



Status Report

01630-FY17 Minneapolis MCTEC Consortium Perkins Application

Perkins IV Consortium

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Goal 1: Designing & Implementing Programs of Study: Goals, Objectives and Strategies

Goal 1 Narrative:

The Minneapolis CTE (MCTEC) Consortium Advisory Board and Program of Study (POS) Advisory Committees will continue to meet to support and implement the goals of each POS in our region. Advisory and industry input will continue to be encouraged to vet opportunities to improve and add or phase out aspects of our current programs of study. As detailed in Goals 2 and 5, the Consortium Board, Advisories, and other partners bring diverse perspectives and resources to the process, and they receive information about Perkins requirements, labor market information (LMI) trends, and academic standards. These partners, as well as secondary and post-secondary faculty and counselors will also receive professional development as detailed in our application. In addition to responding to stakeholder input, the emphasis in POS design is to meet Perkins requirements and FAUPL targets (Final Agreed Upon Performance Levels), by providing articulated high school to college programs, dual-credit high school/college classes, exposure to all aspects of industry and recognized certifications, embedded student access services, valid and reliable measures of technical skill attainment, and a stronger focus in SY17 on tuition free pathways to a liveable wage career.

The MCTEC Advisory Board has approved a set of CTE programs for 2016-17 (FY17), and is supporting them both with funding for new and updated equipment/software and also with funds targeted at enhancing the skills of instructors and the experience for students. These programs are already inclusive of the rigorous standards set forth by Perkins/State requirements, and/or are being upgraded to offer certification and dual credit opportunities, targeted academic support, valid and reliable academic and technical skill assessments, enhanced learning activities, exposure to all aspects of industry, and seamless connections from high school to 2-year and 4-year degree programs. Secondary to post-secondary course alignment exists in the following career fields: Business, Management & Administration; Art, Communications & Information Systems; Engineering, Manufacturing & Technology, and Health Science Technology with contractual concurrent enrollment and tech prep agreements for the following career clusters: manufacturing; business, management and administration; art, audio/video technology, and communications; information technology; and health science. We will work collaboratively to expand concurrent enrollment contracts to include a tech prep agreement for students who do not meet minimum Accuplacer test requirements or enroll in secondary CTE courses after registrations deadlines for participation in PSEO and concurrent enrollment course taking opportunities.

With the recent approval and expansion of allowing Precision Exams as technical skills assessments for secondary CTE programs of study, in SY17, MPS will focus on increasing alignment and access to these exams, in addition to the support of existing and expanded articulated credit relationships with MNSCU post-secondary institutions. A new learning management system will also be constructed to support secondary professional development, implementation expectations, and access to Perkins-related documents including, but not limited to, course outlines, learning objectives, purchase requests, experiential learning opportunities, course-taking sequences, teacher licensure, CTE Levy reporting, professional development calendars and agendas, advisory membership(s), articulated credit agreements, etc. The program improvements described above and throughout our FY17 plan highlight the integration of academic/industry standards, certifications, and technical skill assessments into all CTE programs of study.

Both MPS and MCTC are working with the Adult Basic Education program, the N. Mpls Workforce Center, and Transition Plus to bring work-based learning, college prep, and CTE course options to the new 800 West Broadway Education and Career Collaborative Center (see attached flyer for additional information). Both institutions have been involved in the design and development of this new learning space since inception and look forward to its opening in the 2016-2017 school year.

The MCTEC advisory steering committee, comprised of the consortium chairperson and the Perkins grant managers from both institutions, will meet monthly to strategically plan and facilitate improved CTE programming for the students of MPS and MCTC via the expansion of course offerings and access to industry recognized technical skills assessments.

Summary of Goal 1 Objectives:

Secondary/PostSecondary - Design, implement, improve programs of study

Secondary/PostSecondary - Upgrade technology infrastructure

Secondary - Youth Apprenticeship program

Secondary - CTE teacher professional development

PostSecondary - Building Operations technician Employment Pathway

PostSecondary - Early Childhood program staff attend National Training Institute on Effective Practices.

Secondary - Communication strategies / Branding and Marketing campaign

Secondary - Perkins 101 / CTE Levy training for MPS, Perkins Advisory, Support Staff, Teachers, Community stakeholders, etc.

PostSecondary - Architectural Technology Digital Laser tape measures

PostSecondary - Director/Dean of Instruction (new position, year 1)

PostSecondary - Upgrade digital radiographs for dental program.

PostSecondary - Welding College Lab Assist (qty 1, year 2), Machine Tool College Lab Assist (qty 1, year 2), CTE Career Coordinator (qty 1, year 2)

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

MPS and AFTC and the work of the Minnesota Green and Technical Education Consortium (MGT-EC) at Roosevelt High School. 97% of our graduates are going on to earn college credit while still in high school.

- MPS Transportation - Facility and Mobile Equipment Maintenance program re-certified its NATEF Collision Repair Program, of which Roosevelt has the only certified program in the state according to the NATEF.org website.
- A new staff member was hired for our welding/construction programs at Roosevelt High School - his success was evident when 67.5% of the Construction Welding 1 students passed the Welding TSA at the end of their first course instead of the planned end-of-course assessment for the Construction Welding 2 course.
- Enrollment in our Healthcare Program of Study at Roosevelt High School increased by 23 students.
- TSA proficiency in our Automotive program is at an all time high with a 76.67% proficiency rate on the SP/2 exams.
- Purchased 2 Miller welding simulators to enhance educational differentiation strategies in our welding program at Roosevelt High School
- Enrollment in our Web & Digital Graphics program improved by 5.1%
- Non-trad enrollment in business continues to be strong in our Business and Finance Program of Study at Southwest High School with 52.8% enrollment of male students.
- Computer Science and Information learning is strong at Southwest with 100% of enrolled students passing the end-of-course Technical Skills Assessments.
- Non-trad enrollment in business continues to be strong in our Business and Finance Program of Study at Southwest High School with 61.1% enrollment of male students.
- The Engineering Program of Study of South High continues to be a flagship program for MPS with high enrollment, strong non-trad female enrollment of 25.6%, and an end-of-course Technical Skill Assessment proficiency rate of 61.5%.
- The Manufacturing/Machine Tool program at South received 6 brand new Southbend lathes in FY16. This equipment is foundational to the successful expansion of the program and can be seen through the increase in enrollment in this program by 17% in FY17.
- Enrollment in the Web & Digital Graphics program continues to be strong with over 331 students enrolled in this Program of Study.
- Purchased 2 Miller welding simulators to enhance educational differentiation strategies in our machine tool program at South High School
- Enrollment in the Web & Digital Graphics program continues to be strong with over 220 students enrolled in this Program of Study.
- The Engineering Program of Study at Henry High continues to encourage students to pursue STEM careers. Their enrollment numbers improved by 6.5% in FY17, their robotics team continues to win awards at regional competitions, and this program is used as a strong recruiting mechanism for their entire high school.
- Enrollment in the Web & Digital Graphics program improved by 15.5% and continues to be strong with over 220 students enrolled in this Program of Study.
- The Computer Science and Information Technology program continues to do amazing work with the age 17+ student population at this school; Alignment to technical skills assessments is at an all time high with a proficiency rate of 51.7% and college credits available for 55% of the course options as this

school.

MCTC and Southwest High School administration and staff worked closely to create a stellar business pathway by offering concurrent enrollment opportunities in the CTE business courses as well as other required courses for an Associate's degree in Business Management. Students at Southwest have the ability to complete their first year of this program while still in high school, and therefore can complete their degree in only one year at MCTC. This also leverages work at MCTC that increases transfer pathway opportunities at four-year institutions, so students could complete a bachelor's degree in three years. Students also have the option of completing an A.A.S. degree in Business Management in just one year at MCTC after taking the first year of courses while in high school.

In fiscal year 2017, under Goal 1, MCTC invested over \$200,000.

Here are a few highlights from this past year:

Career exploration summer camp for MPS middle students

- The Northside Achievement Zone (NAZ) was a key community partner in this camp. NAZ and 21st Century asked MCTC to help support a summer camp which was held at MCTC for six weeks during summer 2017. One goal of the camp was to create a college-going atmosphere and gain interest in programs of study at MCTC. The students were middle school students. The College contacted MPS CTE instructors to seek those who might want to hold workshops based on MCTC - MPS programs. Perkins funds were used to pay stipends to the MPS instructors for their workshops on the MCTC campus.

Dental assistant program

- We purchased digital radiography equipment, which is the industry standard, for our dental assistant program.
- In 2016, almost 40 students received a dental assistant diploma or certificate, an increase of 9% over 2013.
- Over a lifetime of 10 years, our investment could help train perhaps 400 dental assistant graduates.
- This investment will directly impact the skills our students need to secure a good-paying job in their field -- for their themselves and their families.

OTE career coordinator position

- Built relationships with 21 new employers offering job and internship opportunities for CTE major students.
- Maintained relationships with 61 employers via 3 job fairs and 1 internship fair, with combined student attendance 338.
- Conducted 56 online resume reviews, facilitated 162 scheduled, in-person appointments. Assistance included resume reviews, job search assistance, mock interviews, and help finding an internship.
- Assisted in the placement of 32 students in CTE internships and jobs.

QUESTION: Describe the impact of the POS in terms of participation, concentrators, student outcomes, etc.

MPS Curriculum Development Team has completed the development of the new print and digital
This comprehensive Credit by Assessment process ensures students are prepared and equipped to
This project was funded by funds provided by grants from the Council on Education for the Handicapped
MGTG and MGTG, a number of Perkins-related initiatives were awarded by a grant from the State of
The Dental Assistant Program Director was grateful for the investment in digital radiography by paying
The Strength Finder program for our Business Management students also seems to be a good tool to
retention and completion rates and our students' career pathways must be greatly improved.

Goal 1 Objectives

Goal 1 Objectives 1

Use of Funds

R2 Programs of Study, R3 All Aspects of an Industry, R7 Initiate/Improve/Modernize Technology

Strategies

1-5 Develop MDE approved Youth Apprentice program in engineering / machine tool. Align our Engineering/Mfg POS at Washburn, South, and Henry with needs of MN precision manufacturing and construction trades industries. (see Goal 2, Objective 1)

This strategy supports both Goal 1 and Goal 2 - expenditures are listed with Goal 2, objective 1.

Outcomes

Design essential components, coursework alignment, and industry partnerships to MDE requirements.

Measures

Launch of "new" Youth Apprenticeship Program registration opportunities in Spring 2017, with enrollment beginning in Fall 2018.

Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$0.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$0.00
Total	\$0.00

Reallocation Explanation

Goal 1 Objectives 2

Use of Funds

R4 Develop/Improve/Expand the use of Technology, R7 Initiate/Improve/Modernize Technology

Strategies

1-2 Upgrade technology infrastructure in secondary CTE classrooms to align with industry standards and related technological advancements. Upgrade computers, software, and/or related technologies in our Arts, communications, and Information Technology program of study.

Outcomes

Enhanced engagement and acquisition of skills related to industry required technology-related skill sets.

