragement to students to consider all fields. Examples on the Minneapolis College website have included profiles of a female HVACR student and male nursing student.

4e. As you reflect on your service to special populations, what strategies were successful? What strategies were not successful and why?

MCTEC recognizes that in most cases one particular program does not provide the difference for success for special populations, but rather a myriad of programs to address academic needs, counseling, health services, even housing and, in a time of distance learning, technology needs. The most successful strategies are those that have been listed, such as services that allow students of the same racial and cultural backgrounds to provide mutual supports; tutoring; technical supports; embedded work-based learning; focus on general academic proficiency; teacher training that includes culturally sustaining pedagogy and universal design-based curriculums. Most strategies work in tandem and no one particular strategy was identified in FY20 as unsuccessful for neither the college nor MPS.

5. Describe successes and challenges in the consortium's efforts to improve transitions for students from high-school to college and/or career.

5a. Examples should include articulation, early-college credit, career and college readiness activities, transition of adult learners into the workforce, and brokering with other consortia.

CONCURRENT ENROLLMENT

MCTEC offered concurrent enrollment CTE courses in the areas of business, information technology and education. Sixty-one (61) students participated in the business courses for college credit, while eight (8) students participated in education and eight (8) in information technology.

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The college made an important change to PSEO and concurrent eligibility to remove barriers that inequitably impacted various groups of students. Previously, eligibility for participation in these programs was based on class rank by GPA. Only students who met these requirements would then be subject to prerequisite based restrictions on the specific classes. The college recognized that students who met class prerequisites were, by definition, prepared to take the class, and so removed the class rank requirement for concurrent enrollment courses where there were prerequisites.

These changes were accompanied by adjustments to the college's course placement procedures that have introduced a wider range of multiple measures: instead of relying narrowly on Accuplacer based placements, the college has increasingly moved to a wider range of ways by students can demonstrate preparation for classes, including combined considerations of GPAs and in some circumstances, self-placement. All of these are supported by a deep research base at the nation, state and college level. These changes apply to all the college's students, easing the transition to college classes for dual enrollment, traditional and returning students.

ARTICULATION AGREEMENTS

The consortium updated and renewed articulation agreements in the areas of photography, welding and healthcare core programs of study, while continuing its existing agreements, giving students pathways through articulated credit into these programs:

- Architectural Technology Diploma
- Graphic Arts Certificate
- Graphic Arts A.A.S.
- Machine Tool Technology A.A.S.
- Welding and Metal Fabrication
- Any Informational Technology program requiring ITEC 1150
- Central Services Technician
- Dental Office Support
- Pharmacy Technician
- Photography and Digital Imaging

STUDENT TRANSITIONS

The Career Navigator at Minneapolis designed career-oriented programming to enable CTE high school students to explore the options for continuing in their respective studies. The Career Navigator visited two schools, but the remaining planned visits at other schools were canceled due to COVID 19.

The Career Coordinator at Minneapolis College presented to approximately 500 Minneapolis College students in CTE major classrooms to provide department information and facilitate career related workshops, as well as help students in resume writing, interviews and career exploration. A video for Intro to Business students was recorded centering on personality strengths for success in the major and career.

In FY20, a faculty liaison from Minneapolis College visited business courses at Southwest High School to explain options and aspects of pursuing a degree in business.

5b. In addition to the narrative, please provide numbers of students participating in these categories.

Minneapolis Public School FY20 seniors graduating with CTE Articulated college credits by POS and Course and multiplied out as to number of credits earned:

# of students	/	# of credits
Auto161	/	941
Business210	/	577
Computer Science16	/	48
Graphics499	/	1431
Healthcare42	/	120
Manufacturing86	/	344
Engineering & Technology345	/	1234
Construction & Welding57	/	98
TOTALS	/	4793

6. Describe the consortium's efforts to BE BOLD during the transition year and beyond. What innovation took place during the reporting year and what was the impact? What were the barriers or challenges to innovation?

