



## **FY23-24 Second Year Update: Minneapolis**

Prepared by Minneapolis Consortium  
for Minnesota State FY23-24 Second Year Update: Strengthening Career and Technical Education for the 21st Century Act  
(Perkins V)

Submitted by Paul Klym

Submitted on 06/16/2023 2:22 PM Central Standard Time

## Opportunity Details

### Opportunity Information

**Title**  
FY23-24 Second Year Update: Strengthening Career and Technical Education for the 21st Century Act (Perkins V)

**Description**  
THE APPLICATION OPENS MARCH 15, 2023.

The Perkins V Grant for Career and Technical Education provides funds for approved Career and Technical Education (CTE) programs. In Minnesota, funds are distributed on the basis of state-approved career and technical education programs and appropriate teacher licensure. Programs are administered under Minnesota Rules Chapter 3505 and the federal Strengthening Career and Technical Education for the 21st Century Act (Perkins V).

The Minnesota Department of Education (MDE) approves Career and Technical Education Programs (CTE) that meet teacher licensing and other criteria. These programs are eligible to access federal Perkins V funds. Districts that accept these federal dollars must report enrollment and student proficiency for CTE courses and programs to the department.

**Awarding Agency Name**  
Minnesota State

**Agency Contact Name**  
Karl Ohm, State Director for CTE, Minnesota State

**Agency Contact Phone**  
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**Agency Contact Email**  
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**Fund Activity Categories**  
Education

**Opportunity Manager**  
Karl Ohm

**Assistance Listings Number**  
84.048A

**Public Link**  
<https://www.gotomygrants.com/Public/Opportunities/Details/9a8b0cc4-2d7e-4997-9947-72b543ada6be>

### Award Information

**Award Period**  
07/01/2023 - 06/30/2024

### Submission Information

**Submission Window**  
Closes 06/30/2023 11:59 PM

### Technical Assistance Session

**Technical Assistance Session**  
No

### Eligibility Information

**Additional Eligibility Information**  
Pursuant to Section 134 of the Perkins V Act, to receive funds under Perkins V, a consortium must develop and submit an annual, unified, local secondary/postsecondary Perkins application and budget. The application must address secondary and postsecondary Career and Technical Education programming. The approved local application—with statement of assurance signatures—serves as the consortium's formal application for receiving Perkins funding.

### Additional Information

**Additional Information URL**  
<https://minnstate.edu/system/cte/perkins-local-application/index.html>

**Additional Information URL Description**  
All forms and instructions related to the Perkins Local Application can be found on our web site

## **Project Information**

### **Application Information**

Application Name  
FY23-24 Second Year Update: Minneapolis

Award Requested  
\$1,376,371.61

Total Award Budget  
\$1,376,371.61

### **Primary Contact Information**

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**Project Description****Consortium Membership List****Consortium Membership List**

List the member college(s), secondary school districts, and charter schools in your consortium. Please use the full, legal name for each entity.

Minneapolis Community and Technical College

Minneapolis Public Schools (Special District No 1)

## Narrative 1: Comprehensive Local Needs Assessment (CLNA)

### CLNA Results Summary

#### Upload your Comprehensive Local Needs Assessment (CLNA) Framework document and provide the following information about your CLNA:

- A brief summary of the overall results of your consortium's CLNA, including a high-level description of the process used to gather and review data and the resulting conclusions that drive the strategies identified in the local application;
- Identify priorities from your CLNA that will be supported by Perkins funding.

#### [Download a .doc CLNA Framework Template](#)

Enter your CLNA response below.

The Minneapolis Consortium over the next two to four years, in alignment with information collected from our FY22 Comprehensive Local Needs Assessment and mandates outlined in Section 2 of the Strengthening Career and Technical Education for the 21st Century Act (Perkins V), will focus the majority of our energy to support Minnesota's efforts to develop challenging academic and technical standards for CTE opportunities in the City of Minneapolis and to assist students to meet such standards, including:

- preparation for high skill, high wage, or in-demand occupations in current and emerging professions of the Twin Cities region;
- promote the development of services and activities that link secondary and postsecondary education for participating CTE students;
- provide services and activities that are designed to develop, implement, and improve career and technical education in the City of Minneapolis;
- improve the quality of CTE teacher, faculty, administrators, counselors, and support services staff;
- support partnerships in our community among secondary schools, postsecondary institutions, baccalaureate degree granting institutions, area career and technical education schools, local workforce investment boards, business and industry, and our non-profit community partners;
- increase employment opportunities for chronically unemployed or underemployed populations, including individuals with disabilities, individuals from economically disadvantaged families, out-of-workforce individuals, youth who are in or have aged out of the foster care system, and homeless individuals.

The Minneapolis Consortia has set overall priorities to meet the mandates listed above based on joint and individual analysis of CLNA results. Data clearly leads Minneapolis Public Schools to focus on program alignment to meet current and emerging workforce needs, while also supporting student success during an ambitious district redesign. Re-alignment of programs will be designed to fit within the Consortia and strengthen the pipeline of students who enter CTE fields after graduation. CLNA results demonstrate to Minneapolis College that its programs align well with current workforce needs; however, the College has noted the need to improve student retention and performance, and will focus initiatives to support those goals, which for FY23 and FY24 includes creating learning environments with high quality equipment to industry standards, adequate for class sizes and student practice. Based on CLNA results, MPS and Minneapolis College are also dedicated to seeking short-term programs and awards to help students gain defined skills allowing them faster entrance into the workforce.

**Highlight of Consortium Projects.** Data from the Consortia's Comprehensive Local Needs Assessment serves as a driving force for the following Consortia projects and goals for the FY23/24 grant which will include but is not limited to:

- Contract for three employer engagement sessions to highlight business and industry viewpoints and suggestions to complement CLNA data for future institutional planning. Sessions will be divided by career fields and include overviews of workforce outlooks for each of the fields.
- Support student opportunities in CLNA engagement sessions outside of school hours to increase student participation in the CLNA process
- Expand opportunities for students in the **healthcare** fields
  - MPS will continue development of additional pathway opportunities at the secondary level in the healthcare careers program and focus on emergency medical response in SY24.
  - Redesign of secondary healthcare lab space for better utilization of virtual simulation equipment and projected program expansion capacity
- Both MPS and Minneapolis College will develop shorter certification opportunities identified in coordination with our advisories and focus on increased enrollment in these programs
- Incorporate additional opportunities for high school students to learn about finance and marketing concepts in our **business/administrative support** program of study
- Continue development of the **agriculture** program of study at MPS with the support of our industry partners and the Minnesota Agriculture Centers of Excellence
- Continue expansion of new **law and public safety** programming aligned to Minneapolis College's Criminal Justice program and other programs within the region
- MPS will continue to review the school district's investment in the **web & digital communications** program of study with thoughts toward downsizing and realignment to include visual arts and creative media production.
- Continue our Consortia's **informational technology** and **engineering & technology** programs of study in alignment with STEM workforce needs
- The college will continue **education** career pathways through Minneapolis College concurrent enrollment courses at MPS
- Continue to support the quality and capacity of the **aircraft maintenance technology** program at Minneapolis College and create intentional connections to MPS engineering, manufacturing, and technology programs with a goal of forming a state-recognized program of study
- Promote student success through investment into **effective course design, virtual simulation equipment/software, training** for instructors and support for learners

- Increase engagement opportunities with our Consortia's **industry and community partners**
- Increase outreach to and enrollment of **students of color and non-traditional students** in all pathways
- Support **professional development** for our Consortia's educators and staff. Topics will include: cultural competency, multi-tiered systems of support - specifically short and long-term planning, disciplinary literacy training for all CTE teachers in support of learning strategies for English Language Learners, hybrid instructional practices - technology integration and virtual simulations, Perkins V knowledge trainings for teachers and administrators, quality employer engagement, teacher licensing requirements, online/distance learning pedagogical strategies for special populations, latest content developments within disciplines, conferences and trainings
- Expand access to **work-based learning** to all MPS high school and contract alternative students; support expansion of work-based learning for our Adult Basic Education and Transition Plus students; and alignment with the City of Minneapolis employability skills training workshops for summer interns
- Centralize CTE opportunities through the creation of three (3) **CTE Tech Centers** alleviating historical inequitable access to all MPS CTE programs of study; expanded enrollment options for students across the City of Minneapolis to immerse themselves in professional studies related to their personal career interests while preparing them for career success in the Twin Cities ever-evolving high tech, high skill, local/global economy
- Increase **student performance** at Minneapolis College through specialized help of lab and tutor assistants, training for online learning, and revision of student materials and course management systems to incorporate universal design principles, multicultural pedagogical practices and other strategies intended to increase student understanding.
- Incorporate **career exploration and experiential learning activities** in all middle schools, high schools, contract alternative programs and adult basic education. Minneapolis College will continue to develop and offer summer camps in CTE career areas.
- Minneapolis College will continue its investment into expanding awareness of CTE programming. Both the college and MPS will **promote the value of CTE** courses and enrollment options across the City via emails, texts, radio, video content, web-based tools and other social media platforms to current and potential students with an additional focus on events, outreach programs, materials and career assessment and advising at the college

Check which use(s) of funds in section 135 of Perkins V are supported under this narrative:

- 1. Provide career exploration and career development activities through an organized, systematic framework designed to aid students, including in the middle grades, before enrolling and while participating in a CTE program, in making informed plans and decisions about future education and career opportunities.
- 2. Provide professional development for teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals.
- 3. Provide within CTE the skills necessary to pursue career in high-skill, high-wage, or in-demand industry sectors or occupations.
- 4. Support integration of academic skills into CTE programs and programs of study.
- 5. Plan and carry out elements that support the implementation of CTE programs and programs of study and that result in increasing student achievement on performance indicators.
- 6. Develop and implement evaluations of the activities carried out with funds under this part, including evaluations necessary to complete the local needs assessment and the local report.
- Not Applicable

Upload your CLNA Framework here:

FY23-24 Perkins-V-CLNA-Reporting-Framework-Accessible-Version-March-2022 (1).pdf

Narrative 2: Programs of Study

Programs of Study Narrative

Upload a completed copy of the S-R POS (State-Recognized Programs of Study) – Funding POS spreadsheet file.

Additionally, provide the following information in the space below:

- For each State-recognized POS and any POS that you are funding, briefly summarize how their inclusion in this application is supported by the results of your CLNA and the specific actions you will take to support them.
- Identify any new courses/programs or programs of study in development within your consortium (if any, these would not appear on the spreadsheets as they are not yet POS). How does the development of these courses/programs or programs of study align with the top priorities identified in your CLNA?
- What specific actions will be taken to inform special populations about POS opportunities and to increase their participation in Career and Technical Education programs?

NOTE: Consortia must identify at least six state-recognized programs of study that represent at least four different career fields and with no more than one POS brokered with institutions outside the consortium. See [Perkins Operational Handbook, page 18](#).