Measures

Report status of hardware/software upgrades and continue to measure student proficiency, articulated college credit and related technical skills assessments across our Web and Digital Communications, Audio/Video Technology and Film, and Programming and Software Development course options.

Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$0.00
Secondary Required Activities	\$103,076.40
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$11,952.06
Secondary Admin Cost	\$6,504.55
Secondary Reallocation Basic	\$25,035.65
Secondary Reallocation Reserve	\$364.90
Secondary Total	\$146,933.56
Total	\$146,933.56
Reallocation Explanation	

In alignment with Goal 1, Objective 2: Minneapolis Public Schools will utilize all of its FY17 Reallocated dollars to upgrade the technology infrastructure in secondary CTE classrooms to align with industry standards and related technological advancements. These funds will be used to replace 6-year old computers that have outdated graphics cards and cannot support the latest version of Adobe Cloud in our Arts, communications, and Information Technology Program of Study at South High School.

30 new computers will be installed in the CTE graphics lab at South High School in alignment with industry hardware/software standards. The installation of this computer lab will influence outcomes associated with students enrolled in the following classes: 92406 - Adobe Photoshop; 92606 Digital Photography; 92416 - Adobe Illustrator; 92116 - Design Theory

Metrics:

1. Continued high enrollment numbers each semester in our graphics program of study at South High School; currently trending at 170 students per semester.
2. Continued college credit articulation agreement with MCTC.
3. Pilot new TSAs for 92406 Adobe Photoshop, 92116 Design Theory, and 92606 Digital Photography in Spring 2017 and SY18.

Goal 1 Objectives 3

Use of Funds

R9 Special Populations, P4 Additional Special Populations, P10 Student Transition, 1

Strategies

1.12 Continue to support a college lab assistant in Welding. Staff will prepare lab equipment between day and evening program. Monitor lab safety. Support expansion of welding program. This was approved in the FY 16 plan. (\$15,000)
 Continue to support a college lab assistant in Machine Tool Technology, which was approved in the FY 16 plan. (\$23,065)
 Continue to support the CTE Coordinator position, approved in the FY 16 plan. Align the full spectrum of student employment: internships, volunteering, service learning, apprenticeships, tours, and student work study. Stay current with national trends, student employment opportunities. Serves as liaison with business and industry personnel that provide employment and work-based learning opportunities for students. (\$55,185)

Outcomes

There will be reinforced learning through oversight of practice labs. There will be maintained order, cleanliness and safety between day program and evening/weekend program.
 There will be reinforced learning through oversight of practice labs. There will be maintained order, cleanliness and safety between day program and evening/weekend program.
 Centralize coordination of employer contacts and internship sites.

Measures

Lab safety report (Target: maintain high safety standard.)
 Lab safety report (Target: maintain high safety standard.)
 Number of CTE students with an aligned work experience. CTE internships will be developed (Target: 50).

Post-Secondary Required Activities	\$93,250.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$93,250.00
Secondary Required Activities	\$0.00

Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$0.00
Total	\$93,250.00

Reallocation Explanation

Goal 1 Objectives 4

Use of Funds R4 Develop/Improve/Expand the use of Technology, 1

Strategies

1.9 Purchase two digital laser tape measurers for the Architectural Technology program students. Digital tapes are standard issue in the industry. Accurate field measuring is a skill all new hires would be expected to have. \$600 total (two @ \$300 each.)

Outcomes

Student attainment of an industry recognized credential, certificate, or degree and experience that is directly relevant to securing jobs within their chosen career.

Measures

This request is part of the Architectural Technology Department's Improvement Plan supported by the Department's Advisory Committee. The goal is to innovate (by adding technology) to set ourselves apart from our local competitors (U of MN and Dunwoody) as an institution that tracks and adapts new technology and specifically trains students with job-ready skills.

Post-Secondary Required Activities	\$600.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$600.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$0.00
Total	\$600.00

Reallocation Explanation

Goal 1 Objectives 5

Use of Funds

R1 Academic Integration , R2 Programs of Study, R5 Professional Development , P3 Work-Based Experiences, P10 Student Transition, P11 Entrepreneurship

Strategies

1.1 Evaluate current trends in CTE, Career Pathways and Student Employment experiences as they relate to the broad Perkins Goals. Evaluate current CTE program offerings at the post-secondary institution and work with the Advisory committees to continually update the programs to meet industry trends.

Address issues raised in MCTC CTE department improvement plans, including retention issues by providing opportunities for: research of other successful programs within the system and nationally, faculty professional development, and curriculum design to implement the initiatives in their improvement plans.

Outcomes

Design, implement and improve Programs of Study (POS) meeting broad Perkins goals. Perkins-related Initiatives, degrees and programs of study offered through the MInneapolis Consortium will be well researched and vetted against local and national trends.

Measures

Secondary: Enrollment data. Increased TSA data. Increased articulation credit proficiency numbers. Participation of students in CTE-related student competitions and formal CTSOs.

Post-secondary: The departments are working on different measures in their improvement plans. Some of the most common include: retaining students in the first year to strengthen their overall retention and completion of awards. Finding pathways for students to enter a program and leave by attaining employment and/or transfer to a university. Recruitment of a diverse student population including non-traditional and communities who haven't been to college. Development of additional pathways to employment.

Post-Secondary Required Activities	\$50,000.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$50,000.00
Secondary Required Activities	\$218,738.96
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Admin Cost	\$12,196.04
Secondary Reallocation Basic	\$0.00

Secondary Reallocation Reserve	\$0.00
Secondary Total	\$230,935.00
Total	\$280,935.00

Reallocation Explanation

Goal 1 Objectives 6

Use of Funds R1 Academic Integration , R5 Professional Development , R9 Special Populations

Strategies

1.10 Start a three-year initiative to improve the course success in CTE programs, with the goal of significantly increasing retention in these programs, as well as overall credential attainment. Create a new dean/director position supporting classroom instruction. Work with faculty to identify best practices and expand their use college-wide through mentorship and faculty professional development activities. \$70,000 Total. \$60,000 for .5 FTE new 3-year Dean/Director of Instruction, pro-rated to start on Aug. 1, is \$55,000; plus \$15,000 for professional development, including in-services activiteis, travel costs & faculty release time.

Outcomes

Increased retention in CTE programs. Improved learning outcomes in CTE programs.

Measures

Increased retention in CTE programs. Improved learning outcomes in CTE programs

Post-Secondary Required Activities	\$70,000.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$70,000.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$0.00
Total	\$70,000.00

Reallocation Explanation

Goal 1 Objectives 7

Use of Funds R4 Develop/Improve/Expand the use of Technology, R7 Initiate/Improve/Modernize Technology

Strategies

1.11 Upgrade to digital radiographs, which have become the industry norm, for our dental assistant program.

Two (2) Digital sensors to include software update = \$17,990.

Shipping and Handling = \$200.

Two laptop computers = \$500 each X 2 = \$1,000.

TOTAL REQUESTED = \$19,190.00; Use \$2,685 from basic allocation.

Outcomes

The students will obtain the training and proficiencies considered to be the professional/occupational standard within the dental field

Measures

The goal will be to have students successfully complete radiographs using digital equipment on both skulls and patients.

Post-Secondary Required Activities	\$2,685.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$16,505.22
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$19,190.22
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$0.00
Total	\$19,190.22

Reallocation Explanation

Goal 1 Objectives 8

Use of Funds R1 Academic Integration , R2 Programs of Study, R9 Special Populations

Strategies

1.4 - Deliver professional development for all secondary CTE staff quarterly in alignment with needs and grant-requirements related to each MPS programs of study. Costs to cover Reserve Teachers or related extended time, conference fees, and related travel. Topics may include: differentiation, dual-enrollment support, marketing to special populations, equity and access, post-secondary alignment, technical skills assessments.

Outcomes

Improved teacher understanding and implementation strategies related to "standards of effective instruction" (SOEI) metrics.

Measures

Attendance / participation records related to each professional development event. Qualitative data related to implementation of PD-related strategies in the classroom.

Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$0.00
Secondary Required Activities	\$26,397.13
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Admin Cost	\$1,422.87
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$27,820.00
Total	\$27,820.00

Reallocation Explanation

Goal 1 Objectives 9

Use of Funds R2 Programs of Study, R3 All Aspects of an Industry, R7 Initiate/Improve/Modernize Technology

Strategies

1.5 - Draft proposed curriculum and secure commitments from pathway employer partners necessary to offer a new Building Operations Technician Employment Pathway to MCTC's Heating, Ventilation, Air Conditioning & Refrigeration (HVACR) students in the 2018 Fall semester.

Outcomes

Obtain the necessary MCTC academic approval of the curriculum for a new academic award in the HVACR Department. Establish Building Operations Technician Pathway Employer Partner relationships with at least three employer partners.

Measures

Launch the Building Operations Technical Employment Pathway in the 2018 Fall semester and sustain the pathway over its first three academic years.

Post-Secondary Required Activities	\$15,000.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00

Post-Secondary Total	\$15,000.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$0.00
Total	\$15,000.00

Reallocation Explanation

Goal 1 Objectives 10

Use of Funds R5 Professional Development , 1

Strategies

1.6 - Enable a faculty member of MCTC's Early Childhood program to attend the National Training Institute on Effective Practices. This conference aims to provide professionals with an in depth, intensive learning experience around the Pyramid Model framework for addressing the social and emotional development and challenging behavior of young children.

\$1,900 Total.

\$600 for the conference and pre-conference costs = \$600.00

hotel accommodations = \$800.00

Transportation costs = \$500.00

Outcomes

Increased professional development learning opportunity for our Early Childhood Education faculty

Measures

Faculty member would provide written report on conference sessions attended - presentation to Early Childhood Education department upon return.

Post-Secondary Required Activities	\$1,900.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$1,900.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reallocation Basic	\$0.00

Secondary Reallocation Reserve	\$0.00
Secondary Total	\$0.00
Total	\$1,900.00

Reallocation Explanation

Goal 1 Objectives 11

Use of Funds R2 Programs of Study, R6 Assessment , R8 Size/Scope/Quality, R11 Articulation

Strategies

1.7 - Launch a marketing campaign in support of goals 1, 3, and 4 to change the community and district perception of CTE that effectively promotes career exploration and district-wide CTE programs of study. Launch will be aligned with registration process for the SY18 school year beginning in November 2016.

Outcomes

Increased participation of students as “concentrators” in each program of study, including but not limited to the new youth apprenticeship program; and increased participation in the secondary district-wide course registration, scheduling and transportation system for students to access all specialized CTE programs of study regardless of race, economic status, circumstance or ZIP code.

Measures

Attendance at outreach events. Enrollment data. Increased TSA data. Increased articulation credit proficiency numbers.

Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$0.00
Secondary Required Activities	\$4,796.73
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Admin Cost	\$203.27
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$5,000.00
Total	\$5,000.00

Reallocation Explanation

Goal 1 Objectives 12

Use of Funds R1 Academic Integration , R2 Programs of Study, P1 Advisory Committees, P10 Student Transition

Strategies

1.8 - Provide Perkins 101 and Perkins-related CTE Levy training to secondary district leadership, teachers, and other stakeholders that support CTE in MPS high schools.

