

Annual Performance Report FY21

Form status

Consortium name: Minneapolis Consortium

FY21 Strengthening Career and Technical Education for the 21st Century Act (Perkins V)

Why is the APR important to your consortium?

- This serves as your consortium's report on the priorities identified in your Comprehensive Local Needs Assessment (CLNA) that translated into commitments to action items in your local FY21 consortium plan.
- It allows you to reflect on consortium priorities, changes made, action steps taken on identified needs, and implications for future consortium plans aimed at continuous improvement.

The APR is a federal reporting requirement that will:

Why is the APR important to the state?

- Identify opportunities for professional development, technical assistance, or direct support to consortia
- Examine accountability of results and shifts in consortium plans
- Provide context which informs Minnesota's Consolidated Annual Report (CAR) submitted annually to the Office of Career, Technical and Adult Education (OCTAE)

You will find the following questions when you log in to AmpliFund.

The APR is divided into two interrelated parts: Performance Indicators and Narrative responses.

PART I: Performance Indicators

Relates to CLNA Element #1 and Various Application Elements:

Purpose: local funding decisions must be based on the comprehensive local needs assessment (Perkins V, Section 135). The following questions are aimed at aligning needs as identified in the data, strategies being implemented, and resources being allocated toward those efforts.
Directions: After reviewing your consortium's performance data for all secondary and postsecondary indicators, please respond to the questions below. Since 2021/grant year #1 data is not fully available for secondary and postsecondary at this time, please review consortium data for reporting year 2020.

• To locate secondary indicators and definitions, go here:

<https://public.education.mn.gov/MDEAnalytics/DataSecure.jsp>

• For postsecondary indicator definitions, go here:

https://minnstate.edu/system/cte/consortium_resources/documents/Perkins-V-Report-Structure-and-Definitions.pdf

• To access postsecondary data reports in Power BI, go here (requires postsecondary credentials to view PowerBI reports):

<https://app.powerbi.com/groups/me/apps/ac6f9c92-0a60-4e58-814e-b5b17f941353>

• For your consortium's state determined performance levels, please see the "Grant Years 2021-2024" document in the appropriate consortium folder here:

<https://minnstate.edu/system/cte/perkins-consortia.html>

Secondary Performance Indicators (1s1, 2s1,2s2, 3s1, 4s1, 5s3):

As you review your secondary core indicator performance data from 2020, please respond to the following questions:

Career and Technical Education (CTE) concentrators continue to outperform their peers' graduation rates in MPS. CTE concentrators' graduation rate is 13.48% higher than their non-CTE concentrator peers. MPS graduation rate for the district in SY20 increased to 74.24%. This is a success for the district. In comparison, CTE concentrator graduation rates in SY20 for MPS is 87.72%. In particular, this trend of CTE concentrators outperforming their non-CTE graduation rates since 2012 has averaged between 10% -18% better among students that are non-white.

Although this is a success, it has to be noted at the secondary level the consortium must focus on improving the quality of instruction to improve the graduation rate among the non-traditional and English Learners that participate and concentrate in CTE programs of study.

1. On which indicator(s) do you consider your consortium's performance strong? (i.e., your performance level is in reach of your upcoming grant-year-1 local level of performance)

5S3

Increasing the number of students that concentrate and participate in Work-based Learning (WBL) has been a focus of effort in MPS since 2012. This focus on WBL has led to a larger number licensed WBL teachers in the non-special education program (Diversified Occupations) and this has shown a corresponding increase in the number of students taking courses in this program of study each year. This can also be attributed to MPS increasing access to the WBL courses by offering them online, over the summer, by portfolio assessment, and through increased coordination with our Special Education program to align their work more closely to the Diversified Occupations program of study.

Although our consortium feels the Diversified Occupations program of study is a strength there is room for improvement. Most notably the program of study should increase the number of hispanic, white, and economically disadvantaged concentrators. Another area to improve upon is the increase in the number of students taking part in the Experience portion of the program. MPS has largely focused on increasing the number of participants in Seminar because it supports the district's MyLifePlan graduation requirement, our strategic partner STEP-UP employment opportunities, and it is the prerequisite for the Experience class in this program.