[Download a blank S-R POS spreadsheet.](#)

Enter your Programs of Study response below.

Minneapolis Consortium Funded Programs of Study

MPS	Mpls College	State-Recognized Program of Study	Budget Narrative
x		ALL - RESERVE FUND	Professional development related to inclusion, diversity, equity and access for all CTE teachers in support of learning strategies to decrease performance gaps.

WORK-BASED LEARNING expenses are in support of all CTE programs of study outlined in the secondary budget.

MPS	Mpls College	State-Recognized Program of Study	Budget Narrative
x		ALL: WORK-BASED LEARNING	Work-Based Learning/Career Exploration for grades 6-12, plus Transition Plus and Adult Basic Education

**RealTime Talent CLNA findings for INFORMATION TECHNOLOGY:**

- In its 10-year pessimistic forecast, categorized by career cluster, RealTime Talent predicts a growth rate of 7.3 percent for arts, audio/video technology and communications occupations.
- Average wages in this career cluster for 2020 were \$64,400.
- In 2021Q1, 101,808 positions in all of the arts, communication and information sectors were estimated for the metro area. RealTime Talent forecasts a growth to approximately 102,000 positions within a three year period.
- Median wage for Program software and development in the U.S. was reported at \$110,140 in 2020, according to the U.S. Bureau of Labor Statistics. RealTime Talent uses \$67,700 as the bar to categorize a career as high wage.

MPS	Mpls College	State-Recognized Program of Study	Budget Narrative
x		POS 2: INFORMATION TECHNOLOGY	Professional Development aligned to industry technical knowledge and skills
x		POS 2: INFORMATION TECHNOLOGY	Purchase of updated industry-grade instructional software, supplies and materials as determined by program advisory and staff.
x		POS 2: INFORMATION TECHNOLOGY	Technical Skill Assessments and short-term industry certifications.
	x	POS 2: INFORMATION TECHNOLOGY	Creation and distribution of brochures to explain and promote updates to ITEC programming
	x	POS 2: INFORMATION TECHNOLOGY	New network switches for ITEC to increase speed from 100 Mbps to industry-standard 1,000 Mbps.
	x	POS 2: INFORMATION TECHNOLOGY	Migrate ITEC classroom to virtual desktop infrastructure.

**RealTime Talent CLNA findings for VISUAL ARTS:**

- In its 10-year pessimistic forecast, categorized by career cluster, RealTime Talent predicts a growth rate of 7.3 percent for arts, audio/video technology and communications occupations.
- Average wages in this career cluster for 2020 were \$64,400.
- In 2021Q1, 101,808 positions in all of the arts, communication and information sectors were estimated for the metro area. RealTime Talent forecasts a growth to approximately 102,000 positions within a three year period.
- Graphic arts and photography programs would lead to gateway occupations, according to RealTime Talent. Median wage for graphic artists in the U.S. was reported at \$57,380 in 2020, according to the U.S. Bureau of Labor Statistics. RealTime Talent uses \$67,700 as the bar to categorize a career as high wage.

MPS	Mpls College	State-Recognized Program of Study	Budget Narrative
x	x	POS 3: VISUAL ARTS	Purchase of updated industry-grade equipment and software for Visual and Creative Media Arts Programs.
	x	POS 3: VISUAL ARTS	Continue to promote opportunities to students and parents, highlighting opportunities to prepare for a career in visual arts.
	x	POS 3: VISUAL ARTS	A purchase of lighting and camera equipment to industry standards in FY23 allowed students to expand size/scope of projects.

**RealTime Talent CLNA findings for ENGINEERING & TECHNOLOGY - ARCHITECTURE & DESIGN:**

- In its 10-year pessimistic forecast, categorized by career cluster, RealTime Talent predicts a growth rate of 3.9 percent for architecture and construction.
- Average wages in the architecture and construction sector for 2020 were \$70,400.
- In 2021Q1, 394,037 positions in all of the engineering, manufacturing and technology sectors were estimated for the metro area. RealTime Talent forecasts a growth to approximately 395,000 positions within a three year period.
- Architectural and Engineering positions are considered high-wage, high-need and high-skill by RealTime Talent.

MPS	Mpls College	State-Recognized Program of Study	Budget Narrative
x	x	POS 4: ENGINEERING & TECHNOLOGY	Purchase of updated training equipment and software for Engineering & Technology Program aligned to industry needs.
x		POS 4: ENGINEERING & TECHNOLOGY	Professional Development aligned to industry technical knowledge and skills.
x		POS 4: ENGINEERING & TECHNOLOGY	Purchase of instructional software and technical skill assessments aligned to college credit and industry certifications.
	x	POS 4: ENGINEERING & TECHNOLOGY	Continue to Increase promotion for students and parents highlighting opportunities to prepare for a career in architecture and construction.
	x	POS 4: ENGINEERING & TECHNOLOGY	A third-year position for an Architectural Technology lab tutor to help students at Minneapolis College who struggle with some of the skills or who need extra practice to successfully complete the program. (Narrative 9)
	x	POS 4: ENGINEERING & TECHNOLOGY	Computer monitors purchased in FY23 increased capacity for the new and growing Architectural Virtual Reality and Rendering certificate program at Minneapolis College.
x		POS 5: CONSTRUCTION	Purchase of updated training equipment and software for Construction Program

**RealTime Talent CLNA findings for MANUFACTURING:**

- In its 10-year pessimistic forecast, categorized by career cluster, RealTime Talent predicts a growth rate of 1.5 percent for manufacturing.
- Average wages in the manufacturing sector for 2020 were \$52,500.
- In 2021Q1, 394,037 positions in all of the engineering, manufacturing and technology sectors were estimated for the metro area. RealTime Talent forecasts a growth to approximately 395,000 positions within a three year period.
- The apparel technology program at Minneapolis College also falls under this program of study for manufacturing. External data shows apparel technology positions can include work such as operation of fabric cutting machinery or sewing machines. While evidence does not indicate these jobs as high need or high salary, the college's apparel technology program trains students in the direction of fashion design. The college puts on a highly popular fashion show each year and refers to students as designers. Common end goal careers at the close of the program include fashion designer, fashion/visual merchandiser and brand ambassador. RealTime Talent refers to fashion designers as a target occupation in the metro area, as high demand, high skill and high salary.

MPS	Mpls College	State-Recognized Program of Study	Budget Narrative
x	x	POS 6: MANUFACTURING	Support services and updated training equipment and software for Manufacturing programs.
	x	POS 6: MANUFACTURING	Increased promotion for students and parents highlighting opportunities to prepare for a career in manufacturing production.
	x	POS 6: MANUFACTURING	A purchase of new welding machines in FY23 increased capacity and the learning experience for welding students at Minneapolis College by allowing them to work individually rather than sharing machines.
	x	POS 6: MANUFACTURING	Continue to support the revised Fashion show in its ever-improving electronic version. New features for FY24 will include streamed video bios/portfolios of the designers during the show.



	x	POS 6: MANUFACTURING	A second-year position for an Apparel Technology lab tutor to help students at Minneapolis College who struggle with some of the skills or who need extra practice to successfully complete the program. (Narrative 9)
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**RealTime Talent CLNA findings for TRANSPORTATION, DISTRIBUTION and LOGISTICS:**

- In its 10-year pessimistic forecast, categorized by career cluster, RealTime Talent predicts a growth rate of 12 percent for transportation, distribution and logistics.
- Average wages in the transportation, distribution and logistics sector for 2020 were \$52,800.
- In 2021Q1, 394,037 positions in all of the engineering, manufacturing and technology areas were estimated for the metro area. RealTime Talent forecasts a growth to approximately 395,000 positions within a three year period.
- Automotive Service Technicians and Mechanics are considered gateway occupations by RealTime Talent as high skill occupations. The aircraft maintenance technician career is considered a target occupation, as a high-skill, high-wage and high-demand career.

MPS	Mpls College	State-Recognized Program of Study	Budget Narrative
x		POS 7: AUTO BODY MECHANICS	Purchase of updated training equipment for the Auto Body Mechanics Program.
x		POS 7: AUTO MECHANICS	Purchase of updated training equipment and software for Auto Mechanics program of study.
	x	POS 7: AIRCRAFT MAINTENANCE	Purchase of updated training equipment in FY23 ensured the college program was in compliance with new FAA regulations for the Aircraft Maintenance Technician program. The college will continue to support needs for industry-standard equipment.
	x	POS 7: AIRCRAFT MAINTENANCE	Increased promotion for students and parents highlighting opportunities to prepare for a career in transportation, distribution and logistics occupations.

**RealTime Talent CLNA findings for HEALTHCARE:**

- In its 10-year pessimistic forecast, categorized by career cluster, RealTime Talent predicts a growth rate of 11.9 percent for health science.
- Average wages in the health science sector for 2020 were \$80,500.
- In 2021Q1, 159,600 positions in all health science technology positions were estimated for the metro area. RealTime Talent forecasts a growth to 162,500 positions within a three year period.
- The predicted annual growth rate for the health science career cluster is 396 positions.
- RealTime Talent predicts the top talent shortages in the metro area for business in the next 10 years will be for general operations managers (avg salary of \$130,000), financial managers (avg. salary of \$151,000) and project management specialists/business operations specialists (\$80,600).
- The human services sector is expected to grow by approximately 5,000 in the next three years.

MPS	Mpls College	State-Recognized Program of Study	Budget Narrative
x		POS 8: THERAPEUTIC SERVICES	Healthcare simulation software and equipment.
x		POS 8: THERAPEUTIC SERVICES	Technical Skill Assessments and short-term industry certifications.
	x	POS 8: THERAPEUTIC SERVICES	The college will support a tutor to support English-language learners enrolled in healthcare/nursing programs.
	x	POS 8: THERAPEUTIC SERVICES	Increased promotion for students and parents highlighting opportunities to prepare for a healthcare career.
	x	POS 8: THERAPEUTIC SERVICES	Equipment purchases to ensure learning experiences conform to industry standards.

**RealTime Talent CLNA findings for LAW ENFORCEMENT SERVICES**

- In its 10-year pessimistic forecast, categorized by career cluster, RealTime Talent predicts a growth rate of 6.3 percent for law, public safety corrections and security positions with a need of 80 new officers each year for the next 10 years.
- Average wages of Minnesota police and sheriff's patrol officers in 2021 was \$76,960 - \$102,920.
- RealTime Talent predicts the greatest talent shortage in law enforcement services will be for firefighters, police and sheriff's patrol officers, and lawyers.
- The human services sector is expected to grow by approximately 5,000 in the next three years.
- The average salary for law enforcement officers is listed as \$82,700.