The community unrest in the City of Minneapolis following the murder of George Floyd in addition to COVID 19 pandemic and transitioning to distance learning for students created opportunities for both MPS and Minneapolis College to rise to the challenge of teaching our students in a very new environment. Both institutions immediately went into high gear to help provide instructors with the tools needed to implement creative teaching strategies that allow quality relationship building and the opportunity for students to succeed. Minneapolis College mentors reached out to MPS instructors of concurrent enrollment courses to orient them on how the same courses taught at the high schools are offered online at the college. Administrators at MPS also accepted resources from the college for distance learning in other subject areas. Zoom, Google Meet, Microsoft Teams, Google Classroom, Edgenuity, Virtual Job Shadow, Microsoft Azure Labs, access to WiFi were all among tools implemented within MCTEC. MPS provided chromebooks for all and the college set up a laptop lending program. It was a time to connect with students,

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families, colleagues and industry partners in bold and innovative manners in spite of the stress.

Both consortium member institutions were forced to rapidly transform in the face of changing epidemiological and regulatory (national, state, Minnesota State, MDE, city) environments.

Minneapolis College moved aggressively to switch instruction and student support to remote delivery, where possible. This required a massive reorientation that the college addressed in part through faculty professional development, hardware technology purchases and remote delivery of student services. In terms of faculty professional development, the college sought to ensure consistency and quality of instruction. The Minnesota State System Office offered high quality and comprehensive professional development opportunities, but there was a known gap in trainings that pertain to the unique challenges of delivering CTE and lab based-experiential courses in an online format. The Perkins funded initiative provided support to individual faculty members to undergo intensive training to transition to remote modes of instruction.

This plan had two main components:

- Implementation of a D2L (The college's digital Learning Management System) Template that was deployed in spring for summer and fall classes. This template ensured incorporation of best practices for faculty and standardized and streamline students' interaction/
- Accelerated Summer Training course (AST)--An intensive course for faculty in CTE programs or those who support CTE programs to improve skills in remote instruction

The ASP course was 3 weeks, delivered through D2L with limited synchronous Zoom discussions., primarily self-paced. Faculty spent 10-12 hours per week average on the course components. This training course ran in two overlapping cohorts of 25 faculty members each, with both concluding in June. This is new funding that enables CTE faculty to participate in this training; without this funding, the college would have been unable to support this work at this scale. Despite the large time commitment and the summer timing, 34 CTE faculty completed this work, as supported by Perkins.

The college's bold response to the pandemic paid off;

- as of September 2020, just four people were on campus who subsequently had COVID19 diagnoses; the college traced contacts and infection rates intensively and does not believe that any COVID19 transmissions occurred on campus
- CTE course success rates held steady, despite the drastic shifts. For example, overall CTE course success rates in CTE courses were flat overall (79% for FY20 vs 79% for FY19) and rates for disaggregated Perkins special populations, racial groups and both genders were not negatively impacted.

Perkins funding was also able to support technology that was required to accomplish the sudden move to remote instruction, necessitated by COVID19. The college made the following purchases:

1. 2"Owl Pro" Epson DC-21 video document cameras. The COVID-19 pandemic has necessitated the move to increased remote delivery of instruction. These cameras display and record documents and sound, as an instructor talks and marks up paper, enabling instructors to work naturally in a hands-free fashion, without needing additional people working the camera. Further, the audio and video integrate smoothly with the software packages used by faculty.
 2. 30 Lenovo ThinkPad laptops. These would be for use by Aircraft Maintenance Technology students on- and off- campus, but the devices would remain the property of the college. The COVID 19 pandemic has necessitated the move to increased remote delivery of instruction. These devices would provide a more seamless integration of the student experience for them to work on campus and off, as would be standardized and the audio/video capabilities would be improved over existing equipment.
- Some restrictions on Perkins spending presented a challenge. For example, the college had hoped to be able to use Perkins funds to expand capacity relative to remote access to classes. The prohibition on spending to benefit individual students meant that the college was unable to purchase "hotspot" mobile internet connections for loan to CTE students.

7. Describe Perkins-funded professional development (PD) that took place in the consortium during FY20.

7a. What was the total Perkins-funded investment in PD for the year?