Now that we have at least one WBL teacher in 5 of our 8 comprehensive schools, all Contract Alternative Programs and in each Special Education program; and COVID restrictions have been lifted we expect to see an increase in students taking the Experience course.

1a. On which indicator(s) is your

Based on data from the FY0220 Perkins V Performance Indicators an area we struggled with is 4S1 Non-traditional participants and concentrators. Males

consortium struggling? (i.e., your performance level is lagging behind your upcoming grant-year-1 local levels of performance)

lagged behind at -9.6%, American Indians at -14.65% and Special Education lagged behind at -5.41%. To decrease these gaps among our special education students MPS CTE will focus on increasing availability of CTE courses to students at Harrison that supports our Level 4 Special Education students. To improve the number of male nontraditional students CTE leadership will regularly work with sites that host the Therapeutic Services, Personal Care Services, and Administrative Support programs. To improve the number of American Indian participants and concentrators CTE leadership will work with teachers, counselors, and administrators at South High School and in the MPS Indian Education department in particular to increase enrollment among American Indians in CTE classes because this is the site where most students within this group are enrolled for high school.

2. What significant population performance gaps are revealed in the performance data and for which specific indicators?

2.1 (review the performance rates of each gender, racial/ethnic group, special population, and career cluster, looking for sizable differences between those populations and the overall performance rate of your whole population on an indicator)

There is a performance gap among students in the Hispanic and English Learner groups within the 1S1: 4 Year Graduation Rates, 3S1: Post Secondary Programming, 4S1: Non-Traditional, and 5S3: Work-based Learning Performance Indicators. In each case, these groups were outperformed by their peers in all indicators in all programs of study. Hispanic concentrators in CTE programs of study demonstrated a performance gap of between -1.83% to -10.89% in the indicators stated above compared to their high school peers. The largest of these performance gap (-10.89%) is in WBL concentrators. English Learner concentrators in a program of study demonstrated a gap of between -0.49% and -44.58% in the indicators stated above compared to their high school peers. The largest of these gaps (-44.58%) is on the high school graduation rate. These performance gaps are present across all programs of study at the secondary level for the Minneapolis Consortium.

3. Consider your data review, identified performance gaps (both overall and in specific population groups) and allocation decisions made in planning for 2021. What future actions will you consider based on your review of these components?

3.1 These could include gathering different information in your CLNA process or setting your local application/funding priorities, specifically as it relates to focusing programming and resources.

Minneapolis Public Schools provides two days of professional development time to be used by content areas in August each year before students return to school. In addition the Professional Development department then provides the equivalent of one more day (or two half days) of time for departments to schedule training sessions during the year. Individual departments can also plan additional time for professional development from their own budgets. Based on performance indicators data, CLNA data on teacher recruitment and retention, teacher surveys, and student/family input, and the inexperience of many of our CTE teachers MPS CTE will focus on developing the teaching strategies of our teachers to better prepare them for working with multilingual students and families. In the August pre-service dates CTE coordinated professional development with the MPS Multilingual department. Sessions on these two days focused on strategies to improve literacy and specifically four hours of training on best practices for teachers of multilingual students and how to interpret the ACCESS results and levels. This training also satisfies the licensure requirement with PELSB and helps provide evidence for Tier 1 teachers completing portfolios to attain teacher licenses for an approved program of study. During the school year CTE will use time and funds provided by the Professional Development department to host a WIDA training session on Scaffolding Learning through Language either in person or online. Concurrently, MPS CTE requested and was approved the use of ESSER funds to hire three multilingual Associate Educators to work with CTE teachers at sites that have a high number of English Learners and/or Hispanic students enrolled in CTE courses. The language preference of these three new staff was determined by site principals and CTE teachers.

Postsecondary Performance Indicators (1p1, 2p1, 3p1):

4. On which indicator(s) do you consider your consortium's performance strong? (i.e., your performance level is in reach of your upcoming grant-year-1 local level of performance (target))