MPS	Mpls College	State-Recognized Program of Study	Budget Narrative
x		POS 9: LAW ENFORCEMENT SERVICES	Purchase of updated training equipment for Law & Public Safety Program.
x		POS 9: LAW ENFORCEMENT SERVICES	Increased promotion for students and parents highlighting opportunities to prepare for a Law and Public Safety career.

MPS	Mpls College	State-Recognized Program of Study	Budget Narrative
<b>RealTime Talent CLNA findings for BUSINESS MANAGEMENT</b>			
- In its 10-year pessimistic forecast, categorized by career cluster, RealTime Talent predicts a growth rate of 0.5 percent for business, management and administration.			
- Average wages in the business management career cluster for 2020 were \$72,300.			
- In 2021Q3, Real Time Talents anticipates an annual demand in this sector of 6,926 positions in the City of Minneapolis.			
- The predicted annual growth rate for the business management career cluster is 35 positions.			
- RealTime Talent predicts the top five talent shortages in the City of Minneapolis related to business management over the next 10 years will be financial managers (\$153,800), general and operations managers (\$135,100), management analysts (\$103,900), project management specialists (\$82,600), and market research analysts (\$83,300).			
x		POS 10: BUSINESS MANAGEMENT	Technical Skill Assessments and short-term industry certifications.
x		POS 10: BUSINESS MANAGEMENT	Business simulation software.
	x	POS 10: BUSINESS MANAGEMENT	Business tutor to increase student success and program completion.
	x	POS 10: BUSINESS MANAGEMENT	Increased promotion for students and parents highlighting opportunities to prepare for a career in business management.
<b>The funded items below are in support of all programs of study identified in the secondary budget.</b>			
x		ALL	Fringe related to reserve teachers, extended time and TOSAs
x		ALL	In-State and Out-State Conferences
x		ALL	InDirect Expenses (maximum 5%)
x		ALL	Reserve Teachers, Extended Time and TOSA support for professional development and quality implementation of all SRPOS.
x		ALL	Contracted Services to support articulated college credit agreements, marketing and community engagement to create equitable access to CTE opportunities, career exploration, updated and innovative equipment and virtual field trips and industry connections for all SRPOS.
x		ALL	Transportation for field trips and experiential learning
x	x	ALL	Purchase of updated or innovative equipment in support of all programs of study.

**Developing programs of study**

- The Minneapolis Consortia continues to dedicate time and efforts to develop a pathway into the aircraft maintenance technician program at Minneapolis College. Currently this stands as a POS under facility and mobile equipment maintenance. The development work for this program will create it as an SRPOS under the same career field, cluster and pathway trajectory, leveraging motor repair, electrical and welding skills students learn at MPS. RealTime Talent lists aircraft maintenance as a target occupation with high wage, high demand and high skill characteristics.
- The Consortium will continue to expand course opportunities at the secondary level in the Healthcare program of study to increase on-ramps to postsecondary programs. In SY24, this will focus on emergency medical services.
- While not likely to become a SRPOS, the Minneapolis Consortia has targeted environmental science as an area that merits strengthened connections. RealTime Talent projects an 8 percent shortfall for environmental scientists within the next 10 years. Potential ties include concurrent enrollment opportunities, classroom visits and efforts to increase awareness for career opportunities.
- Similarly, the Consortia hopes to respond to the CLNA-reported need in human services by creating stronger relationships in related programs, even though these are not likely to become SRPOS pathways. RealTime Talent projects a 44 percent shortfall in social work and a 66 percent shortfall in various specialized counseling areas within the next 10 years. Activities would focus on building faculty relationships at both institutions in gateway courses such as psychology and communications.
- The Consortium will expand its Facility and Mobile Equipment Maintenance SRPOS to include power sports equipment, bicycle and e-bike repair to improve alignment and possible articulated credit with Minneapolis College's new bicycle maintenance program.
- Stronger relationships will be sought between the college's Sound Arts program and the district's radio station program, as well as with the college's HVAC program and district CTE courses.
- MPS and Minneapolis College have developed a pathway into Education, though not managed as part of the district's CTE programming. The pathway has been successful in helping students explore education as a career and earn up to 15 concurrent enrollment credits toward a future program of study in education.
- Similarly, a certificate program as a personal trainer and group exercise leader has been developed at Southwest High School. The program, offered through the schools' physical education programs, is based on concurrent enrollment credits.
- **Minneapolis College will support its Informational Technology programming through migration to a virtual desktop infrastructure project. This project will be implemented in**
- **With rapidly changing needs in the IT industry, the ITEC department also plans to purchase new network switches for the ITEC area that would allow classroom, instructor, &**

**POS awareness**

- As mentioned for each of the programs of study, the Minneapolis Consortia intends to increase community, staff and student awareness of career opportunities. Examples include:
  -

Minneapolis Public Schools will expand communications channels through KBEM MPS Voices programming, videos and social media

- Minneapolis College will add a video in FY24 directed to adult learners who may want to change careers or advance their skills through CTE pathways.
- Minneapolis College will continue to utilize geofencing to implement target messaging to identified populations, including those categorized under special populations to increase their awareness of and access to CTE programs. The Consortia will continue to develop other social media and digital messaging to target underrepresented students
- Minneapolis College will continue to fund reimagined and restructured open houses, formerly called Info Nights, dedicated to spreading information about various CTE programs to interested and curious attendees. The college will promote the open houses to the community and intends to add more interactive features to the informational programs.
- The college will expand its summer camp offerings in FY24 after reviving them in FY23. The camps are purposely inclusive of low-income students by charging a fee of only \$15, or free upon request. FY23 monies funded camp personnel and camp activity costs for summer 2022, and pre-camp registration and supplies in anticipation of summer 2023, while camp monies for FY24 will pay camp personnel and activity costs for summer '23 and pre-camp registration and supplies for summer '24.
- Minneapolis College will continue to support a second-year position, a Career Exploration Coordinator, who helps prospective students, including middle and high school, concurrent enrollment, and PSEO, initially explore major and career options at Minneapolis College. This individual engages students early on the onboarding process, as well as provides incoming students career assessments and exploration support. The position aligns with the enrollment goals (SEM) of engaging students early in the onboarding process to declare a major. This coordinator helps incoming students by providing them with career assessments and exploration support to guide them into program pathways that align with their interests and goals. This position also supports goals for Narratives 7 and 9.
- Minneapolis College will continue to support the transition of its highly popular Fashion Show into a live virtual event as well as an in-person event. In FY23, Perkins funding helped support the many new technological equipment and processes needed for this transition. The Apparel Technology department has continued to add new electronic elements to its fashion show, and this year will include streaming video of student bios and portfolios. The purpose is for these to serve as introductions for potential employers viewing the event. As indicated above, students in the college's Apparel Technology program are primarily designers and work in many facets of the fashion industry.
- Faculty from the Graphic Design and Web Design programs will implement multi-pronged efforts to expand employer engagement within their areas, expand alumni connections by creating mentoring relationships and employment opportunities, continue with Perkins-supported work from FY23 to implement universal design elements into their course shells and work to support student awareness and recruitment activities.
- Minneapolis College will host and support events and field trips designed to strengthen student knowledge and familiarity with postsecondary programming and career choices. This includes our open houses, College and Career Day for middle school career exploration, field trips from local high schools, events on campus for HS instructors, events around CTE programs for community and industry stakeholders, job fairs or other events that increase CTE awareness. For the first time, the college will support parking fees for businesses and industries that provide patronage and collaboration for Career Services events at the college.

Check which use(s) of funds in section 135 of Perkins V are supported under this narrative:

- 1. Provide career exploration and career development activities through an organized, systematic framework designed to aid students, including in the middle grades, before enrolling and while participating in a CTE program, in making informed plans and decisions about future education and career opportunities.
- 2. Provide professional development for teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals.
- 3. Provide within CTE the skills necessary to pursue career in high-skill, high-wage, or in-demand industry sectors or occupations.
- 4. Support integration of academic skills into CTE programs and programs of study.
- 5. Plan and carry out elements that support the implementation of CTE programs and programs of study and that result in increasing student achievement on performance indicators.
- 6. Develop and implement evaluations of the activities carried out with funds under this part, including evaluations necessary to complete the local needs assessment and the local report.
- Not Applicable

Upload your S-R POS - Funding POS spreadsheet document here.

FY23 FINAL Minneapolis Consortium--State-Recognized and Funding Priorities--20230616.xlsx

Narrative 3: Collaboration with workforce development boards and other workforce agencies

Workforce Agency Narrative

Describe the CTE activities the consortium will provide to students and adult learners in collaboration with local workforce development boards and agencies. These could include:

- Career exploration and career development activities
- Career information related to high-skill, high-wage, or in-demand industry sectors as identified by the comprehensive local needs assessment
- Career guidance and academic counseling
- Work-based learning or apprenticeship opportunities
- Pre-Employment Transition Services (Pre-ETS) with Vocational Rehabilitation Services (DEED VRS) and adult education programs
- Partnerships that prepare all special populations for successful transition to postsecondary and/or employment

Enter your Workforce Agency response below.

In SY23 Minneapolis Public Schools expanded work-based learning opportunities with the Adult Basic Education (ABE) department and Transition Plus (Special Education services) to embed quality learning experiences associated with work-based learning and career readiness/employability skills for students aged 18 and older.

**In Adult Basic Education**, we will continue to engage work-based learning teacher coordinators and multilingual staff to align our Career Readiness Seminar course with the language development needs of our ABE/ELL students, and provide curriculum that will encourage adult learners to identify career interests, explore career opportunities, and develop important key documents to assist them as they navigate the employment process. Key aspects of this work will include: translating curriculum to be friendly in multiple languages, align activities with ABE skill sets that can be taught by non-CTE teachers, differentiate activities for the adult learner, provide career exploration resources to Adult Basic Education staff and students.

**At Transition Plus**, a school that serves students over 18 years of age who are determined by a State educational agency or a local public educational agency of a State to be mentally or physically handicapped and who participate in a public or nonprofit private school program established for the mentally or physically handicapped, we will continue to provide services to students with educational disabilities and transition needs in post-secondary education and training, employment, and independent living to promote a successful transition from high school to adult life. This work will include access to our work-based learning career readiness seminar course, internship opportunities, and information technology/computer science courses. Students at Transition Plus have access to college credit-bearing opportunities through an articulation agreement and the information technology program of study.

**800 West Broadway - North Minneapolis Workforce Center.** Minneapolis Public Schools Adult Basic Education (and by extension MPS CTE), the NorthPoint Health and Wellness Center, and the Minnesota Department of Employment and Economic Development Careerforce Center are co-located at 800 West Broadway. As the three (3) core tenants of this building their programs are aligned to bring together employment services, education, health care, and community services under one roof to increase employment, educational opportunities, and access to an array of healthcare services. MPS CTE TOSAs and the Director of CTE provide coordination and program input associated with Career Readiness and Experiential learning for the adult students pursuing their GED. The Director of CTE also works closely with the Adult Basic Education team identifying opportunities for collaboration with an approximate in-kind value of \$8,000 dollars. (See attached file for shared costs and additional ABE-related in-kind costs that lend value to our CTE work.)