Secondary: Approximately \$75,815

Post-Secondary: With state level approval, Minneapolis College diverted significant funds toward professional development in FY20 to proactively manage the transition to online teaching because of the COVID 19 pandemic. (see section 6 Accelerated summer training for details) TOTAL for this effort \$93,910. TOTAL for other PD: \$12,451.

7b. Who (positions, not specific names) benefited from professional development?

Secondary CTE teachers in state-approved programs of study and a cohort of teachers interested in becoming certified work-based learning teacher coordinators, non-CTE district program facilitators, counselors, administrators, senior level leadership, community partners.

At Minneapolis College, the great majority of professional development went to those who teach CTE courses: CTE faculty members. Career Services staff also benefited from professional development.

7c. What professional development activities were conducted/sponsored?

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Secondary: Attendance at CTE Works!/MACTA/NCPN Conferences, industry partnerships to raise awareness of industry-related technical skills, technical skill development of CTE teachers, MTSS: multi-tiered systems of support, curriculum development, etc.

Postsecondary: Attendance at the ACTE conference, MBTI certification, faculty training on new software in Architectural Technology and training for effective online teaching for CTE courses.

7d. What topics were addressed and what were the related outcomes?

- MTSS Data Analysis and Long/Short-Term Instructional Cycle planning. Review Perkins/CTE Levy compliance data collection and analysis opportunities that should drive/influence teacher long-term planning; Use of TSA strand data to improve teacher lesson planning; Use of Course-At-A-Glance (CAGs), CTE CreditMN and TSAs to improve MTSS long-term outcomes to increase the number of students earning college credit and/or industry-recognized credentials; Review CTE Staff Intranet and online access to CTE teacher resources.
- CTE courses aligned to MNSCU college credit bearing opportunities. Align existing CTE state-approved courses with MNState college credit opportunities.
- Employer Engagement Workshops associated with workforce development needs of Minneapolis and Hennepin County and alignment to technical skills incorporated into our CTE courses.
- Safe Schools Training Sessions. Professional development to support safety skills incorporated into our CTE courses.
- Work-based learning teacher coordinator certification to support MPS CTE initiative to expand our work-based learning courses.
- Professional development to support existing Tier 1 and Tier 2 CTE teachers to successfully navigate the PELSB alternative licensing via a portfolio FYstem
- Virtual Job Shadow training. This career exploration online software and videos will motivate and empower your students to take control of their futures by planning for careers today. Includes multiple career assessment tools, engaging job shadow and career advice videos, and robust career planning tools. The CTE team is willing to come train your staff in small or large group settings on the use of Virtual Job Shadow and how teachers can connect academics to the world of work and high school course 99201P Career Readiness Seminar.
- Upgrades to state-recognized CTE POS software in alignment with industry standards.
- MACTA: Focused on current Perkins V legislation and CLNA requirements
- National Career Pathways Network conference. National networking opportunity for CTE leadership and school district senior academic officer to align CTE and school district priorities.

For Minneapolis College outcomes, please see above in the Be Bold! Section (6) on PD for online teaching.

8. Recognizing that some students need multiple entry and exit points to CTE programs, describe how your consortium has helped students return to the education system to complete their GED or secondary school education, or to learn a new skill following job loss.

At the secondary level the CTE department worked very intentionally with our school district's contract alternative programs and embedded work-based learning licensed staff and state-recognized programming at each school site. These schools provide a variety of educational programs designed to meet the needs of diverse learners. Alternative Schools provide families with the opportunity to choose the learning environment that meets the specific needs of their students. Specialized Programming is designed to meet specific community placement needs or the requirements of a student's individual education plan (IEP). These schools include:

- Longfellow Alternative High School provides teenage girls who are pregnant or are already parenting with the special attention and resources needed to ensure students will graduate and be able to provide for their child.
- Loring Nicollet provides a safe environment for a diverse student population including GLBTQ students. Diversity, Equity, and Health & wellness is highly valued and is addressed throughout the curriculum.
- Nawayee is an Ojibwe word that means "the center" and at NaWayEe Center School we work with students to find their center and find our collective center in the Indian community. Nawayee is open to students in grades 7-12, ages 12-19.
- MERC is a structured school with an emphasis on respect, accountability and responsibility. MERC works closely with students to help change past behaviors which might have resulted in their getting behind in credits. MERC is a safe environment with small class size, a committed staff and a determination to help students make plans and set goals for their future.
- Minneapolis Academy and Career Center is a developing education and career collaborative by Minneapolis Public Schools, in partnership with the Minnesota Department of Employment and Economic Development (DEED) - North Minneapolis WorkForce Center, Minneapolis Community and Technical College (MCTC) and NorthPoint Health and Wellness Center.
- Takoda Prep focuses on helping all students make advancements in reading, writing, and mathematics while maintaining a strong connection to American Indian culture.
- VOA High School (VOAHS) is a state-approved, contract alternative program serving Minneapolis Public School (MPS) students. This program allows for credit make-up and student success by offering flexible scheduling, small class sizes, extra credit earning opportunities, an on-site independent study program and substantial student support.

At Minneapolis College:

- Students who have dropped out of high school or find themselves behind on high school graduation credits are able to enter CTE programs through the D3 program. D3 students are from the alternative schools at MPS listed above, and they are allowed to take developmental courses that count toward completing high school requirements, while also taking courses toward a CTE field of study.
- Veteran enrollment increased by more than 40 percent from FY19 to FY20 at Minneapolis College. Veterans received career exploration and advising, as well as academic support through career services and Veteran's and Military Services.
- The college has made a shift in promotional focus to short (one semester) credentials that spans admissions, marketing and academic affairs

Minnesota Annual Performance Report (APR) FY20

FY20 Minneapolis Consortium
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divisions. These types of programs can be especially well suited to career changers and out of work individuals. For example, at a recent information night for the college's School of Nursing, Health Science, and Wellness, there was a special break out session that featured the following:

- College to Career (short-term career training- one semester or less)
 - Central Service Tech
 - Nursing Assistant
 - Personal Trainer
 - Pharmacy Technician

9. What actions did the consortium take to advance teacher recruitment, retention, training, and education? What were your successes and challenges? What would you change in the future?

Instructor needs varied at the postsecondary and secondary levels, resulting in different activities.

At the secondary level, MPS focused on:

- professional development that supports existing teachers to successfully navigate the PELSB alternative licensing via portfolio system and promote non-CTE teachers to pursue a work-based learning teacher coordinator certificate;
- the school district's four (4) strategic priorities within all professional development supported with Perkins funds; Multi-Tiered systems of Support (MTSS), Social Emotional Learning (SEL), Literacy, and Equity.; and
- coaching secondary non-CTE teachers to obtain their work-based learning teacher/coordinator certificate in alignment with upcoming performance targets associated with work-based learning.

Minneapolis College has had to implement a many-pronged approach to recruiting qualified instructors, particularly for CTE fields for which credentialed instructors are difficult to come by. A success for FY20 is how efforts paid off in the Aircraft Maintenance programs. For the first time since the College re-started its Aircraft Maintenance Technician Department as a department within Academic Affairs in the 2016 Fall Semester, the Department has a full complement of three UFT instructors. Because of difficulty both recruiting and retaining UFT instructors, the College posted UFT ACMT Instructor positions six times between February of 2018 and August of 2020 in order to yield our three current UFT instructors.

These are strategies used to gain this success:

- Retained the services of a recruiting firm. (It is uncommon for the College to retain a firm for any search for a position other than President or one of the Vice-Presidents.);
- Sent the job posting to contacts at aircraft mechanic employers: Delta Air Lines, AAR (Duluth);
- Posted the job posting on the job board for ATEC, the national professional organization for aircraft maintenance technician program faculty; and on Higher Education Jobs (expensive);
- The Academic Dean personally followed up with finalists from previous searches who were not offered a position and invite them to apply again;
- Promoted faculty positions as a "lifestyle" choice: opportunity to work predictable, daytime, weekday hours in a comfortable environment (i.e. not on the tarmac in subzero weather); and opportunity to be an "entrepreneur with a pension plan" by growing the program within the context of employment at a public college with a faculty union
- Asked current UFT faculty to approach individuals in their professional networks who are retired or near retirement.