Although it could be easily argued that 3P1 is the top indicator for Minneapolis College, we will identify 1P1 which, with the exception of this year, has been the college's best indicator in terms of improvement. The 1P1 indicator has increased steadily from 83.51 in 2014 to 90.93 percent in our baseline year of 2020. However, results for this indicator decreased sharply in 2021 to 85.03 percent - the lowest that has been recorded in the last seven years. The college has credited its normally strong performance in this indicator to close alignment of programs to local workforce needs and strong relationships with local business and industry. The only observable cause for this change has been the pandemic, with many businesses closed or not hiring. Nonetheless, some programs did experience strong placement for students. Not surprisingly, this included trades areas such as HVAC (100 percent), CNC Machinist (100 percent) and Aircraft Maintenance (93.75 percent). Health careers also saw strong placement with nursing at 95.24 percent, polysomnography, pharmacy technician at 100 percent. A few programs in the health science cluster did bring down the average, for example the 81.11 percent placement for students in the nursing assistant/healthcare aide program can most likely be partly attributed to students who complete the course but don't pass the licensing exam. The college expects the results for 1P1 to improve as hiring practices normalize. Meanwhile, the college is addressing this area in the FY22 Perkins plan by undertaking a program to improve program advisories and Perkins advisory ties with the goal of continually strengthened relationships with community employers. The performance indicator in which Minneapolis College performed better than the state average was with 3P1. The college has seen a series of slight ups and downs in the last several years with this indicator. For 2021, the 3P1 indicator was at 24.7 percent, well above the goal of 22.65. It went up significantly from the baseline year in 2020 of 18.36 percent. Health Science areas have done well with non-traditional enrollment, with 35.19 percent of registered nursing students identifying as male and 40 percent of Pharmacy Technicians identifying as male. Welding (24 percent), Architectural Technology (35 percent) and Cinema (28 percent) all performed exceedingly well in this area. The programs with the lowest percentages of non-traditional enrollment were Dental Assistant (6.6 percent) and Aircraft Maintenance Technician (6.4 percent). Informational Technology programs also were below average. The college is undertaking training in FY22 with a goal to continue positive improvements in this indicator area.

4.1 On which indicator(s) is your consortium struggling? (i.e., your performance level is lagging behind your upcoming grant-year-1 local levels of performance)

The college has consistently struggled with indicator 2P1, relating to student retention and completion of programs. While the college has instituted various programs with the goal of improved retention, such as implementing exploratory majors, the CTE retention percentage has moved only slightly -- both up and down -- for the last several years. The state-set goal for 2021 was 40.49 percent and the result was 40.25 percent. The college is also currently slightly below the 2020 baseline of 41.10 percent. Minneapolis College recognizes that the demographics of its student population, for example, in terms of percentages of students with low income status, first-generation background, academic history and traditionally underserved cohorts, does make retention a challenge, but the college has never relented in its effort to increase the numbers of students who are able to successfully complete their programs. Retention initiatives tend to be college-wide to improve retention across all programming. In the FY21 Perkins plan, the area most directly aimed at retention in CTE was the career guidance training for Career Services, as student's perception of their "fit" into their careers has a significant effect on retention. However, faculty training related to multicultural pedagogy and successful online instruction were also implemented with an eye to retention as well as overall student success. The program for reducing textbook costs in programming is intended to help students who find finances a hindrance in continuing their education. Another initiative, which will be addressed in question 7, involves the introduction of short-term certificate programs which can lead to direct employment or be stacked into higher level degrees. These programs should have a positive impact on retention. Also, this fall the retention and advising team at Minneapolis College is undertaking a survey targeting students in Power of YOU, D3 and TRIO Starting Point programs with the goal to get feedback on measures to provide targeted support and increase retention.

5. What significant population performance gaps are revealed in the performance data and for which specific indicators?

5.1 (review the performance rates

GENDER

of each gender, racial/ethnic group, special population, and career cluster, looking for sizable differences between those populations and the overall performance rate of your whole population on an indicator)

Minneapolis College data shows females faring better than males in all three indicator areas. The gap is very small for 1P1, with females at .28 percent above the total percentage and males at .28 percent below the total average. However, a significantly larger number of students who have completed programs are female (264) than male (177). The biggest gap between males and females is in 3P1, where we find a much lower percentage of male students in non-traditional career trajectories than females. Females are at 30.82 percent, which would be well above the goal for the Consortia, while males are at 19.23% in non-traditional career programs. The difference is nearly 12 percentage points between the two. For 2P1, females are at 3.78 percent higher than the overall percentage of 40.25, while males are 4.22 percent lower than the overall rate. Again, females also reflect a higher proportion of the total number of students completing their programs.