**In collaboration with Minnesota’s Department of Employment and Economic Development (DEED)** and the MPS special education division, the MPS CTE division will work with our local Pre-Employment Transition Services (Pre-ETS) provider to support special education students to navigate the following career exploration opportunities in alignment with their individual educational plans (IEP): job exploration counseling, worked-based learning experiences, post-secondary education counseling, workplace readiness training, and self-advocacy and align these efforts with the new FAUPL associated with work-based learning.

At Minneapolis College, WIOA programming is conducted through the Continuing Education and Workforce Development department, though other college administrators do attend meetings and give guidance.

In addition, the Career Services department at the college works with industry to help match students with jobs. By early April 2023, it helped facilitate employment for 364 students (based on student and employers indicating successful employment) during the 2023 fiscal year. A total of 130 students attended the in-person Part-Time Job Fair and 150 students attended the in-person Internship and Job Fair. The Perkins grant supports the Assistant Director of Career Services, who assists with internships. Several CTE departments require internships as part of their program of studies and in those cases, faculty and staff from those departments are normally the ones who help facilitate the internships.

Check which use(s) of funds in section 135 of Perkins V are supported under this narrative:

- 1. Provide career exploration and career development activities through an organized, systematic framework designed to aid students, including in the middle grades, before enrolling and while participating in a CTE program, in making informed plans and decisions about future education and career opportunities.
- 2. Provide professional development for teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals.
- 3. Provide within CTE the skills necessary to pursue career in high-skill, high-wage, or in-demand industry sectors or occupations.
- 4. Support integration of academic skills into CTE programs and programs of study.
- 5. Plan and carry out elements that support the implementation of CTE programs and programs of study and that result in increasing student achievement on performance indicators.
- 6. Develop and implement evaluations of the activities carried out with funds under this part, including evaluations necessary to complete the local needs assessment and the local report.
- Not Applicable

**Narrative 4: Integrated Academic and Technical Skills**

**Integrated Academic and Technical Skills Narrative**

Based on the data analysis conducted as part of your CLNA, describe the strategies your consortium will employ to improve the integration of rigorous content aligned with challenging academic standards into CTE programs:

- How will your consortium bring CTE, core academic, and postsecondary instructors together for planning to improve the academic and technical skills of students?
- How will your consortium inform districts and postsecondary institutions about opportunities to integrate academic standards into CTE frameworks/industry standards?
- How do your efforts constitute a well-rounded education as defined by ESEA: "courses, activities, and programming in subjects...with the purpose of providing all students access to an enriched curriculum and educational experience" (Section 8101(52) of Perkins Guide, p. 224)?

Enter your Integrated Academic and Technical Skills response below.

**Technical Skill Assessments.** Minneapolis Public Schools will continue to utilize end-of-course assessments and technical skill attainment as metrics of proficiency for students enrolled in our CTE programs of study. Though no longer a federally agreed upon performance level and accountability metric for the State of Minnesota, use of TSAs has proven to be a valuable strategy to align curriculum and expectations between teachers and locations in our large school district that has historically served 3,000-4,000 students enrolled in CTE courses each year. As our work moves forward over the next two years, MPS will work diligently to align CTE curriculum with additional state-recognized academic standards in science, math, language arts, health and/or social studies - where feasible and in alignment with other content delivery expectations and teacher licensure.

**Integrated Academics.** In support of Minnesota Statute 120B.024 CREDITS our two-year plan is to increase access to 1) Language Arts through work-based learning and visual arts program, physics credit through our engineering program, and life science credit through our agriculture program of study; 2) establish credit equivalency for coursework in our business program of study to be counted towards the state graduation requirement to complete .5 credit of economics; and 3) as needed, update CTE courses currently aligned to MDE Fine Arts standards that MPS counts towards district graduation requirements. Other courses are also under review, but have significant teacher licensing barriers to overcome at the state and local level prior to implementation.

**Short-term Certifications.** MPS and Minneapolis College will continue to review and create opportunities for students to earn short-term certifications through high school hosted programs of study; creating more on-ramps to employment at an earlier age. Our initial focus of this effort will be in the Information Technology/Computer Science, Construction, and Health Science Technology related career fields.

**Industry Standard Equipment/Software.** Perkins funding will continue to support emerging technologies, software and equipment that will bring the technical abilities of our students to industry standards and beyond for both online and on-campus CTE courses. Several of these are found under Narrative 2. Examples include:

- Updated Adobe Creative Cloud for Web & Digital Design students.
- Automotive diagnostic software to troubleshoot and identify repair recommendations.
- Safety training software aligned to needs in the Automotive, Construction and Manufacturing programs.
- Simulation software that will allow students to create and navigate realistic workplace scenarios and companies.
- Health career pathway certification curricular resources (i.e. pharmacy tech, patient care technician)

**Professional development and related SRPOS support.** MPS will continue to utilize two (2) CTE TOSAs to support innovative changes and increase efficiencies to our state-recognized programs of study including but not limited to: curriculum review, infusion of work-based learning opportunities, recruitment and retention of teachers and students, increased technology integration and virtual simulations aligned to short-term industry recognized certifications, credentials and/or college credit, and professional development for teachers and administrators. This investment will benefit all five elements reviewed through the CLNA process: student performance; size, scope and quality; implementation of new programs; retention and training of CTE professionals, and equitable access for students. **Funding for both TOSA positions** is listed under Narrative 2: Programs of Study within the secondary budget because each position is designed to target multiple areas of teacher need that will improve the overall quality of all secondary programs of study including technical skill development of students.

**Online curriculum design.** Minneapolis College will partially fund an online instructional curriculum position for the third year, reducing the funding from 75 to 50 percent for FY24. The initial priority for this position was CTE courses, but it will transition to include more liberal arts courses next year. The curriculum designer works with faculty to design effective CTE classes in an online format, integrating academic and technical skills. The need for this position has been clear. The number of students in online courses jumped from 4,869 students in FY20 to 8,927 in FY21, representing 94 percent of the student headcount. FY22 data indicates more students are now studying on campus. However, prior to the COVID pandemic, the college had been seeing increasingly higher numbers of online students, and the number is expected to remain significantly higher than pre-pandemic years as the college offers significantly more online sections.

**Digital Badging.** The Assistant Director of Career Services position was rewritten in FY22 to oversee the college's new digital badge program, which allows students to integrate all of their academic and technical abilities and competencies into a graphical representation based on a verifiable description of the knowledge and activities required to earn it. Digital badges can be aligned with industry standards and provide an opportunity for employers to take a deeper dive into their candidate pools. It also helps students recognize and appreciate the intersection of academic and technical skills. Minneapolis College used Perkins funds to kick off this program in FY22, and will continue to fund oversight of the program through the assistant director position at 35 percent for FY23 and FY24.

**Communication about academic integration opportunities.** The Minneapolis Consortia partners work with academic departments within their institutions, both sharing and learning about opportunities for teacher training to integrate academic and technical skills. External opportunities for training and curriculum updates also are widely shared. Communication is eased for the Minneapolis Consortia by virtue of having one district and one postsecondary institution.

Check which use(s) of funds in section 135 of Perkins V are supported under this narrative:

- 1. Provide career exploration and career development activities through an organized, systematic framework designed to aid students, including in the middle grades, before enrolling and while participating in a CTE program, in making informed plans and decisions about future education and career opportunities.
- 2. Provide professional development for teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals.
- 3. Provide within CTE the skills necessary to pursue career in high-skill, high-wage, or in-demand industry sectors or occupations.
- 4. Support integration of academic skills into CTE programs and programs of study.
- 5. Plan and carry out elements that support the implementation of CTE programs and programs of study and that result in increasing student achievement on performance indicators.
- 6. Develop and implement evaluations of the activities carried out with funds under this part, including evaluations necessary to complete the local needs assessment and the local report.
- Not Applicable

## Narrative 5: Special Populations

### Special Populations Narrative

Describe the specific, coordinated actions and efforts your consortium will take to:

- Address the barriers to access and success for special populations within CTE programs identified in your CLNA; include a description of how these barriers were identified.
- Prepare special populations for high-skill, high-wage, or high-demand occupations that will lead to self-sufficiency.
- Develop new initiatives to better prepare CTE participants for non-traditional fields.
- Ensure members of special populations will not be discriminated against.

*Perkins V defines special populations as individuals with disabilities; individuals from economically disadvantaged families, including low-income youth and adults; individuals preparing for non-traditional fields; single parents, including single pregnant women; out-of-workforce individuals; English learners; homeless individuals; youth who are in, or have aged out of the foster care system; and youth with a parent who is a member of the armed forces and is on active duty.*

Enter your Special Populations response below.

**Equitable Access.** Based on both the Minneapolis Public Schools (MPS) Comprehensive District Design (CDD) and CLNA that identifies disparities in access to opportunities and proficiency outcomes based on socio-economic status, cultural background, home language, and students with special needs, MPS plans to (as outlined in Narrative 1) pursue the creation of three (3) districtwide Career and Technical Education (CTE) centers plus expansion of online CTE courses available to all 9-12th grade students in our comprehensive and contract alternative high schools. Construction began in the Summer 2022 on the first Technology Center to be co-located at North High School. The next two CTE Tech Centers to be co-located at Roosevelt and Edison High Schools will begin a multi-phased renovation plan that will begin in Spring 2024 and be completed over a three year period. In all, MPS will invest more than \$83+ million between SY22 and SY27 in non-Perkins funding to reconfigure existing MPS buildings and infrastructure.

The North CTE Technology Center will house our Engineering and Robotics, Visual Arts, Computer Science, and Creative Media Production (formerly radio broadcasting) programs of study and act as an open campus setting for all MPS high school students to access beginning Fall 2023. Programs of study to be located at each CTE Tech Center may be adjusted to accommodate phased construction plans and student enrollment. The intended impact of centralizing our CTE course options for MPS students is to:

- Create equitable access to all CTE programs of study.
- Design agile learning spaces with flexibility to change/evolve with workforce needs of the region; Accessible to all MPS students - a destination learning environment that is an extension to our community high schools.
- Use the newly designed and renovated classroom and lab spaces to showcase our CTE programs.
- Focus on what is best for students and career connected learning; outlive individual advocates and leadership changes; and be compelling enough to transcend any perceived bias of location and logistics.

MPS also plans to invest in strategies founded on WIDA training and disciplinary literacy for teachers and counselors to develop and provide proven tools and support to help multilingual learners succeed in each of our CTE programs of study; expanded career exploration opportunities for students in grades 6-12 and Adult Basic Education; increase access to CTE courses via online learning opportunities; and continue the pilot to have designated ELL educational support specialists in three (3) of our CTE locations starting in Fall 2023 through the FY25 using ESSER III and general funding. The focus of these positions is to assist students in CTE classrooms with educational programs and assignments, provide assistance to CTE Teachers to co-create lessons aligned with WIDA best practices and disciplinary literacy strategies for multilingual and English Learners, and assist CTE students with after-school and special education programs, and special events.