Outcomes

See goal 2.

Measures

Attendance / participation records related to each professional development event. Qualitative data related to understanding of Perkins law and opportunities to collaborate and leverage CTE program options across the district.

Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$0.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$0.00
Total	\$0.00

Reallocation Explanation

Goal 1 Objectives 13

Use of Funds	1
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Strategies

- Enable our students to use cutting edge technologies relevant to high-paying jobs in their fields.

Outcomes

This request will benefit at least 100 students from Photography & Digital Imaging, as well as Graphic Design programs. Some of the courses that would benefit include: Digital Photography, Introduction to Photography Software, Lighting 2, Advanced Photographic Software, Digital Photography 2, Location Flash Photography, and Portfolio Development & Presentation.

Measures

The Photography & Digital Imaging program has a CTE improvement plan. Accordingly, this directly relates to the CTE Improvement plan proposal included in our approved FY 17 Perkins plan (see goal 1, objective 5.) This investment would enhance our students' abilities to be placed in good paying jobs in their field (Perkins performance indicator 4P1.)

Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reallocation Basic	\$7,400.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$7,400.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$0.00
Total	\$7,400.00

Reallocation Explanation

Our Photography & Digital Imaging program would like to purchase a new projector and printer. This professional level equipment is essential to our students who will be working in the professional photography industry. Having projectors that show accurate color and exposure is critical when critiquing their work. Additionally, printing with professional level printing technologies makes our students more employable.

Goal 1 Objectives 14

Use of Funds 1

Strategies

See the strategies listed under goal 1, objective 5, relating to the CTE Improvement Plan.

Outcomes

See the outcomes listed under goal 1, objective 5, relating to the CTE Improvement Plan.

Measures

See the measures listed under goal 1, objective 5, relating to the CTE Improvement Plan.

Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00

Post-Secondary Admin Cost	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$7,292.48
Post-Secondary Total	\$7,292.48
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$0.00
Total	\$7,292.48

Reallocation Explanation

We request to add the postsecondary reserve funds to the CTE Improvement Plan in goal 1, objective 5. Potential additional uses relate to expanding the use of technology to meet industry standards, instructional materials and supplies related to CTE programs, and marketing and outreach activities related to CTE programs.

Goal 1 Objectives 15

Use of Funds 1

Strategies

See the strategies for the CTE Improvement Plan, goal 1, objective 5.

Outcomes

See the outcomes for the CTE Improvement Plan, goal 1, objective 5.

Measures

See the measures for the CTE Improvement Plan, goal 1, objective 5.

Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reallocation Basic	\$1,219.67
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$1,219.67
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reallocation Basic	\$0.00

Secondary Reallocation Reserve	\$0.00
Secondary Total	\$0.00
Total	\$1,219.67

Reallocation Explanation

We request to add \$1,219.67 of the post-secondary reallocation basic funds to the CTE Improvement Plan in goal 1, objective 5 for the same purposes as approved in our original FY 17 Perkins plan, goal 1, objective 5--as well, as the purposes proposed for our use of the reserve reallocation funds.

Goal 2: Effectively Utilize Employer, Community, and Education Partnerships

Goal 2 Narrative:

In alignment with OCTAE's Programs of Study: Local Implementation Readiness and Capacity Self-Assessment tool (OCTAE, 2010), MPS secondary and MCTC post-secondary faculty will work collaboratively to maintain and expand advisories and other working partnerships, identify high-demand occupations in the region, provide enhanced learning activities, and continuously improve effectiveness of the MCTEC programs of study. Faculty and staff will also utilize the NC3T Employer Engagement Toolkit (NC3T, 2014) to guide professional development of administration teams, community partners, and CTE staff to build strong and sustainable business/education partnerships. Through these partnerships, we will provide students with transitional support and exposure to all aspects of industry (e.g., comprehensive work-based experiences, tours, job shadowing, and internships), in order to make true access to current career pathways available.

In SY17, MPS will also begin to design and develop an MDE approved youth apprenticeship program for secondary engineering/machine tools/construction trades programs of study. This initiative and initial infrastructure development will be done in collaboration with the Minnesota Precision Manufacturing Association, Minneapolis Trades Council, Minnesota Department of Labor and Industry, and a variety of other educational and industry-specific stakeholders.

The MCTEC advisory steering committee will gather input and consult with our education, employer and community partners on a monthly basis to systematically to successfully address the needs and goals of our state-approved programs of study.

Summary of Goal 2 objectives:

- Secondary - Training and support of building sustainable partnerships for CTE programs of study
- Secondary - Youth Apprenticeship program
- PostSecondary - Assistant Director of Academic Advising & Retention, CTE (new position, year 1) and Office Admin Specialist (new position, year 1)
- PostSecondary - Educational Pathway Navigator (new position, year 1), plus technology
- PostSecondary - Manufacturing certification (CMAE) training
- PostSecondary - High School problem-solving lesson development
- PostSecondary - Career Code software for business management
- PostSecondary - CTE Navigators

QUESTION: To what degree do CTE advisory committees serve both Secondary and Postsecondary programs? (Do all programs use them? Does the same advisory team advise both secondary and postsecondary programs?)

Answered: Both secondary and postsecondary programs utilize advisory committees annually and are updated along with the curriculum, the program catalog, and the program updated.

QUESTION: What role does the advisory team play for CTE programs? What support have they provided to programs?

Advisory members assist with workforce skill alignment and attainment when choosing curriculum and learning opportunities. Our members come from local, national, and international work-based learning

- our NATEF Collision Repair program was up for recertification;
- our construction program is working diligently to align with the needs of the Minnesota Construction Trades;
- and the advisory members who work for the City of Minneapolis continue to enrich our work-based learning programs with connections to industry and businesses across the metro and collaborating on grants that will enrich CTE programming in MPS.

Advisory committees inform MCTC faculty and deans regarding technical skill assessments, curriculum outcomes and goals and equipment needs, as well as the changing landscape of industry and business needs. Technical skill assessments was an area of focus last year, but departments create their own agendas and culture of working with advisory committees. Advisory members also study the results for program reviews for input on program improvement.

QUESTION: Do the business and industry partners help connect students to work-based learning opportunities? If so, what type of work-based learning is available to students in which programs? How many students are impacted and in which career pathways?

Business and industry partners are critical to the work-based learning opportunities that are available to students. They provide the equipment, materials, and expertise that are necessary for the industry.

During the fall semester, Minneapolis Public Schools partners with the City of Minneapolis and AchieveMinds to provide a variety of work-based learning opportunities for students. The work-based learning program includes a partnership with the City of Minneapolis, the Hennepin County, and the Metropolitan Council college credit, at organizations such as:

Goal 2 Objectives

Goal 2 Objectives 1

Use of Funds

R9 Special Populations, P4 Additional Special Populations,
P10 Student Transition

Strategies

2.2 - Hire educational pathway navigator to serve MCTC CTE students and provide outreach to students interested in CTE programs at MCTC at Cedar Riverside Opportunity Center and Northside Workforce Center. With an estimated 1,100 MCTC students from the Northside and 126 from the Riverside Plaza alone, this position is essential for MCTC to have a meaningful presence in both communities.

The funding would also purchase 30 Chromebooks and a secure storing/charging cart. MCTC's Information Technology department will provide IT support. Only CTE pathways information on the screens will be used at the Northside Workforce Center and the Cedar Riverside Opportunity Hub. Members of the Perkins Advisory Board liked this proposal, as it is going to where the customers are.

\$87,688 Total. \$59,588 for Educational Pathway Navigator (\$65,000, pro-rated to start on Aug. 1.) Plus, \$28,100 for computers and related equipment, as detailed below.

80' Flat panel display (1), \$4,500

50' Flat panel display (2), \$2,000

Wall mount for 80' (1), \$300

Wall mount for 50' (2), \$400

Connect30 tablet cart (1), \$1,500

Chromebooks (30), \$12,000

All in one Printer (2), \$400

Cables/wall plate, \$1000

IT Support, \$6,000

Total = \$28,100

Outcomes

The goal is to lower the unemployment rate by 50% in the Cedar Riverside and Northside neighborhoods within two years. Increase higher education attainment of degrees and/or certifications and enrollment by 50% in Cedar Riverside and Northside in two years.

Decreased advisor-student load. Increased enrollment (Fall to Fall), and increased retention. Number of students who meet more frequently with advisors and utilize supplemental resources.

Measures

Work with Opportunity Center and 800 W. Broadway partners, including Hennepin County and the city of Minneapolis, to track and collect employment data from residents of Cedar Riverside and Northside zip codes.

Increase in student retention (Perkins performance indicator 3P1.)

Post-Secondary Required Activities \$87,688.00

Post-Secondary Permissible Activities \$0.00

Reallocation Explanation

Post-Secondary Reserve	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$87,688.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$0.00
Total	\$87,688.00

Goal 2 Objectives 2

Use of Funds R1 Academic Integration , R6 Assessment , R9 Special Populations, R10 Collaboration, P2 Counseling, P10 Student Transition

Strategies

2.1 - Hire Assistant Director of Academic Advising & Retention (Career and Technical Education) at MCTC. Position would be part of professional team providing comprehensive advising services for students pursuing CTE fields. Hire an office administrative specialist intermediate to serve as the primary administrative support to and liaison for the Dean of Academic Foundations for Career and Technical Education programs who is the cost manager for the Perkins grant. This position will play a key role in developing and maintaining relationships with Minneapolis Public Schools, other districts and community partners. \$63,000 for Asst. Dir., + \$36,667 for OAS CTE Intermed. (\$40,000, pro-rated to start on Aug. 1.)

Outcomes

Increased enrollment and retention. Assist in coordinating events, meetings, and other activities of note that support the development of Career and Technical Education opportunities for students.

Measures

Number of students who meet more frequently with advisors and utilizing supplemental resources. Number of students prepared/oriented in high school and college for CTE pathways and programs of study. Customer satisfaction survey could also be used.

Post-Secondary Required Activities	\$99,667.00
Post-Secondary Permissible Activities	\$0.00
Reallocation Explanation	
Post-Secondary Reserve	\$0.00
Post-Secondary Admin Cost	\$0.00

Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$99,667.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$0.00
Total	\$99,667.00

Goal 2 Objectives 3

Use of Funds R9 Special Populations, P4 Additional Special Populations, P10 Student Transition

Strategies

2.8 Hire two CTE Navigators to assist CTE students in getting oriented to the college and starting their first semester at MCTC. Also to ensure they have the necessary resources to be successful.

\$82,500 (for 2 positions @ \$45,000 each, pro-rated to start on Aug. 1.)

Outcomes

Decreased advisor-student load. Increased enrollment (Fall to Fall), and increased retention. Number of students who meet more frequently with advisors and utilize supplemental resources.

Measures

Increase in student retention (Perkins performance indicator 3P1.)