RACE/ETHNICITY

Among the highest percentages for indicators across the board were for students identified as American Indian. However, the student numbers in this grouping are too small for forming valid assumptions.

Statistically more significant were the results for students identified as Asian, who performed well in 1P1 and in 2P1, achieving higher job placement rates and retention rates than the overall average. The Asian population, however, was 2.88 percent lower than the overall for non-traditional careers.

White and black/African American students did very much the same for 1P1 at about 86 percent. Black/African-American student percentages were higher than those for white students for non-traditional careers -- 28.67 percent, compared to 23.60 percent. In 2P1, white students fared better than black/African-American students at 43.26 percent for program completion compared to 34.71 percent.

In both 1P1 and 2P1, students identified as Hispanics or Latinos had the lowest percentages among the racial groups, with 79.63 percent and 31.67 percent respectively. For 3P1, Hispanic/Latino and Asian populations both had low percentages for non-traditional careers.

Overall, percentages were not distinctly different for students of color compared to white students, except for the 2P1 indicator, which had a gap of nearly 7 percent between the two groups (students of color with a lower percentage).

Hispanic or Latino students would benefit from future programming that more specifically addresses their needs.

CAREER CLUSTERS

Students in the Health Sciences were the strongest performers, with percentages higher than the overall average in all three indicator areas. Information Technology, while not holding the biggest gaps, was the only career cluster that had below the average percentages in all three indicator areas.

6. Consider your data review, identified performance gaps (both overall and in specific population groups) and allocation decisions made in planning for 2021. What future actions will you consider based on your review of these components?

The college will continue to seek and promote professional development opportunities for faculty and staff to ensure that services and teaching support students from all backgrounds.

Based on higher retention rates within specialized programs that have lower student-advisor ratios, such as Power of YOU, the Perkins leadership at the college will explore options that would replicate increased advising services for identified CTE programs based on low retention.

In addition, the Latinx student club and LUCHA, a program dedicated to student empowerment for Latinos, will be consulted on avenues or specialized programming designed to increase student success and performance for the Hispanic and Latino student population.

These and other actions won't preclude Minneapolis College from accepting funding proposals from all areas of the college, as these have often been the source of dynamic and successful initiatives. Also, as discussed below, the college and MPS will thoroughly deliberate on joint projects that could have a positive benefit on student performance for both institutions.

6.1 These could include gathering different information in your CLNA process or setting your local application/funding priorities, specifically as it relates to focusing programming and resources.

PART II: Narrative Responses

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

The Minneapolis Consortia's programs of study from Year 1 of the two-year application had not changed and no change in programs of study were needed for Year 2. During FY22, the Consortia will use size, scope and quality as well as CLNA data to determine which programs will continue to be identified as priority programs of study. Any new program changes informed by the CLNA will need a planning year to be implemented. We expect only a slightly different listing for the FY23 plan.

Welding has continued to be identified as a priority program for both MPS and Minneapolis College. The CLNA lists welding as high need and high wage. Program completion for welding is above the college's overall rate. Minneapolis College plans to add sections of welding courses, and invested equipment funds in FY21 into the program and plans to do so again in FY22.

The CLNA for the Minneapolis Consortia referenced a shortage of workers in aircraft mechanics and cited \$50,199 as a median wage in October 2018. The Aircraft Maintenance Technician program at the college is a popular program, typically filled to capacity, and nearly 100 percent of students who complete the program are placed into jobs or continue their education. New FAA Part 147 Regulations went into effect in March of 2021, necessitating that the college invest into equipment to keep this high quality program compliant and of value to students. The college chose to request a significant amount (\$88,000) of equipment funds in FY22 to support the program.

The CLNA also noted in the City of Minneapolis 5-year Workforce Projected Need for Employment by Career Cluster that high wage and high demand openings in Business made up 24.7% of the overall job market and Health Science equated to 18.3%. Additionally employment in Arts, Audio/Video Technology represented 2.8%.

To better align the number of teachers in MPS CTE with the data in the CLNA at the secondary level MPS added one (1) additional teacher to both the Administrative Support and Therapeutic Services programs of study. The increase in Administrative Support was accomplished by moving a teacher from the Web and Digital Communications program into Administrative Support. The increase of one new teacher for the Therapeutic Services program of study was achieved by MPS Finance authorizing more funds to be captured under the CTE Levy. This review/realignment of staffing to support the data in the CLNA will occur during each budget cycle within MPS to ensure students have access to high wage and high demand programs of study.