**Non-English speakers or English Language Learners.** The FY23 Consortia plan included a coach for English language learners enrolled in Health Sciences programs of study at Minneapolis College. This population faces particular changes with the advanced vocabulary and medical terminology in their respective courses. The college went through several challenges in this hire, including revisions of the position description and lack of candidates. Though no hires were made for FY23, the college is re-submitting this position for FY24 funding, with plans to incorporate it into an existing position with a qualified employee.

A new project for FY24 involves developing career opportunities for non-English speaking populations. In Hennepin County, 17 percent of households communicate in languages other than English, with Spanish by far the primary language in those households. Non-English speakers have very limited career options. For Spanish workers who are able to find full-time, year-round jobs, the average annual salary is \$38,000. A March 2023 report from Minnesota State Demographic Center (The Economic State of Minnesotans 2022) states that 19 percent of households in Minnesota comprised of residents of Mexican descent (not defined by immigration status or birthplace) live in poverty, while another 28 percent live in near-poverty. Mexican descent residents are by far the largest portion of Spanish-speaking Minnesotans.

The college will explore ways to address needs for this population by developing a Spanish track designed to open options in the area of early childhood education. Likely career options include Spanish immersion language schools that have a high need for teachers and teacher assistants. The college will look at results from this project to consider future Spanish tracks in other potential career areas. This project will include translation of curriculum into Spanish, a tutor for students enrolled in the track, and recruitment into the program.

Check which use(s) of funds in section 135 of Perkins V are supported under this narrative:

- 1. Provide career exploration and career development activities through an organized, systematic framework designed to aid students, including in the middle grades, before enrolling and while participating in a CTE program, in making informed plans and decisions about future education and career opportunities.
- 2. Provide professional development for teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals.
- 3. Provide within CTE the skills necessary to pursue career in high-skill, high-wage, or in-demand industry sectors or occupations.
- 4. Support integration of academic skills into CTE programs and programs of study.
- 5. Plan and carry out elements that support the implementation of CTE programs and programs of study and that result in increasing student achievement on performance indicators.
- 6. Develop and implement evaluations of the activities carried out with funds under this part, including evaluations necessary to complete the local needs assessment and the local report.
- Not Applicable

**Narrative 6: Work-based Learning**

**Work-based Learning Narrative**

**Work-Based Learning is a required component of State-Recognized Programs of Study. Consortia are strongly encouraged to invest financial resources to proactively address the expansion of work-based learning opportunities.**

- Describe the experiential learning opportunities provided to students enrolled in CTE programs at the secondary and postsecondary levels.
- Describe the work-based learning programs available to students which support the consortium’s secondary program quality accountability measure (5S3).
- Describe how your consortium will partner with employers to develop or expand work-based learning programs for all CTE students, including special populations at both the secondary and postsecondary levels.
- Based on the most recent data, many consortia are close to improvement plan status at the secondary level. Describe how your consortium will invest financial resources to increase work-based learning opportunities.

*NOTE: In Minnesota, work-based learning serves as a program quality indicator at the secondary level. Data for this indicator is collected from students enrolled in a Work Experience course (course code 97) that provides at least 40 hours of work experience. Experiential learning activities such as career fairs and job shadows are not captured in the performance indicator data.*

Enter your Work-based Learning response below.

**Access to MPS Work-based Learning.** The foundation course for work-based learning in MPS is a career readiness seminar course that is 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 Minneapolis Public Schools work-based learning courses students create personal portfolios that document their mastery in key topic areas. Career readiness artifacts are often created in conjunction with our community partners and other co-curricular experiences. An example of this is a project to create alignment of MPS AVID (Advancement via Individual Determination) literacy and career preparedness strategies with the CTE WBL career readiness course work. Other opportunities for alignment exist between MPS and My Life Plan/Naviance, City of Minneapolis STEP-UP program, Career and Technical Education (CTE) courses, GEAR-UP, Upward Bound, or one of many other MPS Community Partners.

Minneapolis Public Schools CTE programs have also 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. The combination of these co-curricular experiences and our career-readiness seminar learning opportunities has created equitable access for all learners in MPS to explore career-connected learning in grades 6-12.

In SY23 and SY24 MPS expanded the number of teachers in the Work-based Learning (Diversified) program of study. To ensure student success and meet the needs of teachers MPS will focus attention and resources in SY24 to support existing and new work-based learning teachers.

In SY23, Minneapolis Public Schools also identified a need to update curriculum and staff training in the Work-based Learning (ACTE-SPED) program. The district used SY22 Perkins Reallocation funds to support the upgrade in curriculum and staff training. Further development and the need for instructional software, supplies and materials, and training for staff in this program will be evaluated throughout the remainder of SY24 and SY24.

**Pathful (formerly Virtual Job Shadow).** MPS will continue to invest in access for all students, teachers, and content areas in grades 6-12 (with expansion to Adult Basic Education) to have access to Pathful and develop strong connections between core academic subject areas, career exploration, and access to quality high school CTE programming. This investment will include “train the trainer” and a co-teaching model of support to our middle school and high school teachers as they learn to embed this valuable tool in their classrooms and explore the world of work with their students.

Pathful will be used to increase both participants and concentrators in alignment with State Determined Performance Level indicator 5S3 Program Quality: Work-Based Learning; provide a continuous set of data for use in completing and updating Element #5: Progress towards equal access to CTE programs for all students of the Consortium’s CLNA, and increase awareness of CTE programs of study, and be used to increase CTE course enrollment. Measurement of Pathful will be reviewed through monthly usage reports, and student course completion of courses in program 009090 (WBL). Our goals for usage are for 70% students enrolled in grades 6-12, all students taking a CTE course (especially in program 009090) to use this career exploration tool.

**Expanded Middle School Career Exploration Activities.** In accordance with the SEC. 135 Local Uses of Funds (b)(1)(A), MPS will be designing more intentional career exploration activities for students enrolled in grades 6, 7, and 8. In SY23 and SY24, the Consortium will continue its collaboration with Junior Achievement (JA) to provide middle school students with the opportunity to identify skills and interests, recognize career clusters, and make connections between core academics and the world of work. A personal interest survey completed at each grade level will be used to provide a continuous set of data for use in completing and updating Element #5: Progress towards equal access to CTE programs for all students of the Consortium’s CLNA, increase awareness of CTE programs of study, and be used as an opportunity to increase CTE course enrollment. We will also ensure our graduating seniors acquire personal finance knowledge and prepare for financial decisions and challenges they will face in the world of work; including career exploration and post-secondary decision making. Only one-third of the total cost for this collaborative endeavor with Junior Achievement to provide career exploration opportunities for MPS middle and high school students will be funded by the Perkins grant.

**Work-based Learning at the Postsecondary Level.** Several of the college’s CTE programs of study have internship work integrated into programming. These are normally arranged and overseen by the individual departments.

In addition, the Career Services department works to provide work-based learning experiences whether as internships, volunteer work or short-term opportunities.

The Career Services department has identified these goals for the coming year:

- Continue to expand employer partnerships where employers are using the employer rooms through Career Services for recruitment purposes
- Continue to work with instructors to expand classroom assignments for resume and interview preparation for CTE programs including: Trades, Addiction Counseling, Education, etc.
- Continue to expand experiential learning activities for middle school and high school students to ensure they are on the right career path while getting exposure to the college

**Accomplishments**

- Facilitated the In-Person Part-Time Job Fair on September 28<sup>th</sup>. A total of 130 students attended the events to find part-time positions
- Facilitated the In-Person Internship and Job Fair on February 1<sup>st</sup>. A total of 150 students attended the event to find internship opportunities for spring and summer

Other Career Service work has included, but it not limited to these activities, with 2022 numbers included:

- 1108 student appointments, walks-ins 49= total 1157 appointments/walk-ins

2874 student attendances for classroom presentation; 142 Classroom presentation/workshops

- 364 students employed (based on employers and students communicating placement)
- 112 employer on-campus & virtual visits
- 919 student attendances at career events
- 450 Middle School Students had the opportunity to participate in an experiential tour to explore a variety of careers and industries in October of 2021.
- 51 Digital Credential given to students based on Career Readiness Core Competency Skills
- 18 Students matched with Professional Mentors and successfully participated in our Career Ready Mentorship Program

Appointment Breakdown for Career Exploration Appointments:

- 300 Major Career Exploration Appointments
- 63 CliftonStrengths Interpretation Appointments (Assessments)
- 3 Myers Briggs Type Indicator (Assessments)
- 10 Strong Interest Inventory Appointments (Assessments)

Check which use(s) of funds in section 135 of Perkins V are supported under this narrative:

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- 2. Provide professional development for teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals.
- 3. Provide within CTE the skills necessary to pursue career in high-skill, high-wage, or in-demand industry sectors or occupations.
- 4. Support integration of academic skills into CTE programs and programs of study.
- 5. Plan and carry out elements that support the implementation of CTE programs and programs of study and that result in increasing student achievement on performance indicators.
- 6. Develop and implement evaluations of the activities carried out with funds under this part, including evaluations necessary to complete the local needs assessment and the local report.
- Not Applicable



## Narrative 7: Early Postsecondary Credit Opportunities

### Early Postsecondary Credit Narrative

Describe the actions and efforts your consortium will take to expand access and promote:

- Postsecondary credit, such as dual or concurrent enrollment programs in CTE (e.g., the University of Minnesota CIS – College in the Schools, dual enrollment with Minnesota State colleges).
- Articulated credit options for high school coursework matriculation in CTE (e.g., individual agreements between teachers and instructors for articulation).
- CTE coursework that earns credit equivalency for high school graduation requirements (e.g., economics, chemistry, art, math).
- Advanced high school courses and curricula in CTE that provide certifications-by-exams (CASE, Microsoft, Adobe, CompTIA, ServSafe) or credit-by-exams (e.g., AP, IB).

Enter your Early Postsecondary Credit response below.

**Articulated College Credit Transfer Agreements.** Though this is no longer a measured federally agreed upon performance level under Perkins V, Minneapolis Public Schools Career and Technical Education will continue to maintain formal agreements with certain Minnesota colleges and universities for high school courses comparable to college courses. To receive articulated college credit for a high school course, a student must meet requirements (usually earn a B grade or better) and take at least one course at a college or university on an agreement. Minneapolis Public Schools partners with over twenty colleges and universities in Minnesota and nationwide to award college credit to students who successfully complete the requirements associated with college-credit eligible CTE coursework.