Post-Secondary Required Activities	\$82,500.00
Post-Secondary Permissible Activities	\$0.00
Reallocation Explanation	
Post-Secondary Reserve	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$82,500.00
Secondary Required Activities	\$0.00

Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$0.00
Total	\$82,500.00

Goal 2 Objectives 4

Use of Funds R3 All Aspects of an Industry, R5 Professional Development

Strategies

2.3 - Certify instructors at the secondary level to teach the CMAE manufacturing courses. These courses are foundational manufacturing courses, built as the first step in the manufacturing education pathway. It also provides an industry-recognized certification (MSSC Certified Production Technician), so the high school graduate is more marketable and can find good paying work, within their chosen field, while going to college. Also see See Goal 1, Objective 6.
 \$5,000 for 2 release-of-credit hours to fund MCTC faculty for training development and actual training of high school instructors.

Outcomes

Number of enrolled students, completers, and students transferring courses into MCTC from the manufacturing education pathway

Measures

Number of newly certified secondary instructors to teach the CMAE manufacturing courses.

Post-Secondary Required Activities	\$5,000.00
Post-Secondary Permissible Activities	\$0.00
Reallocation Explanation	
Post-Secondary Reserve	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$5,000.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$0.00
Total	\$5,000.00

Goal 2 Objectives 5

Use of Funds

R2 Programs of Study, R10 Collaboration, R11 Articulation

Strategies

2.4 - Design and develop an MDE approved Youth Apprenticeship Program for secondary engineering and machine tools program of study with CTE staff, MDE, industry partners, MPS leadership and post-secondary.

Outcomes

Infrastructure and related program details designed and aligned in SY17 with soft launch in SY17 and full launch in SY18

Measures

Attendance at outreach events. Enrollment data. Increased TSA data and/or articulation credit proficiency numbers. Student participation in youth apprenticeship work opportunities.

Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Reallocation Explanation	
Post-Secondary Reserve	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$0.00
Secondary Required Activities	\$21,000.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$21,000.00
Total	\$21,000.00

Goal 2 Objectives 6

Use of Funds

R1 Academic Integration , R10 Collaboration, P2 Counseling, P10 Student Transition

Strategies

2.5 - Provide a stipend or a faculty member to develop and present a 60 minute problem-solving lesson to area High School students to introduce and promote the field of architecture and drafting. Ideal partners are schools with pre-engineering or Project Lead the Way Programs.

\$1,000 stipend

\$200 instructional materials/supplies related to CTE programs

Outcomes

FY 2017 goal is to partner with three high schools.

Measures

Assess how much progress was made towards the goal of partnering with three high schools.

Post-Secondary Required Activities	\$1,000.00
Post-Secondary Permissible Activities	\$200.00
Reallocation Explanation	
Post-Secondary Reserve	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$1,200.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$0.00
Total	\$1,200.00

Goal 2 Objectives 7

Use of Funds

R5 Professional Development , R6 Assessment , R9 Special Populations, P2 Counseling

Strategies

2.6 - Use Career Code program to help Business Management students explore their career options in this field. By understanding where their interests and strengths are, students are better equipped to find a good career fit for themselves. The goal is to prevent credits earned that are not relevant to their final, chosen major—and speed up the time to graduation, thereby allowing students to reach maximum financial aid usage.

\$5,000 Total.

Staff Training for Career Services Advisors for Business Management program using CareerCode program: – \$750.

Coding of MCTC student programs, pathways to align with clusters, pathways and CareerCode objectives as criteria or choosing major, program or career path. Jobs defined and coded to match programs, coordination with Workforce Development \$1,500.

Student Classes (50 students each) each year including Instructor time, CareerCode Quiz, workbooks, and individual CareerCode Educational, pathways and jobs report for participating Business Management program students - \$2,750.

Outcomes

After year one, the research department will conduct a final quantitative research to explore how the program has retained students at MCTC.

Measures

Data will include the following: number of times a student has changed their major, enrollment and academic suspension status, and an accurate anticipation of graduation date.

Post-Secondary Required Activities	\$5,000.00
Post-Secondary Permissible Activities	\$0.00
Reallocation Explanation	
Post-Secondary Reserve	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$5,000.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$0.00
Total	\$5,000.00

Goal 2 Objectives 8

Use of Funds R2 Programs of Study, R10 Collaboration, R11 Articulation

Strategies

2.7 - Utilize "Employer Engagement Toolkit" to build strong and sustainable business/education partnerships. This goal funded under goal 1, objective 4.

Outcomes

Improved advisory committee structures and enhanced community partnerships for all MPS programs of study.

Measures

Tracking and reporting of advisory minutes and community involvement in MPS programs of study. Measurement of leveraged resources to enhance MPS programs of study.

Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Reallocation Explanation	
Post-Secondary Reserve	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$0.00
Secondary Required Activities	\$0.00

Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$0.00
Total	\$0.00

Goal 3: Improve Service to Special Populations

Goal 3 Narrative:

Secondary and post-secondary CTE faculty and staff will partner with internal departments and external partners serving special populations to overcome barriers and support full participation in MCTEC programs of study. The objective is to provide access to high-skill, high-wage, high-demand career pathways to all students. MCTC's Office for Disability Services and Counseling and Advising Services is an example of internal supports for special population access. Also, programs to educate and involve parents and family members of students are primary strategies to increase access and success. Applying these strategies, and holding special populations to the same high expectations as other groups, will prevent discrimination based on status and encourage student success.

At the secondary level, the school district will focus significant energy on the design and implementation of a district-wide course registration, scheduling and transportation system for students to access CTE programs of study regardless of race, economic status, circumstance, or ZIP code.

MPS will also focus its CTE teacher professional development sessions on differentiation, dual-enrollment support, marketing to special populations, equity and access in line with MPS strategic plan related to improved student outcomes and graduating students with global competencies for the 21st century; equitable educational opportunities that transcend disparities and ensure positive educational outcomes; and commitment to the growth and development of effective teachers, school leaders and staff.

The MCTEC advisory steering committee, comprised of the consortium chairperson and the Perkins grant managers from both institutions, will meet monthly to assist members of special populations prepare for entry into high skill, high wage, or high demand occupations. Accordingly, our efforts will focus on individuals from economically disadvantaged families, English Language Learners, and pregnant and parenting teens, with the goal to improve on the Perkins performance indicators of non-traditional participation and non-traditional completion.

Summary of Goal 3 objectives:

Secondary - CTE staff professional development re: equity, access, and differentiation strategies

Secondary - Design and implement a district-wide CTE course registration, scheduling and transportation system to enrich access to CTE programs of study via a multi-school enrollment option.

PostSecondary - Student Parent Center support staff (new position, year 1)

PostSecondary - Closed-captioning videos for early childhood education program

PostSecondary - Nursing College Lab Assistant (new position, year 1)

PostSecondary - Google Chromebooks (Google Licensing Certificate program - technology for educators)

PostSecondary - Architectural Technology Lab tutor (new position, year 1)

PostSecondary - HVAC Lab Assistant (new position, year 1)

QUESTION (for FY15 only, optional for FY16): What service was conducted during the grant year that was most successful?

My staff had potential impact on the overall number of students in cognitive, linguistic, or foreign language programs. The reading level of the students was a key factor in determining technology use. We also found that students with reading difficulties, such as dyslexia, can benefit from such technology. This helps improve student learning, which may positively impact our overall success. We are currently working on a plan to provide additional support for students with reading difficulties.

QUESTION (New for FY16): What strategies were adopted to overcome barriers for special populations?

MCTC's Accessibility Resource Director was instrumental in putting together our assistive technology proposal. It is described above.

MCTC: The Accessibility Resource Director was instrumental in putting together our assistive technology proposal. It is described above.

QUESTION: Describe how your consortium uses data to target consortium activities to the needs of special populations and what impact the efforts have had on success of special populations.

From our analysis of the data we saw that the vast majority of individuals who took a TSA came from the following categories: students with disabilities, students with language barriers, and students with learning disabilities. We used this information to help develop our FY-18 Perkins budget, which MCTC had to prioritize. We are currently working on a plan to provide additional support for students with reading difficulties. As of the success of our special populations, there is one example. In FY2017, our college's percentage of students who are employed or in further education was 92.11%.

Goal 3 Objectives

Goal 3 Objectives 1

Use of Funds

R2 Programs of Study, R9 Special Populations, P3 Work-Based Experiences

Strategies

3.1 - Financially support a full-time employee to staff the Student Parent Center, which a new service offered through the Student Support Center. The idea for this space is to give MCTC Students, whom are parents/guardians, a place to study (with or without their children). The Center does NOT include a daycare, but rather an open space for children to engage in age appropriate activities out while their parents are hard at work getting their education. The Student Parent Center offers the following: computer banks, individual and group study areas, and more.

\$17,500, total.

\$16,450, Personnel (salary & fringe) \$47,000 X 35% requested amount = \$16,450.

\$1,050. Non-personnel, e.g. instructional materials/supplies related to CTE programs, \$1,050

Outcomes

The desired goal of this center is to support student parents – who are often now retained as frequently as non-parent students. This support would in turn lead to their increased retention and academic success. Over the past three years, 53% of MCTC's student population have been CTE majors. Accordingly, it is estimated that 50% of the Parent Center's students are CTE majors and would benefit from this proposal.

Measures

Semester to semester/year to year retention rate.

Post-Secondary Required Activities	\$16,450.00
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Reallocation Explanation

Post-Secondary Permissible Activities	\$1,050.00
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Post-Secondary Reserve	\$0.00
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Post-Secondary Total	\$17,500.00
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Secondary Required Activities	\$0.00
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Secondary Permissible Activities	\$0.00
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Secondary Reserve	\$0.00
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Secondary Total	\$0.00
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Total	\$17,500.00
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Goal 3 Objectives 2

Use of Funds

R9 Special Populations

Strategies

3.8 - Hire a college lab assistant for the Heating, Ventilation, Air Conditioning & Refrigeration (HVACR) program. The program has increased their course caps for beginning students and feel this position would help with retention of first year students and improve the overall quality of the student lab experience.

\$39,287, pro-rated to start on Aug. 1. (\$15.85 per hour, min. starting salary for CLA 1, X 2,080 hours = \$32,968; this X 30% for benefits = \$42,858, X 11/12 = \$39,287.)

Outcomes

Improve the overall quality of the student lab experience by having another person available to assist students.

Measures

The program will compare retention and graduation rates before and after having a full-time CLA.

Post-Secondary Required Activities \$39,287.00

Reallocation Explanation

Post-Secondary Permissible Activities \$0.00

Post-Secondary Reserve \$0.00

Post-Secondary Total \$39,287.00

Secondary Required Activities \$0.00

Secondary Permissible Activities \$0.00

Secondary Reserve \$0.00

Secondary Total \$0.00

Total \$39,287.00

Goal 3 Objectives 3

Use of Funds R9 Special Populations

Strategies

3.2 - Address the need for high quality visual resources with closed captioning to meet the needs of our deaf students in our classes as well as for our online student population. This would benefit our Early Childhood Education students in seven different classes.