Many of the major investments chosen for the FY22 Perkins plans were not focused on single programs, but on initiatives that support CTE overall. For example, at Minneapolis College, the Career Navigator position will help both students at the college and at MPS find constructive career matches.

Information nights, summer camps and other activities help expand knowledge of CTE career options. Other examples of this include MPS adding two new staff positions to support new programs of study in Law and Public Safety and Agriculture, Food and Natural Resources through the CTE Levy and also used Perkins V funds to support the purchase of three new lathes for the Manufacturing courses in MPS.

Include high-skill, high-wage and in-demand occupation considerations as well (Relates to CLNA Element #2 and Application Narrative 1 & 2).

8. Describe the consortium's efforts to collaborate on (secondary/postsecondary), designing, implementing, and/or improving programs of study during the Perkins V transition year (Relates to CLNA Element #3 and Application Narrative #2).

One of the program areas identified in the CLNA as high need was for criminal justice/law enforcement. Minneapolis Public Schools and Minneapolis College worked collaboratively in developing a program at MPS that will help students flow seamlessly from the high school to the college in this career pathway. Further details about this collaboration are in response to Question 13.

The Career Navigator position at Minneapolis College includes visits to CTE classrooms at MPS to discuss career opportunities with students and to help them identify areas of interest and job prospects with different career pathways. FY21 was the second year of this initiative, and it will continue in FY22. Minneapolis College and MPS worked very closely in the Education pathway in FY21. While MPS does not consider the Education pathway part of its CTE programming in large part due to CTE teacher licensing requirements, the college does include Education as CTE. To create a pathway for students interested in this career field the college and MPS offers concurrent enrollment courses in Education and the Minneapolis College faculty worked with MPS instructors and MPS administration to begin designing a certificate program in Education that will give students who complete the certificate an immediate inroad as a paraprofessional in the MPS district. FY21 was the first year of working on this initiative and the college invested Perkins funds to continue work in the Education pathway in FY22. One of the goals includes development of student clubs at the high schools with MPS faculty involved as the advisor.

The Minneapolis Consortia began discussions in FY21 regarding potential collaboration in a bicycle repair program. Minneapolis College planned its new Bicycle Assembly and Repair Technician certificate program during FY21 and shared lab space plans and basic curriculum with the district. The college introduced the new program this Fall 2021. To create a secondary to postsecondary connection within the consortium, CTE leadership from Minneapolis Public Schools is negotiating with principals within the consortium to host high school courses aligned to the Bicycle Assembly and Repair Technician program at Minneapolis College beginning in the fall of 2022 (FY23). These courses would be added to the existing Facility and Mobile Equipment

Maintenance approved program of study. External funding to aid the start up of these courses is being sponsored by Project Bike Tech and Quality Bike Products.

While the CLNA remarked upon close alignment of college programs with local workforce needs, one suggestion was for more certificate programs. The college worked in FY21 to develop short term certificate programs that could lead to immediate jobs within the industry or stacked into other degree programs. These programs coordinate well with existing courses within MPS and the Minneapolis Consortia's programs of study.

New certificate programs at the college include Welding and Metal Fabrication, Architectural Virtual Reality Rendering, and the bicycle repair program. FY21 funds supported these new programs. The Informational Technology department introduced two new two-year programs in alignment with the CLNA - Computer Forensics and Cyber Security and Defense. At the secondary level Minneapolis in FY22 Minneapolis Public Schools created a First Aid and CPR certification pathway within the Law Enforcement Services courses being submitted for program authorization.

The photography department at the college undertook its own study of industry trends and determined the program needed to focus more on the video, or motion, side of the industry. The department worked on an overhaul of the program and its courses, and renamed the program Photography and Motion to reflect the evolving nature of the field. FY21 Perkins funds helped with the purchase of new video cameras and equipment for the program. In FY21 MPS also reviewed courses and curriculum within the approved Journalism and Broadcasting program of study and determined with their advisory to add a focus beyond radio production. Two new areas that aligned to the CLNA and the needs of the advisory being added to existing courses are the skills required to podcast and live stream programs with the district's radio station KBEM Jazz 88. Another result of these advisory meetings was to change the name from Radio Operations to Creative Media Production.

