Annual Performance Report FY21

Consortium name: Minneapolis Consortium

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

Why is the APR important to your consortium?

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

The APR is a federal reporting requirement that will:

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

Why is the APR important to the state?

• To locate secondary indicators and definitions, go here:
  https://public.education.mn.gov/MDEAnalytics/DataSecure.jsp
• To access postsecondary data reports in Power BI, go here (requires postsecondary credentials to view PowerBI reports):
  https://app.powerbi.com/groups/me/apps/ac6f9c92-0a60-4e58-814e-b5b17f941353
• For your consortium’s state determined performance levels, please see the “Grant Years 2021-2024” document in the appropriate consortium folder here:
  https://minnstate.edu/system/cte/perkins-consortia.html

PART I: Performance Indicators

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

Relates to CLNA Element #1 and Various Application Elements:

• To locate secondary indicators and definitions, go here:
  https://public.education.mn.gov/MDEAnalytics/DataSecure.jsp
• For postsecondary indicator definitions, go here:
• To access postsecondary data reports in Power BI, go here (requires postsecondary credentials to view PowerBI reports):
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Secondary Performance Indicators (1s1, 2s1, 2s2, 3s1, 4s1, 5s3):

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

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

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

SS3 increasing the number of students that concentrate and participate in Work-based Learning (WBL) has been a focus of effort in MPS since 2012. This focus on WBL has led to a larger number licensed WBL teachers in the non-special education program (Diversified Occupations) and this has shown a corresponding increase in the number of students taking courses in this program of study each year. This can also be attributed to MPS increasing access to the WBL courses by offering them online, over the summer, by portfolio assessment, and through increased coordination with our Special Education program to align their work more closely to the Diversified Occupations program of study.

Although our consortium feels the Diversified Occupations program of study is a strength there is room for improvement. The program has largely focused on increasing the number of participants in Seminar because it supports the district’s My.ePlan graduation requirement, our strategic partner STEP-UP employment opportunities, and it is the prerequisite for the Experience class in this program.

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

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

Based on data from the FY020 Perkins V Performance indicators an area we struggled with is 4S1 Non-traditional participants and concentrators. Males
Postsecondary Performance Indicators (1p1, 2p1, 3p1):

Although it could be easily argued that 3P1 is the top indicator for Minneapolis College, we will identify 1P1 which, with the exception of this year, has been the college's best indicator in terms of improvement. The 1P1 indicator has increased steadily from 83.51 in 2014 to 90.93 percent in our baseline year of 2020. However, results for this indicator decreased sharply in 2021 to 85.03 percent - the lowest that has been recorded in the last seven years. The college has credited its normally strong performance in this indicator to close alignment of programs to local workforce needs and strong relationships with local business and industry. The only observable cause for this change has been the pandemic, with many businesses closed or not hiring. Nonetheless, some programs did experience strong placement for students. Not surprisingly, this included trades areas such as HVAC (100 percent), CNC Machinist (100 percent) and Aircraft Maintenance (93.75 percent).

Health careers also saw strong placement with nursing at 95.24 percent, polysomnography, pharmacy technician at 100 percent. A few programs in the health science cluster did bring down the average, for example the 81.11 percent placement for students in the nursing assistant/healthcare aide program can most likely be partly attributed to students who complete the course but don’t pass the licensing exam. The college expects the results for 1P1 to improve as hiring practices normalize. Meanwhile, the college is addressing this area in the FY22 Perkins plan by undertaking a program to improve program advisories and Perkins advisory ties with the goal of continually strengthened relationships with community employers.

The performance indicator in which Minneapolis College performed better than the state average was with 3P1. The college has seen a series of slight ups and downs in the last several years with this indicator. For 2021, the 3P1 indicator was at 24.7 percent, well above the goal of 22.65. It went up significantly from the baseline year in 2020 of 18.36 percent.

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Health Science areas have done well with non-traditional enrollment, with 35.19 percent of registered nursing students identifying as male and 40 percent of Pharmacy Technicians identifying as male. Welding (24 percent), Architectural Technology (35 percent) and Cinema (28 percent) all performed exceedingly well in this area. The programs with the lowest percentages of non-traditional enrollment were Dental Assistant (6.6 percent) and Aircraft Maintenance Technician (6.4 percent). Informational Technology programs also were below average. The college is undertaking training in FY22 with a goal to continue positive improvements in this indicator area.