\$3,500 Total. \$500.00 X 7 classes for purchasing either DVD or access to streamed videos that match the course content to enhance our visual materials for all students but especially the deaf students and online students in our program.

Outcomes

Improved comprehension of what is being presented in class.

Measures

We will solicit feedback from our students to gauge the impact of this investment.

Post-Secondary Required Activities \$3,500.00

Reallocation Explanation

Post-Secondary Permissible Activities \$0.00

Post-Secondary Reserve \$0.00

Post-Secondary Total \$3,500.00

Secondary Required Activities \$0.00

Secondary Permissible Activities \$0.00

Secondary Reserve \$0.00

Secondary Total \$0.00

Total \$3,500.00

Goal 3 Objectives 4

Use of Funds

R1 Academic Integration , R2 Programs of Study, R9 Special Populations

Strategies

3.3 - Deliver professional development for all CTE staff quarterly in alignment with needs and Perkins grant requirements related to MPS programs of study. Topics may include: differentiation, dual-enrollment support, marketing to special populations, equity and access. Related expenditure listed in goal 1, objective 2

Outcomes

Improved teacher understanding and implementation strategies related to "standards of effective instruction" (SOEI) metrics.

Measures

Attendance / participation records related to each professional development event. Qualitative data related to implementation of PD-related strategies in the classroom.

Post-Secondary Required Activities \$0.00

Reallocation Explanation

Post-Secondary Permissible Activities \$0.00

Post-Secondary Reserve \$0.00

Post-Secondary Total \$0.00

Secondary Required Activities \$0.00

Secondary Permissible Activities \$0.00

Secondary Reserve \$0.00

Secondary Total \$0.00

Total \$0.00

Goal 3 Objectives 5

Use of Funds

R2 Programs of Study, R9 Special Populations, R10 Collaboration, R11 Articulation

Strategies

3.4 - Design and implement a district-wide CTE course registration, scheduling and transportation system for students to access CTE programs of study regardless of race, economic status, circumstance, or ZIP code.

Outcomes

Pilot a common course catalog and registration process for students in Zone 2 that focuses on SY17 10th and 11th graders at Transition Plus, Wellstone, Longfellow, Roosevelt, South, and possibly Harrison. Initiative would include: marketing, dual enrollment between high school sites, and a transportation plan.

Measures

Increased student enrollment in CTE programs of study by students representing "special populations" who do not have CTE programming offered at their community high school.

Post-Secondary Required Activities \$0.00

Reallocation Explanation

Post-Secondary Permissible Activities \$0.00

Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$0.00
Secondary Required Activities	\$107,266.61
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$113,035.00
Total	\$113,035.00

Goal 3 Objectives 6

Use of Funds R9 Special Populations, P4 Additional Special Populations

Strategies

3.5 - Employ a Nursing college lab, part-time assistant to provide academic support for students enrolled in Nursing program courses. This proposal was approved for the summer of 2016. This proposal would continue that for FY 17. Following the Supplement Instruction model from the University of Missouri, the Nursing CLA would provide tutoring for nursing program students. As needed, the Nursing CLA would split their time between MCTC and Saint Paul College campuses. \$14,960 for salary for CLA (20 hours/week), 2 semesters

\$1,000 instructional materials/supplies related to CTE programs

Outcomes

The primary goal is for participants to earn higher grades and successfully complete their coursework. This proposal impacts the following Perkins performance indicators: students earning a credential, certificate, or degree (2P1); students' rate of retention or transfer to a four-year college or university (3P1).

Measures

Improved grades and improved course completion among students utilizing this resource.

Post-Secondary Required Activities	\$14,960.00
Reallocation Explanation	
Post-Secondary Permissible Activities	\$1,000.00
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$15,960.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$0.00
Total	\$15,960.00

Goal 3 Objectives 7

Use of Funds P7 Equipment Leasing/Purchasing/Upgrading

Strategies

3.6 - Facilitate the improvement of Google Certified Licensing Exam Level 1 (a three hour long exam) for Technology for Educator program students through the purchase of a class set of Google Chromebooks with a cart to secure them. In order for students to successfully prepare and take this exam, students must have access to Google Classroom products and access to a computer with a webcam to take the exam. This purchase will facilitate students being able to improve test outcomes. Post-secondary - see Goal 1, Objective 6. Also, P7 Equipment Leasing/Purchasing/Upgrading.

Outcomes

In Spring 2016, we piloted the exam. We will use these results as a benchmark with which to compare future results.

Measures

We will track those that successfully earn the certification over time.

Post-Secondary Required Activities	\$0.00
Reallocation Explanation	
Post-Secondary Permissible Activities	\$12,000.00
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$12,000.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$0.00
Total	\$12,000.00

Goal 3 Objectives 8

Use of Funds R9 Special Populations, P6 Mentoring/Support Services

Strategies

3.7 - Get Architectural Technology students up-to-speed on basic drawing commands and basic file saving protocol so that they do not fall behind by adding a lab tutor to Introduction to AutoCAD (Architectural Technology 1030.) Require students enrolled in this class to attend two study sessions a week for the first four weeks or until they pass a drafting assessment of basic skills (offered at week 4.)

\$1,500 (staffing cost for 5 hours a week for 16 weeks=80 hours) X \$9 per hour=\$720 plus additional payroll expense. 2 semesters = \$1,500.

Outcomes

Students who fall behind are the first to drop out because drafting skills are cumulative – new skills are learned each class session and the next session builds on the last. Mastery of this software is crucial to success in the Architectural Technology program. This relates to Perkins performance indicators 2P1, students earning a credential, certificate, or degree and 1P1, technical skills attainment.

Measures

This request will be tracked for six semesters. The instructor will document the number and type of students who attend each study session, who successfully test out after four weeks and track the number of additional weeks of tutoring help for those students who do not pass after four weeks. The program also will be able to see how many students from the first two semesters successfully complete the program.

Post-Secondary Required Activities	\$1,500.00
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Reallocation Explanation

Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$1,500.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$0.00
Total	\$1,500.00

Goal 4: Provide a Continuum of Service Provision for Enabling Student Transitions

Goal 4 Narrative:

The Minneapolis Career and Technical Education Consortium (MCTEC) will continue to invest in successful transition programs described in the continuum of service provision. In addition, the MCTEC Advisory Board will focus on CTE articulated credit/concurrent enrollment opportunities, as well as expanding their support of 7th/8th grade career exploration opportunities, that will assist in marketing and enrollment of MPS CTE programs of study. Transition services will be designed to increase student exposure and readiness levels to take the next step in their education/career development at both the secondary and post-secondary level. This includes district-wide access to secondary CTE programs of study as well as providing flexible scheduling and program formats to enroll and retain adult learners who are in school and/or work transition.

Both MPS and MCTC are working with the Adult Basic Education program, the N. Mpls Workforce Center, and Transition Plus to bring work-based learning, college prep, and CTE course options to the new 800 West Broadway Education and Career Collaborative Center (see attached flyer for additional information). Secondary and Post-secondary CTE programs are also represented at the annual STEM & Career Exploration Expo which is a strategic initiative to increase student enrollment in high school CTE courses.

Summary of Goal 4 Objectives:

- Secondary - 9-12th grade Career Counseling/Advising/Career Readiness certification and portfolio development; 7th-8th grade Career Exploration
- PostSecondary - Future Teacher Conference (3rd year)
- PostSecondary - Early Alert and Academic Outreach Intern (new position, year 1)

QUESTION: Describe the kinds of articulation, college-in-the-schools, transfer credit courses offered and how many students participated.

MPS offers college credit in our BLT/W engineering courses; IB/AP courses; concurrent enrollment in AP; Conservatory credit in AP; college credit; CLEP students in AP; unassisted college credits

BYT Student Data Containing 3 Proficiency and Final College Credits

1171 Understanding Mathematics (10 college credits) 137 students

959 Under Business (10 college credits) 132 students

959 Under 215 students / 675 college credits (3-7 credits) = 86 students

9200 Under 253 students / 759 college credits

9340 Under 17 students / 214 college credits

9300 Under Computer Science & Information Technology 100 students / 151 college credits

QUESTION: To what degree and in what ways are these advanced credit courses transcribed on the students high school record and on college transcripts?

MPS offers concurrent enrollment requirements to receive college credit as well as special arrangements for students as they navigate day college credit opportunities. MPS works in partnership with the MRS on discipline staffing and the student advising department to identify in enrollment the day course was signed for and the student earned an articulated or concurrent enrollment credit. MPS has contracted CTE Consulting to assist mainly with on-site CTE teachers

Goal 4 Objectives

Goal 4 Objectives 1

Use of Funds

R9 Special Populations, R10 Collaboration, R11 Articulation, P5 Student Organizations , P8 Teacher Preparation

Strategies

4.1 - Building on the success of the FY 16 future teacher conference, MCTC would like to host another event. Also see Post-secondary Goal 1, Objective 6.

\$3,000 for lunches, facilities time, speaker fees, marketing of the career to high school students/community members

Outcomes

The conference offers a good opportunity to expose current and prospective education students to learn more about the teaching profession.

Measures

The FY 16 event brought 200 people to campus to engage in professional development around the educational pathway.

Reallocation Explanation

Post-Secondary Required Activities	\$3,000.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$3,000.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$0.00
Total	\$3,000.00

Goal 4 Objectives 2

Use of Funds

R9 Special Populations, P2 Counseling

Strategies

4.2 - Hire Early Alert and Academic Outreach Intern to assist with assessment, advising and resource navigation to increase persistence for College Technical Education (CTE) students identified through the Early Alert System. The intern will also assist with reaching out to CTE students that are on academic warning and provide information targeted to the individual student to increase success to meet academic standards.

\$16,074 (880 hours X 13.53/hr. + 35% for FICA)

Outcomes

Increased assistance toward retention efforts and enhanced ability to provide new CTE students and their families with accurate information and assistance.

Measures

Using the Intern, we can measure the before and after persistence and completion rates of College Technical Education students to determine the effectiveness.

Reallocation Explanation

Post-Secondary Required Activities	\$16,074.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$16,074.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$0.00
Total	\$16,074.00

Goal 4 Objectives 3

Use of Funds P2 Counseling, P10 Student Transition

Strategies

4.3 - Increase career counseling/advising and course alignment services between secondary and post-secondary. Promote tuition free pathways to liveable wage job/career. Support “We Want You Back” students and staff with connections to secondary CTE programs of study. Career Readiness certification and 7th/8th grade career exploration.

Outcomes

Increased participation of students in secondary/post-secondary programs of study. Increased marketing of Power of You as a tuition free option to access CTE post-secondary courses.

Measures

Power of You marketing and application data. Enrollment data. Increased articulation credit proficiency numbers.