The Minneapolis Consortia invested heavily in teacher training in FY21. The pandemic created an immediate need for online teaching training, and both institutions dedicated all reserve funds to meet that need. Minneapolis Public Schools planned to support a position dedicated to shifting CTE curriculums to successful online formats. Minneapolis College chose to support its internal teacher training department in greatly broadened sessions focused on online teaching.

In addition to about \$22,000 in reserve funds, the college invested nearly \$40,000 in additional funds for this online learning project under Goal 5: Support to Professionals. Because of the urgent nature of the project and suddenness of transition to online learning, there was no time for surveys or other methodology to calculate an exact cost needed for this work. In its strong commitment to ensure all CTE faculty have the online training available and support for the training, the college, in retrospect, over-budgeted for this project. About 35 percent of funds originally planned for this project were redirected for equipment purchases.

To avoid over-budgeting for FY22, the college's analyzed future training needs in a more systematic manner and determined nearly all CTE faculty who would benefit or planned to participate in the online training had done so under the FY21 funding. For FY22, the training will continue under another funding stream and any additional CTE faculty can still access the training, but the funding won't be through the Perkins grant.

In addition to the teacher training, Minneapolis College planned to hire an instructional designer to work with faculty in transitioning in-person course curriculums to successful online curriculums. Unfortunately, a search did not yield qualified candidates, and this position was shifted to FY22. The college undertook a new search and this position has now been filled.

Other significant CTE teacher training at the college focused on culturally responsive pedagogy, and expansion in usage of open resource materials (with the goal of creating additional no-textbook-cost CTE pathways). This training was successfully utilized. Minor professional development investments were geared toward training for faculty in specific discipline areas and in career exploration for Career Services.

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

This effort to focus professional development on culturally responsive pedagogy and the inclusion of racially diverse open source documents was mirrored at the secondary level in MPS. District-wide staff development focused on the use of Gholdy Muhammad's research and strategies within her book "Cultivating Genius: An Equity Framework for Culturally and Historically Responsive Teaching". All professional development in FY21 was based on this resource and will continue through FY22.

It could be said that with resources directing training for CTE instructors in the areas of culturally responsive pedagogy, online teaching strategies and open educational resource use (as well as training opportunities for specific disciplines and other teaching training opportunities), the likelihood of CTE instructors choosing and completing the training for all of these initiatives was small. While the expectation was not that all CTE faculty would be able to participate in all training opportunities, future decisions to use Perkins funds for training will balance the number of various opportunities to instructors, knowing that participation will be divided between them.

Additionally, MPS used FY21 to plan expansion if it's Work-based Learning program of study by adding eight (8) new teachers and expanding the use of the CTE Levy to cover teacher salary. A minor set back occurred with two existing WBL teachers retiring in the Spring of FY21, but in FY22 now has a net gain of six new WBL teachers. Taking advantage of this increase in FY22 MPS will pilot the use of WBL to enhance credit recovery or credit retake options with one of their high schools. The objective is to help students show mastery of skills in the workplace that are directly aligned to Minnesota Academic Standards where the student had previously been unsuccessful in the traditional course taking sequence.

MPS also worked with the Human Resources department and CTE teachers in FY21 create more licensing and employment options for six (6) teachers that held Tier 1 CTE teaching license. Some of these efforts include:

Offering early contingent contracts in the Spring to candidates if they could prove they were eligible for a Tier 2 contract. This resulted in five teachers being retained with MPS rather than see them be excessed.

Working with four (4) existing Tier 1 candidates to help them secure enough evidence to secure a Tier 2 teaching license for FY22. In each case these teachers have moved from a Tier 1 license to either a Tier 2 or 3 license.

Using community based organizations not connected to MPS Human Resources and job fairs to recruit appropriately CTE licensed Tier 3 or 4 teachers for open positions. This resulted in MPS gaining four (4) new teachers.

Secured funding from ESSER to hire three (3) new multilingual Associate Educators to begin employment in FY22. These educators will be placed at sites that have the highest rates of multilingual and English Learners in their CTE classes. These educators will only work with CTE students and CTE teachers to increase the amount of time and support each group receives. In FY22 they will be utilized at Edison, South and Roosevelt high schools.