The success of these activities would indicate they would likely be repeated in the future for areas of high need. Minneapolis College and MPS have, on occasion, shared faculty who have worked in MPS as a full-time instructor and as an adjunct at the college. MCTEC will continue to take advantage of these opportunities as they arise.

10. What actions did the consortium take to expand equitable access and opportunities for work-based learning for all students? How were students made aware of these opportunities?

Opportunities for work-based learning were addressed at both MPS and Minneapolis College in FY12, and MCTEC will continue to expand CTE awareness-raising campaigns to promote the value of CTE courses and enrollment options.

At MPS:

- Work-based learning opportunities were expanded to all middle school students in grades 6, 7, 8 using Virtual Job Shadow online resources aligned with community input that students need to make career connections earlier in their education journey
- MPS promoted CTE options across the City via emails, texts, facebook posts and other social media platforms to current and potential students in the school district
- MPS students were encouraged to participate in events, outreach programs, materials and career assessment and advising at the college
- Work continued with our district-wide parent advisory committees (PAC).
 - PACs create and support a space for vibrant family groups (Black, Latino, Hmong, Somali, Special Education, Talent Development) to come together around shared interests and experiences, focused on ways to support and sustain student academic and social-emotional success.
 - They increase parent and family involvement in their children's education through effective communication and leadership development while empowering and advocating for all families.
 - PAC participants connect with other parents and community leaders, provide input concerning school-related issues, make recommendations in support of enhancing learning opportunities and environments, advocate for issues vital to the success of schools, youth, and families in their community
- A School Board vote occurred in May 2020 re: the centralization of CTE course offerings in MPS from eight locations to three, creation of a district-wide scheduling and transportation system, and alignment of all CTE POS with the district's International Baccalaureate Careers

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Programme.

At Minneapolis College:

- Several programs have internships, clinicals or practicums embedded into them. In FY20, the college worked to ensure that students in these programs were able to complete their programs to the greatest degree possible.
 - In some cases, site supervisors allowed the internship/practicum to continue.
 - The college worked with program, college and state system levels to connect with relevant accrediting/licensure bodies to get guidance on time requirements, and made adjustments when possible.
 - For those who were able to continue, faculty moved to distance monitoring, such as a video observation or phone check-in.
 - Some students were required to delay their internship/practicum but were moved back in as soon as it was allowed.
- Separately, as mentioned, the Internship and Employer Development program at Minneapolis College resulted in nearly 100 students obtaining an internship after working on their resume, interviewing, and internship/job search skills with Career Services during FY20.

11. What actions did the consortium take to improve integration of academic and technical skills in CTE programs? Please provide specific examples in your response.

Though no longer a FAUPL metric, MPS continues to embed industry recognized technical skill assessments as an important element of all state-approved CTE programs of study. Currently over 70 of our CTE courses are aligned with technical skills assessments offered by Precision Exams, NOCTI, Certiport, Project Lead the Way, S/P2, OSHA, and the National Institute for Automotive Service Excellence.

Minneapolis College works continuously to ensure that the curriculum for CTE programs meets the needs of students, including integration of academic and technical skills. The College works to ensure general education classes required for CTE awards are apt.

For example, for years, the available required courses in mathematics for the college's Early Childhood Education and Elementary Education programs, did not meet student's needs well; there was an orientation towards college algebra that did not provide the types of background that would be helpful in future work with children and presented systematic barriers to our students' success. Instructors in these programs worked with their colleagues in the mathematics department to create a new course, first offered in FY20 that met professional and transfer needs, met system goal area 4 requirements and was more accessible to all students.

Another way the college is working to ensure these skills are better integrated is to examine where these skills are offered; sometimes, the academic skills are better implemented directly into program classes, rather than requiring general education classes. For example, in FY20, the Graphic Design program's 18- and 30- credit certificates both replaced previously required MNTC Goal area 1 (written and oral communications) with a "Web Design Fundamentals" course that focuses on communications skills in a web-design context.