Reallocation Explanation

Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$0.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$21,000.00
Secondary Reserve	\$0.00
Secondary Total	\$21,000.00
Total	\$21,000.00

Goal 5: Sustain the Consortium of Secondary and Postsecondary Institutions

Goal 5 Narrative:

As noted earlier, our consortium uses data to help guide informed decision-making in a variety of ways. From our ongoing ELPAC (review of content across FY 2017 Final Annual Report Grant (EALP) data, we have identified 12% of our students who are identified as English Learners, whose primary language is not English. From examination of the data, we saw that the vast majority of individuals who took the TSA came from the English Learners population. We used this information to help develop our FY 18 Perkins budget, which MCTC had to prioritize which programs to fund. In our approved FY 18 Budget plan, we request continued funding for one tutor and one advisor for our day camp program. Additionally, we secured one nursing graduate scholarship and one potential three-semester NINE award in 2018. As shown in our data, between April-June 2016, 92.11 % of MCTC's nursing students are of color. At the end of the year, we conducted a needs assessment by utilizing our MPS and MCTC staff to identify the needs of our faculty on both sides of the fence and looking at both the high school level and the college level, as well as our own needs to identify what is needed. At MCTC, program reviews help MCTC identify needs which can be discussed with the consortium. Finally, the work we do this year to improve our alignment of our programs of study between MPS and MCTC will also help identify needs in our programs of study, as we develop our budget next year.

QUESTION: To what degree does the consortium seek additional grants or braid various funding streams together to support the consortium activities?

With the assistance of our Research, Development and Innovation department (RDI), we are currently seeking to secure funding through the Minnesota State Office of Economic Development to support our day camp program. The Minnesota Consortium also works with business partners and potential grantmakers through our

Goal 5 Objectives

Goal 5 Objectives 1

Use of Funds

R10 Collaboration, P2 Counseling, P6 Mentoring/Support Services, P10 Student Transition

Strategies

5.1 - Hire a CTE Pathway Coordinator, part-time, to assist with expanding: CTE pathways, strengthening relationships with P-12 partners, increasing retention efforts for Power of You, Postsecondary Enrollment Option (PSEO), Concurrent Enrollment and Destination: Diploma to Degree (D3), expand summer pathway programs, monitor technical skill attainment, transfer collaboration, represent College NOW at community P-12 events, meetings as needed, increase collaboration with learning center and faculty support.

\$32,083, or \$35,000, pro-rated to start on Aug. 1.

Outcomes

The hope is to have increased enrollment, student retention, increased success of internships, and enhanced ability to assist CTE students in their career navigation in collaboration with career center.

Measures

Number of students who meet more frequently with advisors and supplemental resources.

Description

Reallocation Explanation

Post-Secondary Required Activities	\$32,083.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$32,083.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$0.00
Total	\$32,083.00

Goal 5 Objectives 2

Use of Funds

P1 Advisory Committees

Strategies

5.4 - Establish and renew collaborative partnerships with local business and community stakeholders, agencies responsible for secondary and post-secondary CTE, appropriate economic and workforce agencies, and faculty and administrators from the MPS and MCTC, in accordance with the Perkins Collaborative Resource Network, Programs of Study: Local Implementation Readiness and Capacity resources.

Outcomes

Continually improve consortium membership, processed, training and the Perkins work plan to manage high quality programs of study.

Measures

Consortium and programs of study advisory membership represents diverse stakeholder perspective. Agenda/minutes will show that the consortium meets 3-6 times annually and carries out duties required under Perkins, plus provides ongoing services that benefit Minneapolis Consortium programs of study.

Description

Reallocation Explanation

Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$728.89
Post-Secondary Reserve	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$728.89
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$931.33
Secondary Reserve	\$0.00
Secondary Admin Cost	\$68.67
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$1,000.00
Total	\$1,728.89

Goal 5 Objectives 3

Use of Funds R1 Academic Integration

Strategies

5.5 The Perkins coordinator will coordinate all Perkins functions, including purchasing, contracts, and service agreements, manage project timelines, reporting, and provide status updates to administration, faculty and Consortium Board.

Outcomes

Strategic alignment and management of Perkins initiatives, clear communication with college administrators, K-12 partners and consortium members.

Measures

Improved management and expansion of Perkins initiatives.

Description

Reallocation Explanation

Post-Secondary Required Activities	\$62,500.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$62,500.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$0.00
Total	\$62,500.00

Goal 5 Objectives 4

Use of Funds R6 Assessment , R8 Size/Scope/Quality

Strategies

5.2 - Standardize CTE inventory distribution and management practices (i.e., SAP, Extended Learning warehouse support, and Destiny inventory management system).

Outcomes

Maximize CTE investments in non-consumable resources.

Measures

Improved purchasing and inventory management system in alignment with Perkins requirements.

Description

Reallocation Explanation

Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00

Post-Secondary Total	\$0.00
Secondary Required Activities	\$9,347.62
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Admin Cost	\$652.38
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$10,000.00
Total	\$10,000.00

Goal 5 Objectives 5

Use of Funds R6 Assessment , R8 Size/Scope/Quality

Strategies

5.3 - Utilize MPS Research, Evaluation and Assessment (REA) for Perkins data analytics.

Outcomes

Improved accounting system of Perkins data.

Measures

FAUPL target data. P-File data. Correlation between CTE and ontime graduation data.

Description

Reallocation Explanation

Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$0.00
Secondary Required Activities	\$9,347.62
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Admin Cost	\$652.38
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$10,000.00
Total	\$10,000.00

Budget Goal 1

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Admin Cost	Post-Secondary Reserve	Post-Secondary Reallocation	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Admin Cost	Secondary Reserve	Secondary Reallocation	Secondary Total	Row Total
Goal 1 Total	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

Budget Goal 2

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Admin Cost	Post-Secondary Reserve	Post-Secondary Reallocation	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Admin Cost	Secondary Reserve	Secondary Reallocation	Secondary Total	Row Total
Goal 2 Total	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

Budget Goal 3

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Admin Cost	Post-Secondary Reserve	Post-Secondary Reallocation	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Admin Cost	Secondary Reserve	Secondary Reallocation	Secondary Total	Row Total
Goal 3 Total	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

Budget Goal 4

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Admin Cost	Post-Secondary Reserve	Post-Secondary Reallocation	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Admin Cost	Secondary Reserve	Secondary Reallocation	Secondary Total	Row Total
Goal 4 Total	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

Budget Goal 5

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Admin Cost	Post-Secondary Reserve	Post-Secondary Reallocation	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Admin Cost	Secondary Reserve	Secondary Reallocation	Secondary Total	Row Total
Goal 5 Total	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

Goal Totals

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Admin Cost	Post-Secondary Reserve	Post-Secondary Reallocation	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Admin Cost	Secondary Reserve	Secondary Reallocation	Secondary Total	Row Total
Goal Total	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

Verification

I have looked over these budget numbers.

Rigorous Program of Study

State-Approved Rigorous Program of Study

RPOS submitted with 10 components

Health Science Technology	Health Science	Therapeutics Services	07 - Health Occupations	MCTC PSEO / Roosevelt	Upon completion of course/program sequence
Engineering, Manufacturing, & Technology	Architecture and Construction	Construction	17 - Trade & Industrial - Communication Technology	Roosevelt	Upon completion of course/program sequence
Engineering, Manufacturing, & Technology	Transportation, Distribution, and Logistics	Facility and Mobile Equipment Maintenance	17 - Trade & Industrial Construction Careers	Roosevelt	Upon completion of course/program sequence
Engineering, Manufacturing, & Technology		Engineering and Technology	17-Trade & Industry - Communication / Construction	Henry, South, Washburn	Upon completion of course/program sequence
Engineering, Manufacturing, & Technology	Manufacturing	Manufacturing Production Process Development	17 - Trade & Industrial Construction Careers	South	Upon completion of course/program sequence
Business, Management, & Administration		Administrative Support	14 - Business	Edison, Southwest	Upon completion of course/program sequence
Health Science Technology	Health Science	Diagnostic Services	Polysomnography Technician		Upon completion
Business, Management, & Administration	Marketing	Marketing Communications	04 - Marketing / 14 - Business	Edison	Upon completion of course/program sequence

Business, Management, & Administration		Business Finance	14 - Business	Southwest	Upon completion of course/pro gram sequence
Human Services	Human Services	Personal Care Services	Cosmetology	Edison	Barbering
Arts, Communication, & Information Systems		Audio/Video Technology and Film	Web and Digital Communications		92606 Digital Photography
Health Science Technology		Therapeutics Services	Dental Assistant		Upon completion
Arts, Communication, & Information Systems		Visual Arts	Digital Photography		Digital Photography
Health Science Technology		Therapeutics Services	Nursing Assistant/Home Health Aide		Upon completion

Improvement Report

Improvement Report 1

Indicator Not Met:	1P1 Technical Skill attainment
Negotiated Performance:	87.97
Actual Performance:	85.5

General strategies planned to improve performance:

Our proposed FY 17 Perkins plan has three proposals to help improve our CTE students' performance on their technical skill attainment.

1. Digital radiography equipment purchase for our dental assistant students - Upgrade to digital radiographs, which have become the industry norm, for our dental assistant program. The students will obtain the training and proficiencies considered to be the professional/occupational standard within the dental field.
2. Digital Laser tape measurer request for our Architectural Technology students - Purchase two digital laser tape measurers for the Architectural Technology program students. Digital tapes are standard issue in the industry. Accurate field measuring is a skill all new hires would be expected to have.
3. Improving outcomes in Google certified educators exam - Facilitate the improvement of Google Certified Licensing Exam Level 1 (a three hour long exam) for Education program students through the purchase of a class set of Google Chromebooks with a cart to secure them. In order for students to successfully prepare and take this exam, students must have access to Google Classroom products and access to a computer with a webcam to take the exam. This purchase will facilitate students being able to improve test outcomes. In the spring of 2016, we piloted the exam. We will use these results as a benchmark with which to compare future results.

Comments or context for actual performance (optional):

Improvement Report 2

Indicator Not Met:	2P1 Credential, certificate, or degree
Negotiated Performance:	43.28
Actual Performance:	38.75

General strategies planned to improve performance:

Our proposed FY 17 Perkins plan has three proposals to help our CTE students earn a degree.

1. Enhance MCTC's partnership with the Cedar Riverside Opportunity Hub & Northside Workforce Center - Hire educational pathway navigator to serve MCTC CTE students and provide outreach to students interested in CTE programs at MCTC at Cedar Riverside Opportunity Center and Northside Workforce Center. With an estimated 1,100 MCTC students from the Northside and 126 from the Riverside Plaza alone, this position is essential for MCTC to have a meaningful presence in both communities.

The funding would also purchase 30 Chromebooks and a secure storing/charging cart. MCTC's Information Technology department will provide IT support. Only CTE pathways information on the screens will be used at the Northside Workforce Center and the Cedar Riverside Opportunity Hub. Members of the Perkins Advisory Board liked this proposal, as it is going to where the customers are.