This resulted in a reduction of CTE staff turnover and will benefit students by maintaining teacher stability.

10. Describe successes and challenges in your efforts to improve service to special populations during the past year (Relates to CLNA Element #5 and Application Narratives #5 & 9).

In 2020, 71 percent of Minneapolis College students were considered underrepresented, defined by their status as low income (Pell-eligible), students of color or first generation (neither parent has post-secondary experience). Also, while only 12 percent of students are identified with a language other than English as their first language, another 38 percent of students are categorized as "unknown" for their first language. As a result, many of the college's successes with special populations can be linked to initiatives to support students overall, though some specific programming can be identified.

• Based on the data, what student group(s) did you identify as needing specific attention?

With 57 percent of students identified as students of color, and another 5 percent as unknown, Minneapolis College determined to make significant strides in providing culturally responsive pedagogical training for faculty in FY21. A portion of Perkins funds was directed for this training for CTE faculty. While significant numbers of faculty participated, more than half of CTE faculty were not able to complete the training; therefore it continues to be available for both CTE and non-CTE faculty in FY22 under other funding streams.

Please see the response to question number two for how MPS identified a specific group of students that required additional support to be successful.

• What resources supported awareness, recruitment and retention of all students, especially special populations?

The Minneapolis Consortia initiated several Perkins FY21 projects that support special populations, both directly and indirectly. In addition to the Culturally Responsive Pedagogy project previously discussed, the college funded an initiative to help faculty members research and implement Open Educational Resources in their courses, with the goal of creating entire programs of study in the CTE area that can be completed without a need to purchase textbooks. While this project benefits all students, those students considered low-income see the greatest impact from this project. For MPS, CTE will use time and funds provided by the Professional Development department to host a WIDA training session on Scaffolding Learning through Language either in person or online during the school year.

From question 9: MPS secured funding from ESSER to hire three (3) new multilingual Associate Educators to begin employment in FY22. These educators will be placed at sites that have the highest rates of multilingual and English Learners in their CTE classes. These educators will only work with CTE students and CTE teachers to increase the amount of time and support each group receives. In FY22 they will be utilized at Edison, South and Roosevelt high schools.

It must also be pointed out that a significant challenge to providing quality CTE instruction to students with Special Needs began in the Spring of 2020 when MPS suspended use of programs 000745, 000750 and 009090 course code 2 to protect both students and staff. This closed access to many students with transition goals identified in an IEP for these programs beginning in March of 2020 through May of 2021 and will result in MPS showing a decrease in students with special needs participating in CTE across two reporting years. This was done due to COVID-19 restrictions. In FY22 these courses are no longer suspended.

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

- how needs and concerns of learners, teachers and administrators are brought before consortia leadership
- how program and funding priorities are determined

Overall, the Minneapolis Consortia has made great strides in improved communication and joint decision-making over the last few years. The Consortia had established meetings every two weeks, and had brought in a member of the Consortia Advisory to help facilitate discussion at the meetings until they had reached a point when it was deemed no longer necessary. Joint projects have been developed and implemented.

However, FY21 proved to be challenging, as both institutions were prioritizing the hardships presented through the pandemic. The twice monthly face-to-face meetings were foregone in favor of virtual meetings on an as-needed basis. The Consortia decided to contract a professional development series for our consortia advisory members and other CTE stakeholders. While this proved very successful, it did lead to fewer planning meetings. Finally, both institutions experienced substantive changes in Perkins-related leadership.

• how status of consortium activities is communicated to teachers and administrators

The Minneapolis Consortia is enthusiastic about returning to more engaging and robust communication and joint planning for FY22. The twice-monthly meetings are returning (though mostly virtual at this point), and plans have been made to continue program development work. The Consortia chose to reserve funding a joint project to improve consortia advisory meetings and strengthen those relationships. As part of CLNA analysis, the Consortia leadership will be seeking improved transparency regarding needs brought forth by teachers and administrators.

Both Minneapolis College and MPS have internal processes to share information and receive input regarding Perkins projects. Minneapolis College has an active Perkins Subcommittee consisting of all CTE deans, as well as representatives from the finance office, technology services and career services. The MPS CTE director and staff are integral members of administrative committees which include discussion of Perkins initiatives. Funding priorities are identified and discussed on institutional levels, and through a series of Consortia meetings.