Minnesota Colleges and Universities that currently honor MPS CTE articulated college credits:

- Anoka Technical College
- Anoka Ramsey Community College
- Central Lakes College
- Dakota County Technical College
- Dunwoody Technical College
- Hennepin Technical College
- IPR - College of Creative Arts
- Minneapolis College
- Minnesota West Community and Technical College
- Normandale Community College
- Ridgewater College
- Riverland College
- Rochester Community College
- South Central College
- St. Cloud Technical & Community College
- St. Cloud State University
- St. Paul College
- University of Minnesota

**Expand Articulation Agreements within our Consortium.** Minneapolis Career and Technical Education Consortium (MCTEC) is investing funds to support expansion of articulation agreements. Current articulation agreements between Minneapolis Public Schools and Minneapolis College cover students who enter these CTE program areas at Minneapolis College: Architectural Technology, Graphic Arts, Machine Tool Technology, Welding and Metal Fabrication, Information Technology (software development and computer support), Sterile Processing and Distribution Technician, Dental Assistant, Pharmacy Technician, Photography and Motion, and Criminal Justice. New articulation agreements will be explored for the Aircraft Maintenance Technician, Bicycle Maintenance Technician, Apparel Technology, HVAC, and other programs with an intersection of learning and skills between the college and district.

Funds will be allocated by both consortium partners to compensate faculty and teachers for their work on articulation agreements. Both partners will review curriculum, offer input on potential adjustments and create parameters/conditions for students to earn Articulated College Credits.

MCTEC will continue its subscription to CTCCreditMN to allow an easy format for students and parents to learn about articulation opportunities as well as to document the completion of courses under articulation agreements.

**PSEO and Concurrent Enrollment at Minneapolis College.** The Minneapolis Consortium will continue to offer concurrent enrollment opportunities for students in Business courses at Edison High School. Under a Grow Your Own program with MPS, students at Patrick Henry High School and South High School have the opportunity to gain college credit in Minneapolis College for Education courses toward a transfer degree program in Education. Though not funded through Perkins, students at Southwest have had the opportunity to pursue a Personal Trainer and Group Exercise Leader program through

concurrent enrollment. Plans for FY24 include a Yoga trainer certificate program pathway at North High School, funded through an external funding source.

In addition, students at Roosevelt High School may take a specially scheduled PSEO section at Minneapolis College designed to accommodate the high school schedule. This course will allow students in the consortiums Healthcare secondary program to further explore their career goals and prepare for courses in the secondary program. The course leads to a Nursing Assistant/Home Health Aide certificate.

The Consortium will continue to expand its effort to promote 10th grade PSEO course taking options in CTE programs at Minneapolis College and research possibilities of offering on-site PSEO/Concurrent Enrollment classes at MPS high school locations via course contracts

Check which use(s) of funds in section 135 of Perkins V are supported under this narrative:

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- 2. Provide professional development for teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals.
- 3. Provide within CTE the skills necessary to pursue career in high-skill, high-wage, or in-demand industry sectors or occupations.
- 4. Support integration of academic skills into CTE programs and programs of study.
- 5. Plan and carry out elements that support the implementation of CTE programs and programs of study and that result in increasing student achievement on performance indicators.
- 6. Develop and implement evaluations of the activities carried out with funds under this part, including evaluations necessary to complete the local needs assessment and the local report.
- Not Applicable

Narrative 8: Support to Professionals

Support to Professionals Narrative

Provide the following information in the space below:

- Describe the specific actions your consortium will take to recruit and prepare education professionals, including individuals from underrepresented groups and nontraditional careers. What partnerships or processes exist (or will be developed) in relation to recruiting new teachers when the need arises?
- Describe the specific actions your consortium will take to retain, train and develop education professionals and ensure applicable state certification and licensure requirements are met. What opportunities do educators have for professional development?
- How do these actions support the needs identified in your CLNA?

*NOTE: Education professionals include teachers, faculty, administrators, specialized instructional support personnel and paraprofessionals.*

Enter your Support to Professionals response below.

**Teacher Hiring, Retention and Professional Development.** Due to the limited availability of licensed CTE teachers in the state of Minnesota, Minneapolis Public Schools (MPS) will continue to focus their training and retention efforts on professional development related to topics that can serve a dual purpose: increase use of research-based pedagogical practices to improve student success and qualify as teacher relicensure hours, as evidence within a CTE Tier 3 License Portfolio, or certifications aligned to their curriculum. In FY24 we will focus on the following topics through a CTE lens:

- cultural competency,
- English Language Learner
- multi-tiered systems of support - specifically short and long-term planning,
- hybrid instructional practices - technology integration and virtual simulations,
- Perkins V knowledge for teachers and administrators, and
- quality employer engagement.

The MPS team will also work with the district's HR division to recruit and hire (when possible) individuals of a diverse cultural and linguistic background and/or are dual licensed; have a science, math, and/or english language arts teaching license and a state-recognized CTE license. This strategy, if successful, will expand student course-taking options (i.e., engineering classes that also count as a science graduation requirement, work-based learning classes that embed language arts standards, and robotics classes that qualify for math credit). The MPS team will also work with MPS Human Resources on establishing early hire protocols for all CTE teacher openings.

In SY23 and SY24 MPS expanded the number of teachers in the Work-based Learning (Diversified) program of study. To ensure student success and meet the needs of teachers MPS will focus attention and resources in SY24 towards professional development to support existing and new work-based learning teachers.

At the postsecondary level, professional development includes professional memberships, conferences, sabbaticals, participation on advisory groups and other activities as part of faculty and staff contracts to retain staff and to ensure faculty remain current in their discipline. Ongoing training is provided through faculty in-service days and system office training events. Staff receive training in student support, updated policies and procedures, as well as best practices. In FY24, Career Services will send staff to a national conference to learn more about digital badging and best practices to maximize the effectiveness of Minneapolis College's new digital badging program for students and graduates seeking employment.

The college also provides high school concurrent enrollment instructors with discipline-specific professional development and mentorship/guidance for concurrent enrollment courses from an assigned faculty liaison.

The Minneapolis Consortium is dedicated to supporting increased interaction between college and high school faculty. This interaction will lead to greater understanding of each other's programs, curriculums and processes, leading to mutual sharing of best practices and smoother transitions for students.

The Minneapolis Consortium will support its respective administrators and instructors in registration and attendance at the annual CTE Works! Conference and leadership meetings.

Check which use(s) of funds in section 135 of Perkins V are supported under this narrative:

- 1. Provide career exploration and career development activities through an organized, systematic framework designed to aid students, including in the middle grades, before enrolling and while participating in a CTE program, in making informed plans and decisions about future education and career opportunities.
- 2. Provide professional development for teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals.
- 3. Provide within CTE the skills necessary to pursue career in high-skill, high-wage, or in-demand industry sectors or occupations.
- 4. Support integration of academic skills into CTE programs and programs of study.
- 5. Plan and carry out elements that support the implementation of CTE programs and programs of study and that result in increasing student achievement on performance indicators.
- 6. Develop and implement evaluations of the activities carried out with funds under this part, including evaluations necessary to complete the local needs assessment and the local report.
- Not Applicable

**Narrative 9: Performance Gaps**
**Performance Gaps Narrative**

Based on the analysis of disaggregated data for both secondary and postsecondary:

- What specific student group(s) were identified as having significant disparities or performance gaps?
- What specific actions will the consortium take at both the secondary and postsecondary level each year of the local plan to eliminate these disparities or close performance gaps?
- What financial resources will be leveraged to support these actions?

Enter your Performance Gaps response below.

**Performance gaps - Minneapolis College**

- The college has consistently struggled with student retention and completion of programs. Despite numerous initiatives, the 2P1 indicator percentage has moved only slightly – both up and down – for the last several years. One of the strategies designed to improve this is an initiative designed to work with students who stop-out (don't continue to enroll after beginning a program before finishing the program). This is described in Narrative 11.
- The indicator for retention is lower than the average for nearly every category of special populations. For students of color, the percentage of students earning a recognized credential is also significantly lower than the average, at 36.6 percent. The college is focusing on improving support for English language learners by employing a tutor for ELL students studying in the healthcare field, which is one of the largest program areas in terms of enrollment. This was included in the FY23 plan as a distinct position, but the college did not receive appropriate applicants. The college is re-submitting the position, but for FY24 has found a current employee who meets qualifications and would like to take on these duties. The position description for this employee has been modified to include this work.
- Hispanic/Latino students achieved the lowest percentages in terms of placement (79.63 percent) and program completion (31.67 percent) at Minneapolis College in FY21, and represent the subpopulation that, overall, could most benefit from additional services or support. The college is responding to this with the implementation of a Spanish career track, described in Narrative 5.
- One of the most consistent performance gaps are for low-income students compared to not-low-income students. In most CTE programs, low-income students have a 3-8 percent lower course success rate than in not-low-income students. A few programs have a very low differential, such as apparel, nursing and library technology. Significant gaps occur in machine tooling, education and cinema programs. It should be noted that for most programs, a high percentage of students are identified as "not known" in terms of income status.
- Minneapolis College data indicates females fare better than males in all indicator areas.
- Males are less likely to participate in non-traditional career trajectories than females.

**Performance Gaps- Minneapolis Public Schools**

Based on secondary performance indicator gap analysis, MPS plans to focus a significant portion of our allocation on equitable access initiatives that will increase student and community awareness of the value of Career & Technical Education (CTE) as a means to influence the outcomes associated with on-time graduation, career awareness, and career preparedness. Both macro and micro messaging will be created using a variety of communications (web, radio, email, print, influencers, engagement sessions, etc) to share data and opportunities in support of the following identified disparities:

- Secondary CTE participation and concentration of students who are Black, Hispanic/Latinx, American Indian, English Learners or identifying with two or more races;
- Female student enrollment and concentration rates overall;
- Male student concentration in non-traditional career fields;
- 4-year graduation rates of English learner students;
- Post-program placement of students enrolled in special education;
- Postsecondary enrollment of CTE completers with disabilities, students in nontraditional career fields by gender, American Indian students, and Hispanic/Latinx students;
- Work-based learning participation for American Indian, Hispanic/Latinx, White, and multiple race students, as well as students experiencing homelessness, or students from single parent households.

**Steps to close performance gaps**

MPS also plans to invest in WIDA best practices training and disciplinary learning for teachers and counselors to develop and provide proven tools and support to help multilingual learners succeed in each of our CTE programs of study; expanded career exploration opportunities for students in grades 6-12 and Adult Basic Education; and increase access to CTE courses via online learning opportunities; and pilot a concept to have designated ELL educational support specialists in three (3) of our CTE locations starting in Fall 2023 through the FY25 using ESSER III funding. The focus of these positions is to assist students in CTE classrooms with educational programs and assignments, provide assistance to CTE Teachers to co-create lessons aligned with WIDA best practices and disciplinary literacy strategies for multilingual and English Learners, and assist CTE students with after-school and special education programs, and special events.