2. Certify instructors at the secondary level to teach the CMAE manufacturing courses. These courses are foundational manufacturing courses, built as the first step in the manufacturing education pathway. It also provides an industry-recognized certification (MSSC Certified Production Technician), so the high school graduate is more marketable and can find good paying work, within their chosen field, while going to college. The goals are to provide this certification opportunity and career pathway for the students, provide offerings at local high schools relevant to strong industries, to expand industry training in the Twin Cities in general, to create an enrollment pipeline to MCTC, and to expand MCTC's exposure in the community. This proposal requests \$5,000. Two release-of-credit hours to fund the MCTC faculty for training development and actual training of the high school instructors, which would equate to approximately \$5,000.

3. High school problem solving seminar - Provide a stipend for a faculty member to develop and present a 60 minute problem-solving lesson to area High School students to introduce and promote the field of architecture and drafting. Ideal partners are schools with pre-engineering or Project Lead the Way Programs. FY 2017 goal is to partner with three high schools.

Comments or context for actual performance (optional):

Improvement Report 3

Indicator Not Met:	3P1 Student retention or transfer
Negotiated Performance:	39.67
Actual Performance:	36.76

General strategies planned to improve performance:

Our proposed FY 17 Perkins plan has several proposals to help our CTE students get the support they need to stay in school and complete their degree.

1. Student Parent Center - Financially support a full-time employee to staff the Student Parent Center, which a new service offered through the Student Support Center. The idea for this space is to give MCTC Students, whom are parents/guardians, a place to study (with or without their children). The Center does NOT include a daycare, but rather an open space for children to engage in age appropriate activities out while their parents are hard at work getting their education. The Student Parent Center offers the following: computer banks, individual and group study areas, and more.

The desired goal of this center is to support student parents – who are often now retained as frequently as non-parent students. This support would in turn lead to their increased retention and academic success. Over the past three years, 53% of MCTC's student population have been CTE majors. Accordingly, it is estimated that 50% of the Parent Center's students are CTE majors and would benefit from this proposal.

2. Architectural Technology Lab Tutor - Get Architectural Technology students up-to-speed on basic drawing commands and basic file saving protocol so that they do not fall behind by adding a lab tutor to Introduction to AutoCAD (Architectural Technology 1030.) Require students enrolled in this class to attend two study sessions a week for the first four weeks or until they pass a drafting assessment of basic skills (offered at week 4.)

Students who fall behind are the first to drop out because drafting skills are cumulative – new skills are learned each class session and the next session builds on the last. Mastery of this software is crucial to success in the Architectural Technology program.

3. Nursing College Lab Asst. - Employ a Nursing college lab, part-time assistant to provide academic support for students enrolled in Nursing program courses. This proposal was approved for the summer of 2016. This proposal would continue that for FY 17. Following the Supplement Instruction model from the University of Missouri, the Nursing CLA would provide tutoring for nursing program students. As needed, the Nursing CLA would split their time between MCTC and Saint Paul College campuses.

The primary goal is for participants to earn higher grades and successfully complete their coursework.

4. Other key proposals to help our students stay in school include: the CTE Asst. Director of Advising & Retention, CTE Navigators, and our Early Alert & Academic Outreach Graduate Internship.

Comments or context for actual performance (optional):

According to our Office of Strategy, Planning & Accountability, students who use our Learning Center on campus have a higher course completion rate, 15% higher than students who do not use the Learning Center. This higher course completion rate results in higher retention.

Improvement Report 4

Indicator Not Met: 4P1 Student placement

Negotiated Performance: 84.70%

Actual Performance: 79.28

General strategies planned to improve performance:

As for proposals to help grow student interest in CTE—and spur more potential students being placed in CTE, our FY 17 Perkins plan contains two proposals with this purpose in mind.

1. Building Operations Technician Employment Pathway Development Project - Draft proposed curriculum and secure commitments from pathway employer partners necessary to offer a new Building Operations Technician Employment Pathway to MCTC's Heating, Ventilation, Air Conditioning & Refrigeration (HVACR) students in the 2018 fall semester. Obtain the necessary MCTC academic approval of the curriculum for a new academic award in the HVACR Department. Establish Building Operations Technician Pathway Employer Partner relationships with at least three employer partners.

2. Our CTE Improvement Plan Proposal includes funds for faculty to develop additional pathways to employment.

Additionally, the proposals relating to technical skill attainment will also have the effect of helping more students get a job in their field, as they will have gained valuable skills and experience using the tools and technology that is directly relevant to securing jobs in their field.

Comments or context for actual performance (optional):

Improvement Report 5

Indicator Not Met:	5P1 Nontraditional participation
Negotiated Performance:	31.10
Actual Performance:	29.89

General strategies planned to improve performance:

Many of our students come from Cedar Riverside and North Minneapolis. Our Opportunity Hub in Cedar Riverside and our partnership at the Northside Workforce Center offer two key opportunities to improve on this benchmark. With an estimated 1,100 MCTC students from the Northside and 126 from the Riverside Plaza alone, our proposal for an educational pathways navigator position (and computer equipment request) is an essential way for MCTC to have a meaningful presence in both communities.

Comments or context for actual performance (optional):

The Opt Out movement resulted in over 1249 MPS high school students (as of April 6, 2015 - with more coming in daily) opting out of the MCA tests in the spring of 2015. We don't have any additional data on how that might impact our CTE scores yet - but it definitely will.

Improvement Report 6

Indicator Not Met:	5P1 Nontraditional participation
Negotiated Performance:	31.10%
Actual Performance:	29.89%

General strategies planned to improve performance:

Many of our students come from Cedar Riverside and North Minneapolis. Our Opportunity Hub in Cedar Riverside and our partnership at the Northside Workforce Center offer two key opportunities to improve on this benchmark. With an estimated 1,100 MCTC students from the Northside and 126 from the Riverside Plaza alone, our proposal for an educational pathways navigator position (and computer equipment request) is an essential way for MCTC to have a meaningful presence in both communities.

Comments or context for actual performance (optional):

Improvement Report 7

Indicator Not Met:	5P2 Nontraditional completion
Negotiated Performance:	23.10
Actual Performance:	20.8

General strategies planned to improve performance:

MCTC will be shifting the advising model to reduce student to advisor ratios for students in the first year of their CTE program from 650:1 to 150:1. This move will support the student transition into the collegiate environment and support completion in CTE programs at a point where there is the most student class choice. In year two, some advising duties will switch to the CTE Faculty member to align the student experience and expectation with graduation and placement into the workforce. Additionally, MCTC will have a position dedicated to supporting CTE students who find themselves on academic warning and/or probation. This happens when a student does not meet a 67% completion rate or their GPA falls below a 2.0. This professional will support the student to access pre-existing services at the college to return to good academic standing.

Comments or context for actual performance (optional):

MCTC closed five (5) CTE programs in FY'15. They are: Construction Electricity, Electroneurodiagnostic Technology, Culinary Arts, Barbering and Air Traffic Control. All students in these programs have the opportunity to successfully complete during the "teach out" phase. However, some students will have financial or scheduling realities that will not allow for this program completion. Because of the size of these programs, this FAUPL target will be impacted for three years to come.

Status Report on Improvement Report and Plan

QUESTION: Describe the activities and strategies that were actually implemented to bring your consortium actual performance on Federal indicators closer to the negotiated target.

As the Superintendent, I have observed that literacy is a top priority for all MPS students. Knowledge in math and science using literacy strategies helps students' vocabulary and fluency, and MPS Writing Across the Disciplines Initiative is dedicated on these assumptions and beliefs adapted

- All students possess multiple literacies.
- MPS teachers are currently providing writing opportunities for students.
- Writing is broadly defined as communication in which visual marks convey meaning.
- Writing is instrumental to learning in all disciplines.
- Writing, reading, oracy, and meaning-making develop in a system of reciprocity.
- It is the responsibility of content teachers to teach students the discipline-specific features of writing
- Literacy development and culturally relevant writing instruction are mutualistic.
- Teachers need time and support to become better instructors of writing in their discipline.
- All students can use writing to express their thoughts, to communicate at home, school, work and in the community. It is a tool for use no matter the grade level, age or ability (SPED and EL students included).

661 and 662 In FY18 we will hire CTE special projects coordinators to design and implement system-

- Designing sustainable processes and procedures
- District-wide brand/marketing/communication presence (both digital and print)
- District-wide registration and scheduling processes for CTE courses
- Professional development and training for vested stakeholders (i.e. teachers, counselors, admin, community partners)
- Increase experiential experiences for students including the design of a guest speaker database
- CTE informational roadshow for 7th and 8th graders to explore career and CTE enrollment options
- Improved Program of Study advisory group meetings in collaboration with MCTC
- Technical/logistics support for broader TSA implementation
- Coordinate the planning and execution of career development outreach opportunities

Outcomes and Metrics Our evaluation of the success of this work will be aligned with the MPS 2020 Strategic Plan based on metrics per our district's strategic plan and school board community priorities.

At the Post-secondary Level:

1P1 - Technical Skill Attainment

Actual Rate: 76.30%

Goal: 87.97%

% of Goal Accomplished: 87%

Overall, MCTC met 87% of our target goal this Perkins performance indicator. The vast majority of our focus on our nursing students is focused on improving our program. Here are three efforts on behalf of MCTC as a result of students which we are undertaking to help improve program. FY18 Perkins plan we continue to fund two personnel to assist our nursing students and to attend a three-day and preparation on the program. Finally, our MCTC data which indicates in the NOED (31st measure) between April-June 2016, for other most successful programs using a TSA instructor staffs our Architectural Technology the Actual Rate: 42.20% Earning a Degree - No report needed, as we exceeded our goal.

Goal: 41.50%

% of Goals Accomplished: Retained or Transferred

2015-2016 Actual Rate: 103% (Revised % of Goal Accomplished) After the Nursing Assistant program. After the program was implemented by a 300% increase in the number of students. Our data-based Coordinator has been helpful in the past year, as the office is critical. Here, the work of

- Built relationships with 21 new employers offering job and internship opportunities for CTE major students.
- Maintained relationships with 61 employers via 3 job fairs and 1 internship fair, with combined student attendance 338.
- Conducted 56 online resume reviews, facilitated 162 scheduled, in-person appointments. Assistance included resume reviews, job search assistance, mock interviews, and help finding an internship.
- Assisted in the placement of 32 students in CTE internships and jobs.

5P1 - Nontraditional Participation

Actual Rate: 30.71%

Goal: 31.10%

% of Goal Accomplished: 99%
 As noted above, many of our students come from Cedar Riverside and North Minneapolis. Our Opportunity Hub in Cedar Riverside and our partnership at the Northside Workforce Center offer two key opportunities to improve on this benchmark.

5P2 - Nontraditional Completion

Actual Rate: 22.81%

Goal: 23.10%

% of Goal Accomplished: 99%

As noted above, many of our students come from Cedar Riverside and North Minneapolis. Our Opportunity Hub in Cedar Riverside and our partnership at the Northside Workforce Center offer two key opportunities to improve on this benchmark.

QUESTION: Describe the process and stakeholders involved in determining your improvement plans and reports. Describe the role data played in developing your plans and reports.