12. Reflecting on your FY20 work, what "points of pride" or highlights would you like to share?

The Minneapolis Consortium worked to conduct a comprehensive local needs assessment in late FY19, with plans to complete in early FY20, allowing the consortium time to review data and make data-driven decisions throughout much of FY20, as well as plans for FY21. Both the wealth of information, along with the timely nature of the report, was an advantage for the Consortium as a whole, as well as for the individual institutions.

MPS initiated the contact with RealTime Talent. As a result, RealTime Talent was contracted by Minneapolis Public Schools and Minneapolis College to assist in the compilation of the labor market needs component of the Comprehensive Local Needs Assessment and to coordinate and facilitate the teacher engagement and employer engagement components of the needs assessment. RealTime Talent also constructed communication plans, planning documents, surveys, and other tools for the consortium to utilize to complete the rest of the Comprehensive Local Needs Assessment in compliance with Perkins V.

This needs assessment was developed with a wide range of stakeholders who provided consultation and participated in engagement sessions to provide guidance on local needs. Each focus group or engagement session was designed to encourage stakeholder input on three different consultation categories: a.) Identify areas of need, b.) data collection and analysis, c.) establish CTE goals and priorities.

The stakeholder engagement list included 29 activities including surveys, interviews, focus groups, council meetings and more.

Stakeholders included:

- MPS Principals, Senior Administration and School Board
- MPS CTE teachers
- MPS Parents/Guardians
- MPS Career Guidance and Advising Professionals
- MPS representatives of special populations
- MPS students
- Minneapolis College Faculty, Staff and Administration
- Minneapolis College CTE students
- Minneapolis College students - special populations
- Business and Community Partners
 - 144 employers engaged across three sessions
 - Agriculture, Food and Natural Resources and Engineering, Manufacturing & Technology
 - Health Science Technology and Human Services Career Fields

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- Arts, Communications & Information Systems and Business, Management & Administration Career Fields

MPS also would like to include its Secondary Work-Based Learning Efforts as a point of pride.

The baseline data for enrollment in Minneapolis Public Schools work-based learning opportunities in in FY2017-18 and FY2018-19 were very strong in both the comprehensive high schools and contract alternative programs; including differentiated curriculum alignment for special education students participating in our Autism, Developmental Cognitive Disability (DCD), Coordinated Learning for Academic and Social Success (CLASS), Life Skills, Deaf/Hard of Hearing (D/HH, Special Program for Students with Social Emotional and Behavioral Needs (SPAN), and our Physically Impaired (PI)DCD programs. In FY2017-18, 486 handicapped disadvantaged students and 560 diversified occupation students earned work-based learning credit. Those numbers increased to 1,798 WBL students (397 handicapped disadvantaged students and 1401 diversified occupation students) in FY2018-19. It is likely that Minneapolis Public Schools will perform well on this new measure in FY2020-21.

Minneapolis Public Schools CTE programs has incorporated opportunities for experiential learning in each of their state-recognized CTE programs of study in the form of guest speakers, field trips , worksite tours, mentors, and internships. Access to the MPS work-based learning career readiness seminar course is also available to all students in 9th - 12th grade via traditional classroom setting, online, and via a credit by assessment portfolio process. No matter the structure of the course delivery the content of this course develops student self-awareness, career interests, leadership and employability skills aimed to prepare and equip students to succeed in the workplace. In the courses listed below, Minneapolis Public Schools students create personal portfolios that document their mastery in key topic areas. Proficiency of knowledge in these critical topic areas may have been created in a variety of settings including: My Life Plan/Naviance, City of Minneapolis STEP-UP program, Career and Technical Education (CTE) courses, GEAR-UP, Jobs for America's Graduates (JAG), AVID, Upward Bound, or one of many other MPS Community Partners.

Minneapolis Public Schools CTE has greatly expanded work-based learning opportunities credit bearing opportunities for high school students in the past three years through their commitment to differentiation and creating more equitable access to work-based learning for students receiving special education services, enrolled in our contract alternative schools, and/or enrolled in our comprehensive high schools. We have organized these classes to be delivered via a traditional classroom setting, guided practice, online, and via portfolio. It is anticipated that this work will have a positive impact on the new federally agreed upon performance level 5S3: Program Quality: Work-Based Learning in FY2020-2021.