The college has consistently struggled with indicator 2P1, relating to student retention and completion of programs. While the college has instituted various programs with the goal of improved retention, such as implementing explanatory majors, the CTE retention percentage has moved only slightly -- both up and down -- for the last seven years. The state set goal for 2021 was 60.49 percent and the result was 40.25 percent. The college is also currently slightly below the 2020 baseline of 41.10 percent.

Minneapolis College recognizes that the demographics of its student population, for example, in terms of percents of students with low income status, first-generation background, academic history and traditionally underserved cohorts, does make retention a challenge, but the college has never lost in its effort to increase the numbers of students who are able to successfully complete their programs.

Retention initiatives tend to be college wide to improve retention across all programming. In the FY21 Perkins plan, the area most directly aimed at retention in CTE was the career guidance training for Career Services, as student's perception of their "fit" into their careers has a significant effect on retention. However, faculty training related to multicultural pedagogy and successful online instruction were also implemented with an eye to retention as well as overall student success. The program for reducing textbook costs in programming is intended to help students who find finances a hindrance in continuing their education.

Another initiative, which will be addressed in question 7, involves the introduction of short-term certificate programs which can lead to direct employment or be stacked into higher level degrees. These programs should have a positive impact on retention.

Also, this fall the retention and advising team at Minneapolis College is undertaking a survey targeting students in Power of YOU, D3 and TRIO Startling Point programs with the goal to get feedback on measures to provide targeted support and increase retention.

5. What significant population performance gaps are revealed in the performance data and for which specific indicators?
of each gender, racial/ethnic group, special population, and career cluster, looking for sizable differences between those populations and the overall performance rate of your whole population on an indicator.

Minneapolis College data shows females fare better than males in all three indicator areas. The gap is very small for 1P1, with females at 2 percent above the total percentage and males at 28 percent below the total average. However, a significantly larger number of students who have completed programs are female (264) than male (177).

The biggest gap between males and females is in 3P1, where we find a much lower percentage of male students in non-traditional career trajectories than females. Females are at 30.82 percent, which would be well above the goal for the Consortia, while males are at 19.23% in non-traditional career programs. The difference is nearly 12 percentage points between the two.

For 2P1, females are at 3.78 percent higher than the overall percentage of 40.25, while males are 4.22 percent lower than the overall rate. Again, females also reflect a higher proportion of the total number of students completing their programs.

**RACE/ETHNICITY**

Among the highest percentages for indicators across the board were for students identified as American Indian. However, the student numbers in this group are too small for making valid assumptions. Statistically more significant were the results for students identified as Asian, who performed well in 1P1 and in 2P1, achieving higher job placement rates and retention rates than the overall average. The Asian population, however, was 2.88 percent lower than the overall for non-traditional careers.

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

In both 1P1 and 2P1, students identified as Hispanics or Latinos had the lowest percentages among the racial groups, with 79.63 percent and 31.67 percent respectively. For 3P1, Hispanic/Latino and Asian populations both had low percentages for non-traditional careers. Overall, percentages were not distinctly different for students of color compared to white students, except for the 2P1 indicator, which had a gap of nearly 7 percent between the two groups (students of color with a lower percentage).

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

**CAREER CLUSTERS**

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

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

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

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

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

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

### PART II: Narrative Responses

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

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

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

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

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

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

Many of the major investments chosen for the FY22 Perkins plans were not focused on single programs, but on initiatives that support CTE overall. For example, at Minneapolis College, the Career Navigator position will help both students at the college and at MPS find constructive career matches. Information nights, summer camps and other activities help expand knowledge of CTE career options. Other examples of this include MPS adding two new staff positions to support new programs of study in Law and Public Safety and Agriculture, Food and Natural Resources through the CTE Levy and also used Perkins V funds to support the purchase of three new lathes for the Manufacturing courses in MPS.

### 8. Describe the consortium’s efforts to collaborate on (secondary/postsecondary), designing, implementing, and/or improving programs of study during the Perkins V transition year.

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

The Career Navigator position at Minneapolis College includes visits to CTE classrooms at MPS to discuss career opportunities with students and to help them identify areas of interest and job prospects with different career trajectories. FY21 was the second year of this initiative, and it will continue in FY22.