In FY18, the MPS Director Gil used her role as a participant in the school district's only school-related to ensure the system is meeting goals by focusing on these areas:

- 5 percent annual increase in students overall meeting or exceeding state standards in reading and math
- 8 percent annual increase in students meeting or exceeding standards in reading and math for MPS' lowest-performing students
- 10 percent annual increase in the four-year graduation rate
- Increase in post-secondary participation for Minneapolis Public School Graduates.
- Provide advice around the MPS Budget
- Advising on Equity Diversity Impact Assessment

Director's submission with the FY18 Budget Application, the CTE Director was able to find this trend of students that are not meeting state standards and the CTE Director was able to find this trend of students that are not meeting state standards and the CTE Director was able to find this trend of students that are not meeting state standards.

QUESTION: What changes do you anticipate in your consortium performance data based on this year's efforts?

We anticipate that the overall student performance will continue to improve and that we will continue to have strong numbers associated with the CTE and the CTE Director was able to find this trend of students that are not meeting state standards.

Improvement Plan Action Steps

Improvement Plan Action Steps 1

Indicator Number (i.e. 1S1 or 2P1)

2S1 Technical Skill Attainment

Action Steps to improve the performance

Implementation and inclusion of MDE approved technical skills assessments will increase in FY17. Minneapolis Public Schools will incorporate TSAs into all of our programs of study and courses where alignment exists, especially in courses where articulated credit opportunities occur, but no TSA has been utilized in the past. MPS is also working with MDE to evaluate the MPS P-file data for accuracy of reporting and will investigate how courses that meet multiple programs of study can be reported for MPS students who change POS enrollment mid-stream.

MPS will also be institutionalizing new protocols in SY17 for students to register and enroll in CTE courses not offered at their high school. This dual-enrollment option will include a strong marketing campaign that includes the value of becoming a “concentrator” within a career field.

Increased professional development opportunities will also be structured for CTE teachers, counselors, and administration to understand the importance of TSA data in reaching our FAUPLs.

Approval from MPS professional development division to host additional CTE professional development sessions throughout the summer and school year with the various programs of study and teaching staff.

Resources Needed

Expansion of current TSA offerings to include newly approved Precision Exams that align with MPS programs of study.

Timeline

Quarterly PD for teachers. End of semester/End of year TSA protocols and expectations put into place.

Person(s) Responsible

CTE staff and leadership

How will progress be documented?

TSA participation and results.

Could be by demographic characteristic, school, program, other

Sub-populations or groups where gap exists:

No sub-population will be singled out, however with increased enrollment we also hope to see increased non-traditional participation and completers in our CTE programs of study SY17 - SY20.

Historically, MPS has focused course taking options and registration around Intl Baccalaureate courses and other core academic college credit bearing course opportunities. In SY16, the conversations at the cabinet level are shifting and there is an increased interest in career exploration, learning opportunities, and internships.

Describe any contextual factors that might contribute to this gap:

Further Information

Describe stakeholders involved, process and sources of data used to determine strategies/action steps listed above:

Discussions with MNSCU and MDE re: data analytics from historical P-file submissions and additional discussions with MPS department of Research and Evaluation / Student Accounting to determine opportunities for improvement on data collection and reporting. Also working with site-based admin teams and teachers to understand FAUPLs and opportunities for improvements. Historical Perkins data analysis of inventory management systems and enrollment also sparked conversations with site-based admin and cabinet level leadership to maximize our ROI on Perkins investments across the district; strategies to increase enrollment, pilot a district-wide campus model scheduling option for CTE programs of study, and an audit of CTE programming via focus groups with community stakeholders.

Improvement Plan Supporting Documents (optional, not required)

Improvement Plan Action Steps 2

Indicator Number (i.e. 1S1 or 2P1)

1P1 Technical Skill attainment

Action Steps to improve the performance

In FY 2016, overall MCTC met 87% of our target goal this Perkins performance indicator (1P1, technical skills attainment, TSA.) The vast majority of individuals who took a TSA came from our nursing program (almost 90 %.) Accordingly, it makes sense to focus on our nursing students in order to improve on this measure.

Here are three efforts on behalf of MCTC's nursing students which we are undertaking to help improve our performance on this Perkins performance indicator.

In our proposed FY 18 Perkins plan, we request continued funding for two personnel to assist our nursing students—one to help tutor them—and another to assist in advising them. Additionally, all of our nursing students are required to get supplemental help from ATI (see www.atitesting.com). This resource offers practice exams and other tools, over and beyond the classroom instruction. As part of opportunity, MCTC nursing graduates will be able to attend a three-day exam preparation offered by ATI.

Finally, here is some data which indicates improvement on this measure: between April-June 2016, 92.11 % of MCTC's nursing students passed the NCLEX (35 out of 38 individuals.)

Action Steps to improve the performance—Usage of the ATI tools to prepare for the NCLEX.

Resources Needed

In our proposed FY 18 Perkins plan, we request continued funding for two personnel to assist our nursing students one to help tutor them and another to assist in advising them. Additionally, all of our nursing students are required to get supplemental help from ATI (see www.atitesting.com). This resource offers practice exams and other tools, over and beyond the classroom instruction. As part of opportunity, MCTC nursing graduates will be able to attend a three-day exam preparation offered by ATI.

Timeline

FY 18 -- Brad will work with Traci to see how many test prep days they will offer during the year.

Person(s) Responsible

Brad Kelly will work with Traci Krause.

How will progress be documented?

How many individuals attend the ATI NCLEX test preparation days.

Could be by demographic characteristic, school, program, other

Sub-populations or groups where gap exists:

In FY 2016, overall MCTC met 87% of our target goal this Perkins performance indicator (1P1, technical skills attainment, TSA.) The vast majority of individuals who took a TSA came from our nursing program (almost 90 %.) Accordingly, it makes sense to focus on our nursing students in order to improve on this measure.

Describe any contextual factors that might contribute to this gap:

In FY 2016, overall MCTC met 87% of our target goal this Perkins performance indicator (1P1, technical skills attainment, TSA.) The vast majority of individuals who took a TSA came from our nursing program (almost 90 %.) Accordingly, it makes sense to focus on our nursing students in order to improve on this measure.

Further Information

Describe stakeholders involved, process and sources of data used to determine strategies/action steps listed above:

The Perkins Coordinator and the Nursing Faculty Coordinator.

Improvement Plan Supporting Documents (optional, not required)

Other Information

Question: Describe stakeholders involved, process and sources of data used to determine strategies/action steps listed in your Improvement Plan Action Steps.

Related Improvement Plan documents

Upload any additional supporting documents here.

Upload any additional supporting documents here.

Upload any additional supporting documents here.

Upload any additional supporting documents here.

Upload any additional supporting documents here.

Attachments

Other Summary Comments

QUESTION: Summary Comments

If you were unable to accomplish activities in your plan, indicate why and what you might do differently. Tell us what we can do to support your efforts.

Overall the test support that MDE and Minnesota State CTE support staff can provide is to continue to

Work Based Learning in MRF: Conversations need to continue around including work based learning

at MCTC as for activities that were not completed this year there were a variety of reasons why some

of the activities were not completed. The two projects that were not completed were to be a statewide

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Therapeutic Services at Roosevelt Senior High

Below is the program of study information specific to this school and pathway.

Learn more about [Programs of Study](#)

Pathway Overview

Pathway: Therapeutic Services

People who are focused primarily on changing the health status of the patient over time providing care, treatment, counseling and health education information.

Career Field: Health Science Technology

Career Cluster: Health Science Technology

High School and Number: Roosevelt Senior High (360)

District and Number: Minneapolis (0001-03)

Consortium: Minneapolis

High School Courses

These are the courses you should take at Roosevelt Senior High in order to prepare for a career in the Administrative Support pathway.

Subject	9th Grade	10th Grade	11th Grade	12th Grade
Language Arts	English 9	English 10	English 11	English 12
Math	Start Your Pathway: Algebra I Geometry	2nd Year: Geometry Algebra II/Trigonometry	3rd Year: Algebra II/Trigonometry Pre-Calculus	Recommended: Pre-Calculus Calculus (AP) Statistics (AP)
Science	Biology	Choose one Chemistry Physics	Choose one Biology IB/AP Chemistry IB/AP Yr 1 Anatomy & Physiology** Physics **Pending approval by MDE	Choose one Biology IB/AB Physics Chemistry IB/AP Yr 2
Social Studies	Geography	World Studies	US History	Economics / Government
Other Requirements	Take in any grade Health Education	Take in any grade Physical Education	Fine Arts Approaches to Learning / IBCP	Approaches to Learning / IBCP
Career and Technical Electives			Safety & First Aid (ACC) Strategies for College Success for Health Careers (ACC) Health Care Core Curriculum (ACC)	Nursing Assisat (PSEO)

Legend:

ACC: Articulated College Credit is an agreement between one or more high schools and one or

more colleges and universities to accept a high school course as a course equivalence or partial course equivalence to a college course.

AP: Advanced Placement: A standardized curriculum offering college-level courses in subject areas such as English, history, humanities, languages, math, psychology and science. AP courses are taught by a high school teacher on a high school site, trained by College Board.

CE: Concurrent Enrollment allows an eligible high school student to take college or university courses that are taught by a credentialed high school faculty member on the high school campus.

[Learn more about types of college credit.](#)

High School Enhanced Learning

Work-Based Learning:	Internships via STEP-UP Achieve
Service Learning:	Children's Hospital SIM Bus Service Learning / IBCP
College Preparation:	Scrubs Camp
Student Organizations:	HOSA

Post-Secondary Connections

The programs below are some of the college programs related to this career pathway. Ask your counselor for more information.

2-Year College	Program	4-Year University	Program
Minneapolis Community and Technical College	Addiction Counseling	Metropolitan State University - St. Paul	Alcohol and Drug Counseling
Minneapolis Community and Technical College	Community Health Worker		
Minneapolis Community and Technical College	Dental Assistant		
Minneapolis Community and Technical College	Nursing	Metropolitan State University - St. Paul	Nursing
Minneapolis Community and Technical College	Nursing Assistant/Home Health Aide		
Minneapolis Community and Technical College	Practical Nursing		

Want to see more? Link to CAREERwise for [related programs in Health Science Technology.](#)

College & University Enhanced Learning

Work-Based Learning:	Clinicals Informational Interviewing
Service Learning:	
Career Preparation & National Accreditation:	
Student Organizations:	

Industry-Related Certifications

Certification Name	Certifying Organization
Nursing Assistant/Home Health Aide	
Health Care Core Curriculum	

Related Careers

Career Name	Education Required	Average Wage
Anesthesiologists	Doctoral or professional degree	
Athletic Trainers	Bachelor's degree	43002
Audiologists	Doctoral or professional degree	36.72
Chiropractors	Doctoral or professional degree	26.05
Clinical, Counseling, and School Psychologists	Doctoral or professional degree	33.97
College Health Specialties Teachers	Doctoral or professional degree	74800

[Learn more about Registered Apprenticeships](#)