The Minneapolis Consortium will also increase accessibility and alignment of our programs of study to regional workforce needs. At the secondary level, based on data from the FY22 CLNA MPS will:

- Further expand the course offerings in our Healthcare program of study to include shorter certification opportunities and focus on increased enrollment in this program;
- Incorporate additional opportunities for students to learn about marketing in our Business program of study;
- Continue growing the new Agriculture program of study with the support of industry partners and the Minnesota Agriculture Centers of Excellence;
- Support the expansion of our new Law & Public Safety program of study in alignment with the Minneapolis College School of Public and Human Service programs;
- Review our investment in the Web & Digital Communications program of study with thoughts toward downsizing;
- Continue and expand our engineering & technology program of study in alignment with STEM workforce needs;

- Increase connections to drone technology within our Engineering & Technology and Computer Science program of study;
- Increase online earning opportunities in secondary programs when appropriate;
- Collaborate with and support implementation of education concurrent enrollment career pathway within MPS;
- Increase engagement opportunities with our industry and community partners;
- Increase outreach to and enrollment of students of color and non-traditional students in all pathways;
- Support the professional development of CTE teachers in alignment with multi-tiered systems of support (MTSS) and teacher licensing requirements;
- Expand access to work-based learning to all MPS high schools and contract alternative students; and support expansion of work-based learning for our Adult Basic Education and Transition Plus students;
- Provide MPS students with the opportunity to immerse themselves in professional studies related to their personal career interests while preparing them for career success in the Twin Cities ever-evolving high tech, high skill, local/global economy.

At the postsecondary level Minneapolis College will:

- Continue its support for tutors to support students who struggle with concepts or course success:
  - A lab tutor for the Apparel program (2nd year). This support was put into place for the two-year plan based on performance indicators. The Apparel Technology program had one of the higher placement percentages for 2021 (87.5 percent compared to the average of 85 percent), yet one of the lowest indicators for program completion (at 15 percent). The tutor will help students complete their program of study to take advantage of placement opportunities. The RealTime Talent metro report includes fashion designers as one of the top target occupations in the Arts, Communication and Information field, with an average salary of \$75,200.
  - A lab tutor for Architectural Technology students (3rd year). This position helped increase student completion for the Architecture/Construction cluster to 48.98 percent in 2021. The position was skipped last year, but it is hoped bringing it back for a final year should continue to bring the completion rate for this program back up again. (The cluster had dropped to a low of 37.84 percent in 2022.)
  - One of the pathways with the lowest percentage of retention and completion for FY22 was business management, at 12 percent. The college plans to hire a tutor for business management courses (1st year), and will monitor to see if this support will improve this performance area.
- The college completed its FY23 project to set up and implement a tool loan program for low-income students who are not able to afford the tools to complete their studies in the Aircraft Maintenance Technician program. This initiative has been designed to improve completion in the ACMT program, which has high placement rates, but in 2021 experienced a completion rate of 32.26 percent, significantly below the college's overall 40.25 percent completion rate.
- The college will continue to purchase and administer Clifton Strengths evaluations to help students choose career programs that best align with their abilities, thereby improving their probabilities of success and completion.
- Major efforts at Minneapolis College to improve student performance and eliminate academic gaps emphasize these three wide strategies, none which are presented for Perkins funding:
  - Trauma Healing
  - Equity by Design
  - Guided Learning Pathways

MPS and Minneapolis College will also focus on data collection and data sharing for subgroups of students as a necessary aspect of improving equity. Perkins V requires data disaggregation on several indicators, including race gender, course enrollment and proficiency. By increasing data collection on advanced academic and technical classes and sharing that information on a regular basis with institutional leaders, counselors, educators, and the public, this Perkins V requirement can help our consortia illuminate and narrow existing opportunity gaps. This intentional and consistent review of enrollment and proficiency data will create opportunity and an accountability system that avoids tracking students of color into lower-track career preparation and exposes institutional biases that might otherwise be overlooked.

As identified in Narrative 2: Programs of Study and Narrative 11: Reserve Funds, both consortium partners are dedicating their reserve funding for initiatives to improve performance gaps.

Check which use(s) of funds in section 135 of Perkins V are supported under this narrative:

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- 4. Support integration of academic skills into CTE programs and programs of study.
- 5. Plan and carry out elements that support the implementation of CTE programs and programs of study and that result in increasing student achievement on performance indicators.
- 6. Develop and implement evaluations of the activities carried out with funds under this part, including evaluations necessary to complete the local needs assessment and the local report.
- Not Applicable

**Narrative 10: Consortium Governance**

**Consortium Governance Narrative**

Provide the following information in the space below:

- Describe your consortium’s formal governance structure, including how the consortium leadership is organized, the processes used for making financial decisions and the communication systems in place to ensure all consortium members are continually updated.
- Describe the actions the consortium is taking to ensure Perkins funding is supporting programs of sufficient size, scope and quality.

*NOTE: The required components for a consortium’s governance structure are further detailed in the Perkins Operational Handbook (p 11).*

Enter your Consortium Governance response below.

**Minneapolis Consortia Governance - Employment and Economic Alignment of CTE Programs of Study.**

The Minneapolis Consortia Perkins leadership is dedicated to the harmonious functioning of CTE education in the district and the college to ensure positive results for our students and the local and regional workforce.

**Consortium Advisory.** The Minneapolis Consortium is dedicated to leading a vibrant, interactive Consortium Advisory resulting in beneficial relationships and wide-ranging shared knowledge for all participants. The Consortium began an initiative two years ago to renew its Advisory with these goals in mind, and continued working in FY23 to improve structure, membership and procedures. The Consortium has determined to work with an external contractor in FY24 to solidify gains made in the current year and to further support the transition to ever-increasing positive outcomes for the advisory. In addition to the contractual work, both MPS and Minneapolis College dedicate funds to support the workings of the Consortium Advisory and attendance at Perkins leadership meetings.

The Perkins leadership at MPS coincides with the CTE leadership for the school district and works collaboratively with all academic divisions to align CTE with the strategic plan of the school district. This team ensures coordination of all state-recognized CTE programs of study, CTE teachers and administrators at all MPS high schools, plus city-wide contract alternative programs; creating alignment of curriculum to the industry-recommended workforce needs across the region. We will continue our work to expand career exploration opportunities for approximately 7,000 middle school students in grades 6, 7, and 8. Each high school CTE program will host a minimum of two (2) program-based advisory meetings each year with industry partners, community leaders, students, and staff with the goal of continuous improvement to the student experience aligned with career-connected learning. A full list of community stakeholders can be found in the opening section of the Minneapolis CLNA Framework document.

In FY21 and in FY23, our CLNA-related employer engagement workshop formats were a great success and will continue to influence how we re-structure and engage the community in the development and on-going support of the CTE programs of study in our city. In FY24 we plan to continue to contract for employer engagement workshops and to continue a contract to assist the Minneapolis Consortia leadership team with the development of a new format for our consortia-wide advisory work - and smaller site-based advisory sub-groups. The Consortia leadership team will work to develop and model consistent agendas, engaging activities, incorporate student voice, and use online-forums as they plan and carry out elements to support the implementation of CTE programs that result in increased student achievement on state and federally-identified performance indicators. It is believed that this new structure, as it continues to evolve, will be generative, as it ensures top-to-bottom alignment of strategic priorities and tactical decisions within- and between- the district and the college. The larger consortia-wide advisory committee will be convened at least two (2) times over the course of the year.

Through data collection and analysis of past student successes and gaps in performance the secondary CTE team will also work with the MPS multilingual, special education district program facilitators and site-based personnel to increase support to our district’s special populations (current students and potential students) to increase completion and proficiency rates in our CTE courses. When possible we will leverage other district resources to incorporate multi-tiered systems of support and social emotional learning pedagogical strategies in CTE teacher professional development opportunities; including multilingual WIDA best practices and disciplinary literacy strategies.

**New Communication Strategies.** Another area of expansion will be in communication strategies to keep our students, staff, families, and community partners informed about the great things happening in CTE classrooms every day. Increased outreach and communication strategies will be especially important as the school district expands access to all of our CTE programs and courses through a district-wide CTE program model that allows students to take the majority of their high school coursework at their community high school, and be transported to a centralized CTE tech center to engage in career and technical education programs of study.

The college’s marketing department will continue to work with CTE departments to expand knowledge of CTE course and program offerings with the goal to increase the size of CTE programs, with special emphasis given to high need programs. Specific projects include support and planning for Information nights, videos, targeted digital messaging and publications. MPS will utilize multiple social media platforms, KBEM radio, young-adult social media influencers, school district communication tools, and in-person presentations to reach students, parents and other community members to raise awareness of the value of CTE-related opportunities for the City of Minneapolis

**Institutional Partnership.** Several departments at Minneapolis College and the MPS College and Career Readiness department meet monthly to discuss issues, policies and new developments at the district and college. (MPS CTE leadership are participating members in this work group.) Topics include events at both institutions, processes and supports for students regarding application to the college, financial aid and course registration processes. Student placement requirements and program information is shared with the overall goal to help all students overcome obstacles in pursuit of career pathways. In addition, the college and district have continued with an annual all-morning breakfast meeting.

**Perkins Coordination.** Minneapolis College supports postsecondary Perkins coordination with a part-time position, while the MPS will utilize general funds to increase the staffing in support of secondary CTE programming. In FY24 MPS will add one additional Director of Career & Technical Education and a principal to their leadership team. The two secondary Directors of CTE will jointly serve the role of secondary Perkins Coordinator and are 100% funded by non-Perkins dollars in a full-time position. The Principal will focus on all responsibilities associated with being a site leader in MPS and will be 100% funded by non-Perkins dollars in a full-time position as well.

Duties shared between both consortium partners include maintaining data management and reporting systems and practices to ensure compliance with local, state and national requirements – and to implement programming to meet the stated goals and strategic initiatives of the industry-driven Minneapolis Perkins Consortium and college administration.

Leaders for the Minneapolis Consortium maintain a standing meeting every other week to discuss ongoing Career and Technical Education projects. These meetings have been vital for maintaining smooth communication between the institutions and with Consortium community partners.

**Financial Policies and Procedures.** Each institution within the Minneapolis Consortia is required to follow detailed policies and procedures in respect to financial planning, decisions and processes. Together, the Minneapolis Consortia discusses potential proposals and expenditures to advance CTE programming and alignment of expenditures to the CLNA Frameworks, while also looking at needs at our respective institutions.

At the college, priority goals are shared and initiatives solicited from faculty, staff and administrators. The Perkins Coordinator filters proposals for allowable expenditures and potential issues. The Perkins Subcommittee reviews and recommends projects based on college and Consortia needs and priority goals, as the Consortia leadership continues to share and discuss proposals. The cost centers for Perkins Narrative areas are overseen by the Vice President of Academic Affairs and the dean supervising Perkins programming (Dean of Information Technology and Mathematics and Science.) The Grants Specialist in Minneapolis College’s business office is charged with transactional aspects of the funding. That position, together with the Director of Business Services also provide an additional layer of oversight into proper use of the funds based on the approved Perkins plan.