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

The Minneapolis Consortia began discussions in FY21 regarding potential collaboration in a bicycle repair program. Minneapolis College planned its new Bicycle Assembly and Repair Technician certificate program during FY21 and shared lab space plans and basic curriculum with the district. The college introduced the new program this Fall 2021. To create a secondary to postsecondary connection within the consortium, CTE leadership from Minneapolis Public Schools began meeting with principals within the consortium to host high school courses aligned to the Bicycle Assembly and Repair Technician program at Minneapolis College beginning in the fall of 2022 (FY23). These courses would be added to the existing Facility and Mobile Equipment Information nights, summer camps and other activities help expand knowledge of CTE career options. Other examples of this include MPS adding two new staff positions to support new programs of study in Law and Public Safety and Agriculture, Food and Natural Resources through the CTE Levy and also used Perkins V funds to support the purchase of three new lathes for the Manufacturing courses in MPS.
9. What actions did the consortium take to advance teacher recruitment, retention, training, and education? What were your successes and challenges? (Relates to CLNA Element #4 and Application Narrative #8).

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

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

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

- In 2020, 71 percent of Minneapolis College students were considered underrepresented, defined by their status as low income (Pell-eligible), students of color or first generation (neither parent has post-secondary experience). Also, while only 12 percent of students are identified with a language other than English as their first language, another 38 percent of students are categorized as “unknown” for their first language. As a result, many of the college’s successes with special initiatives to support students overall, though some specific programming can be identified. With 57 percent of students identified as students of color, and another 5 percent as unknown, Minneapolis College determined to make significant strides in providing culturally responsive pedagogical training for faculty in FY21. A portion of Perkins funds was directed for this training for CTE faculty. While significant numbers of faculty participated, more than half of CTE faculty were not able to complete the training; therefore it continues to be a major goal.

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

From question 9, MPS secured funding from ESSEER to hire three (3) new multilingual Associate Educators to begin employment in FY22. These educators will be placed at sites that have the highest rates of multilingual and English Learners in their CTE classes. These educators will only work with CTE students and CTE teachers to increase the amount of time and support each group receives. In FY22 they will be utilized at Edison, South and Roosevelt high schools.
11. Describe the actions you took over the past year to improve your decision-making process, specifically to prioritize programming and funding (Relates to Narrative #10). Governance aspects should include:

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

Overall, the Minneapolis Consortia has made great strides in improved communication and joint decision-making over the last few years. The Consortia had established meetings every two weeks, and had brought in a member of the Consortia Advisory to help facilitate discussion at the meetings until they had reached a point when it was deemed no longer necessary. Joint projects have been developed and implemented. However, FY21 proved to be challenging, as both institutions were prioritizing the hardships presented through the pandemic. The two-monthly face-to-face meetings were foregone in favor of virtual meetings on an as-needed basis. The Consortia decided to contract a professional development series for our consortia advisory members and other CTE stakeholders. While this proved very successful, it did lead to fewer planning meetings. Finally, both institutions experienced substantive changes in Perkins-related leadership.

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

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

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

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

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

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

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

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

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

At the outset of the 2019-20 school year the Minneapolis Consortia determined that this was an important program area the consortia could work on to develop into a program of study. In the Spring of 2020 the events surrounding George Floyd, the ensuing civil unrest, and subsequent input from the community at large to change how Law Enforcement Services operated in the City of Minneapolis led MPS CTE leadership to begin the process of gaining approval to add the program to CTE offerings in Law Enforcement Services. Minneapolis College dedicated funds to expand awareness of law enforcement careers, and strengthen law enforcement connections with agencies in the community. The college also identified a faculty member who would work with Minneapolis Public Schools in creating a curriculum for the program. He worked closely with the CTE District Coordinator.

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

In FY22 a MPS hired a very qualified instructor and will request Program Authorization for Law Enforcement Services, as it had planned, in Fall 2021. The instructor is applying for concurrent enrollment for the spring semester. The district and college have worked on a potential articulation agreement to put in place as an alternative avenue if concurrent enrollment is not approved. MPS submitted in the FY22 Perkins V grant to use fund from the secondary budget of $14,000 in UFAR 430 for supplies and materials, $3,400 in UFAR 460 for textbooks, and $9,500 in UFAR 466 Instructional Technology Devices was allocated to develop the program.

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

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