12. Considering your reserve allocation amount (\$xx,xxx), describe actions taken and major accomplishments from the use of reserve funds to make progress toward BOLD innovations in CTE program design and delivery (Relates to Narrative #11).

The plan for FY21 was taking shape as the pandemic and sudden closures were in process for both MPS and Minneapolis College. The Consortia responded to these changes with a plan to use reserve funds (\$42,399.96) to help CTE courses and programs transition to distance learning for both institutions. The Consortia determined the same avenues for both institutions - hiring a professional to help with curriculum design and initiatives to provide training to faculty for successful online learning. In balancing reserve dollar amounts, MPS chose to use the reserve funds for the curriculum design position, and fund faculty training elsewhere in the plan, while Minneapolis College used the reserve funds to supplement the faculty training on online learning and fund the curriculum design position elsewhere in the plan.

Based on your reflections, what changes do you anticipate as you start your next CLNA?

The training for CTE faculty for Minneapolis College worked well. As mentioned in Narrative #9, the college did find that with multiple options for other important training (culturally responsive pedagogy, open educational resources), fewer funds were needed - especially since the college had also built in funds for the same online training in another portion of the plan. In retrospect, while the intent to make sure training was available to all CTE faculty was a commendable move, some of the money could have been directed elsewhere. In the end, all went well as the college requested and received approval to use the leftover reserve funds for needed equipment purchases.

In planning for FY22, the Minneapolis Consortia determined to use reserve funds to strengthen and improve business and industry relationships with the Consortia. Discussions with RealTime Talent led to an agreement for enhanced stakeholder engagement sessions that will provide insights on the type and approaches for relationships that most interest our stakeholders, as well as discussion on our shared goals. The other portion of engagement sessions will focus on information for the CLNA. In addition, RealTime Talent will lead at least one Consortia Advisory meeting and work with Consortia leadership in planning advisory activities.

13. Choose one of your consortium's priorities. Walk through how the consortium identified the priority from the CLNA data and carried it through actions and results.

- Clearly state the priority.
- What actions did you identify in your consortium plan to address this priority?
- What expenditures were made in FY21 to address and support the implementation of this priority?

One of the program areas identified in the CLNA as high need was for criminal justice/law enforcement.

At the outset of the 2019-20 school year the Minneapolis Consortia determined that this was an important program area the consortia could work on to develop into a program of study.

In the Spring of 2020 the events surrounding George Floyd, the ensuing civil unrest, and subsequent input from the community at large to change how Law Enforcement Services operated in the City of Minneapolis led MPS CTE leadership to begin the process of gaining approval to add the program to CTE offerings in Law Enforcement Services. Minneapolis College dedicated funds to expand awareness of law enforcement careers, and strengthen law enforcement connections with agencies in the community. The college also identified a faculty member who would work with Minneapolis Public Schools in creating a curriculum for the program. He worked closely with the CTE District Coordinator.

• What were your results as they impacted students?

MPS intended to use general funds to hire a teacher in the 2020-21 school year to allow the teacher to use the year for planning purposes. Additionally, in 2020-21 MPS planned to use \$12,700 of Perkins V funds to provide funds for textbooks, supplies, equipment and collaborative planning. In the absence of an approved program of study a teacher could not be hired and no Perkins V funds could be used to support this upcoming new program of study.

In FY22 a MPS hired a very qualified instructor and will request Program Authorization for Law Enforcement Services, as it had planned, in Fall 2021. The instructor is applying for concurrent enrollment for the spring semester. The district and college have worked on a potential articulation agreement to put in place as an alternative avenue if concurrent enrollment is not approved. MPS submitted in the FY22 Perkins V grant to use fund from the secondary budget of \$14,00 in UFAR 430 for supplies and materials, \$3,400 in UFAR 460 for textbooks, and \$9,500 in UFAR 466 Instructional Technology Devices was allocated to develop the program.

The college dedicated \$4,500 for the faculty work plus funds for articulation work.

The result has been a successful collaboration that will give students the opportunity to begin a career in law enforcement and transfer seamlessly from the high school program to the program at the college.