At the secondary level the results documented in the CLNA Frameworks and the Strengthening Career and Technical Education for the 21st Century (Perkins) plan are shared with and reviewed by teachers, principals and district leadership. Based on program need, when an allowable expense is identified, the CTE teacher completes a purchase approval form and submits it for review to the CTE department for review and potential approval based on priority goals identified in the CLNA and the Perkins plan. If the expense is approved an account specialist assigned by the district Finance department initiates, tracks, and eventually submits payments. Additionally, all expenditures in the Perkins grant are overseen by a federal grants manager in the district’s Finance department. The federal grants manager provides another level of oversight to ensure proper use of the funds is in alignment with district, state, and federal requirements associated with the Perkins grant.

Check which use(s) of funds in section 135 of Perkins V are supported under this narrative:

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- 2. Provide professional development for teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals.
- 3. Provide within CTE the skills necessary to pursue career in high-skill, high-wage, or in-demand industry sectors or occupations.

- 4. Support integration of academic skills into CTE programs and programs of study.
- 5. Plan and carry out elements that support the implementation of CTE programs and programs of study and that result in increasing student achievement on performance indicators.
- 6. Develop and implement evaluations of the activities carried out with funds under this part, including evaluations necessary to complete the local needs assessment and the local report.
- Not Applicable

**Narrative 11: Reserve Funds**

Reserve Funds Narrative

Perkins V, Section 112(c) states that Reserve funding is awarded in order to:

- foster innovation through the identification and promotion of promising and proven CTE programs, practices, and strategies..., or
- promote the development, implementation, and adoption of programs of study or career pathways aligned with State-identified high-skill, high-wage, or in-demand occupations or industries

Budget your consortium's Reserve funding to support no more than two of the following categories:

- CTE Teacher/faculty recruitment, retention
- Achievement gaps in math, language arts
- Performance Gaps
- Development of new programs of study

Please provide the following:

1. Identify category(ies) your consortium will fund and describe the innovations Reserve funding will support.
2. Provide budget details on how Reserve funding will support the innovation or programs of study being developed.
3. What are the expected results of this innovation?
4. How will this strategy continue to be supported after Perkins funds have been expended?

Enter your Reserve Fund response below.

**Spending Category:** Performance Gaps at both the secondary and postsecondary level.

**100% of secondary CTE reserve funds** will be used to fund WIDA (World- Class Instructional Design and Assessment) based best practices and disciplinary literacy training for all CTE teachers and counselors to improve pedagogical practices to improve ELL learning experience in CTE classrooms and decrease performance gaps for special population students enrolled in CTE SRPOS.

In FY24 three ELL educational support specialist positions, previously funded by ESSER III funds, will be funded with non-Perkins district general funds. The focus of these positions is to assist students in CTE classrooms with educational programs and assignments, provide assistance to CTE Teachers to co-create lessons aligned with WIDA based best practices and disciplinary literacy strategies for multilingual and English Learners, and assist CTE students with after-school and special education programs, and special events.

**Goal:** Develop inclusive teaching practices to improve technical language development and acquisition for culturally and linguistically diverse students enrolled in CTE courses resulting in improved metrics on state determined performance indicators.

**Rationale for this investment.**

Student Group	FY2021 MPS 4-year graduation rates (all students, including CTE)	FY2021 CTE Concentrators 4-year grad rates	CTE Impact
English Learners	63.3% 372 of 588 EL students	46.60% 89 of 191 students	<p><b>-16.7%</b> English Learner CTE concentrators have a four-year on-time graduation rate 16.79% lower than the English Learner average school district on-time graduation rate.</p> <p><b>FY24 GOAL:</b> The Minneapolis Consortium is setting a goal to increase our 1S1: ELL 4-year graduation attainment to meet or exceed the Minneapolis Public Schools average for this special population category. Our goal for the next two years is to increase the number of ELL concentrators who graduate in 4-years by 20%.</p>

**Sustainability:** CTE teachers will be asked to incorporate the knowledge they acquire through this professional development into their course outlines as differentiation strategies to serve special populations enrolled in their courses.

**Postsecondary reserve funds** will also support student performance, with a priority on retention.

In FY23, Minneapolis College became familiar with services provided by an external company which implements strategies to help colleges improve student outcomes. The college has determined to contract with the company to improve student performance, particularly with retention. Work will focus on:

- Engagement with stop-out students. These are students who have begun a CTE program of study, but who are no longer enrolling in courses even though they have not completed the program.
- Avoiding stop-outs. This work will be with students who are not yet considered stopped out, but are currently in a CTE program of study and late in enrolling into the next semester.
- Helping stalled students. These students have been accepted into a CTE program of study, but who have not continued forward with enrollment into their courses.



The college will provide lists of priority students for this project. The company will only charge for students who successfully re-engage with their CTE program of study. This alleviates the possibility of funding going toward efforts with students who transferred, began employment or for other reasons have no intention of continuing with their studies. The company will provide the college with regular reports on student progress toward enrollment.

Check which use(s) of funds in section 135 of Perkins V are supported under this narrative:

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- 3. Provide within CTE the skills necessary to pursue career in high-skill, high-wage, or in-demand industry sectors or occupations.
- 4. Support integration of academic skills into CTE programs and programs of study.
- 5. Plan and carry out elements that support the implementation of CTE programs and programs of study and that result in increasing student achievement on performance indicators.
- 6. Develop and implement evaluations of the activities carried out with funds under this part, including evaluations necessary to complete the local needs assessment and the local report.
- Not Applicable

**Workforce Center Collaboration**

Enter information into this table as it applies to your consortium. This table does not self-tabulate. Add totals from Postsecondary Subtotal (line 3) and Secondary Subtotal (line 6) and enter that figure in Total (line 7). If there is no total or dollar amount in a line, enter Zero (0) in the corresponding spot.

*Note: An in-kind contribution is a non-monetary contribution. An example might be a person's time serving on a board or attending meetings. The estimated cost of this person's time would be listed as "in-kind."*

## Workforce Center Collaboration

	Total(s)
(POSTSECONDARY) Total Perkins funds used in collaboration with WorkForce Centers	\$0
(POSTSECONDARY) Estimated expenditure/in-kind contributions used in collaboration with Workforce Centers	\$7,400
Postsecondary Subtotal	\$7,400
(SECONDARY) Total Perkins funds used in collaboration with WorkForce Centers	\$0
(SECONDARY) Estimated expenditures/in-kind contributions used in collaboration with WorkForce Centers	\$8,000
Secondary Subtotal	\$8,000
<b>TOTAL</b>	<b>\$15,400</b>

**Perkins-Funded Positions**

**In the table below, list all Perkins partially- and fully-funded positions. Indicate whether each position is secondary or postsecondary, the percentage of time each position is funded by Perkins, and the amount funded by Perkins. Upload the position description for each individual/position you identify in the table. If you have more position descriptions than allowed in the space below, attach them to the end of the application.**

Perkins Funded Positions

Name	Position	Secondary/Postsecondary	File Folder # (Secondary)	Percentage of Time	Amount
Sandra Gonzalez	Officer for College and Secondary School Partnerships	Postsecondary		25%	\$31,000
Jocelyn Roof	Career Exploration Coordinator	Postsecondary		100%	\$87,500
Christina Achrazoglou	Instructional Designer	Postsecondary		50%	\$51,500
Susan Kraus	Assistant Director of Career Services	Postsecondary		35%	\$26,780
Alicia Emsley	ELL Tutor for Health Sciences	Postsecondary		20%	\$15,000
Unfilled - TBD	Spanish tutor	Postsecondary		100%	\$10,080
Unfilled - TBD	Lab tutor - Architectural Technology	Postsecondary		100%	\$9,000
Unfilled - TBD	Lab tutor - Apparel	Postsecondary		100%	\$13,000
Unfilled - TBD	Program tutor - Business	Postsecondary		100%	\$15,000
Sara Etzel	Teacher on Special Assignment	Secondary	431021	100%	87,341
Unfilled - TBD	Teacher on Special Assignment	Secondary		100%	87341

Attach all Position descriptions as .PDF documents prior to submitting this application

Position Description  
Gonzalez -PD updated 9.9.20.pdf

Position Description  
Kraus Susan - MnSCU Academic Professional 2\_Asst. Director\_2.1.2021.docx

Position Description  
ARCH PD Para Position.docx

Position Description  
APRL PD Para Position - Perkins.docx

Position Description  
Instructional Designer Job Description (1).docx

Position Description  
Career Exploration Position\_Perkins Funding\_5.31.2022.docx

Position Description  
Biology and Nursing Tutor- Coordinator.docx

Position Description  
Business Management Program Tutor Position Description.docx

Position Description  
FY24 CTE - Perkins TOSA #1 Description.pdf

Position Description  
FY24 CTE - Perkins TOSA #2 Description.pdf

Position Description  
Spanish Track paraprofessional PD.docx

Position Description

## Additional Documentation

These required documents must be uploaded with your application:

1. **Statement of Assurances Document** (Statement of Assurance should be combined and uploaded as one single PDF). ([Download the Statement of Assurances Form](#))
2. **Combined Secondary and Postsecondary Budget Excel File** ([Download the Budget form with instructions](#))
3. **Consortium Consolidated Equipment Inventory**
4. **Improvement Plan Template**. Only required for those consortia on an improvement plan. ([Download the Improvement Plan Template](#))

If you have other Additional Supporting Documents that you want to add to your application, upload them below.

REQUIRED: Statement of Assurances Document (Attached as one large PDF file):

2023-04-27 FY 24 Perkins Assurance\_Minneapolis College.pdf, FY24 Statement of Assurances\_Minneapolis Public Schools\_20240428.pdf

REQUIRED: Combined Secondary and Postsecondary Budget Excel File

FY24 Minneapolis Combined-Secondary-Postsecondary-Budget\_20230616.xlsx

REQUIRED: Consortium Consolidated Equipment Inventory

SY23 Minneapolis Consortia Verified Perkins Asset Report\_20230501.xlsx

Improvement Plan

Additional Material

Jocelyn PAR Oct to Dec 2022 Signed.pdf

Additional Material:

PAR Report 7.1.2022 to 12.20.2022 WITH OTHER ACTIVITIES.pdf

Additional Material:

PAR\_Report\_C Archrazoglou fall 2022.doc

Additional Material:

Apparel Para Professional 2023.pdf

Additional Material:

FY23 Northside WorkForce Center In-Kind Info 4.23.2022.docx.pdf

Additional Material

PAR -SGonzalez-F22.pdf

Additional Material:

Additional Material:

