



Grant Details

01590 - FY17 Perkins IV Application

02012 - FY17 Minneapolis MCTEC Consortium Perkins Application
Perkins IV Consortium

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Non-System Communication Log

Inter-System Grantee Correspondence

Status Reports

ID	Type	Due Date	Submitted Date	Arrived?	Status
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Agency List

School District or College	Secondary Type	I.D. Number (if applicable)
Minneapolis Public Schools	03 special public school district	1
Minneapolis Community and Technical College		

Summary Narrative Pt. 1

Career and Technical Education Programs:

Q1) How does your plan support the career technical education programs in your consortium? What initiatives included in your plan support new or significantly improved CTE programming? Describe how you have selected the programs that will receive support and how the consortium, as a whole, will benefit from the Perkins expenditures. [Sec.134 (b)(1)] (5,000 word limit)

In Fall SY16, Minneapolis Public Schools was tasked by our interim superintendent to identify and communicate to cabinet level leadership a vision for Career & Technical Education (CTE) in our school district. As a result, the CTE team analyzed both historical and current day practices related to course registration and enrollment in CTE courses, inventory management, spending priorities, and teacher effectiveness in relationship to school district priorities, Perkins legislation, the CTE Levy, and national best practices. At the secondary level, the SY17 - SY20 vision for CTE includes:

- A centralized and simulated workplace CTE career pathways center;
- A portfolio-based career readiness certificate program linked to experiential learning;
- K-12 programming that infuses career connections and exploration in all content areas;
- Advanced academic coursework associated with potential career options;
- Increased experiential learning (i.e., internships, guest speakers, mentoring, job shadowing, apprenticeships, worksite tours, field trips) in all high schools;
- Improved graduation rates and student success for our most at-risk populations; and
- Improved resource management and access to the content expertise of our CTE instructors.

Based upon this vision, in SY17 Minneapolis Public Schools will utilize the following strategies for greatest impact. Strategies will be visible in our FY17 Perkins application where aligned with Perkins legislation.

1. Embed regular and explicit career exploration opportunities for all students in grades PreK-12, in alignment with Minnesota's World's Best Work Force legislation 120B.11 and 120B.125, coordinated with MPS STEM initiatives.
2. Design and implement a 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.
3. Design and implement a marketing/branding campaign to change the community and district perception of CTE that effectively promotes career exploration and district-wide Career & Technical Education programming.

4. Create an educational environment that acknowledges and encourages multiple pathways to post-secondary education including four year degrees, two year degrees from community and technical colleges, industry certifications, apprenticeships and employer-based learning.

MPS Career and Technical Education will continue to incorporate innovative design thinking and best pedagogical practices to create career connections and CTE course offerings in line with the latest industry trends. Course offerings and career connections will prepare our students for liveable wage careers and to enter the workforce or post-secondary institutions ready to engage in and transition with the trends of society. CTE programs of study and course taking options will also be embedded in a career readiness certificate that is being developed as recognition at graduation to MPS "career ready" students. In SY17, we will continue to support and enhance the following programs of study: Health, Engineering/Manufacturing, Construction, Automotive, Business, Information Technology, and Communications Technology.

CTE programs of study at the secondary and post-secondary level have been targeted for funding based on discussions with our Consortium Board members, analysis of data showing greatest need and potential, and research from the National Research Center (NRC) for CTE. Valuable connections and opportunities for collaboration have also been identified with other non-CTE MPS programs that prepare MPS students for life beyond high school. It is imperative that MPS weave CTE course taking options into their program designs and encourage multiple pathways to successful entry into postsecondary education: Gear-Up, Jobs for America's Graduates (JAG), AVID, Check & Connect - a dropout prevention program, and MPS STEM initiatives.

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.

In order to improve programming, the Consortium Board will rely on clearly defined goals, objectives and strategies. This will provide accountability and focus, while also identifying benchmarks for future improvement. Diverse employer, community, and education partnerships will be the foundation upon which programs can expand, allowing CTE programs of study to provide more opportunities for dual credit enrollment and related work-based learning, as well as the continued development of the Health Services rigorous program of study. Particular attention will be paid to improving services for special populations through professional development, program modification, and support of student and returning adult services. The Consortium Board will examine its own role in CTE education, provide valuable input as we evaluate and support existing programs, and consider implementation and expansion to new skill sets and course offerings in alignment with local workforce development needs and student interest, with the hope of providing new programs that are flexible and effective. The MCTEC consortium advisory roster will continue to be reviewed annually and additional members will be invited based on the Board's recommendation to broaden industry and demographic representation.

At the post-secondary level, strategic investment in dual credit pathways in CTE will strengthen offerings at the secondary level through collaborative professional development between MCTC faculty and MPS CTE teachers; and also work to design and support clear transition plans for MPS students to successfully matriculate to MCTC. New staffing positions at MCTC will support and collaborate with the MPS Office of College and Career Readiness related to student communications, graduation pathway development, and increased student retention and graduation. In addition, MCTC will continue to focus on the student employment experience, integrating career opportunities into the curriculum, and aligning all work with related fields of study.

Programs of study have been targeted for funding based on discussions with MPS cabinet level leadership, high school principals, the new MCTC Perkins Leadership Committee, the MCTEC Advisory board members, analysis of data showing greatest need and potential, and research from National Research Center for Career and Technical Education (NRCCTE.org).

At MCTC, as to how which programs and funding requests were selected to be included in our proposed FY 17 plan, we created a SharePoint site and received about 50 requests from faculty and staff, totaling over \$1 million. A Perkins Leadership Team was created and developed a rubric to evaluate and select proposals for inclusion in our proposed FY 17 plan. There are five key themes of our FY 17 Perkins Plan: retention, partnerships for career placement, strengthening pathways, technical skill attainment, and professional development. Our improvement plan further addresses how our plan addresses our efforts to increase our students' retention rate, job placement rate, and technical skill attainment rate.

Meeting State and Local adjusted levels of Performance

Q2) Please describe the process you used to analyze and interpret performance on accountability indicators, and how the expenditure of funds in your plan support improved performance on negotiated performance targets. [Sec. 134 (b)(2)] (5,000 word limit)

Minneapolis CTE gathers data from a variety of sources, including surveys of teachers and students, assessment participation (local, state and national), postsecondary transition trends, business and economic development statistics, and local student database comparisons. These data sets are analyzed for trends over time, performance comparisons to specific targets, and performance comparisons to similar non-CTE student populations. While the performance of Minneapolis CTE students often exceeds that of the non-CTE Minneapolis students, our students still have challenges that need to be met in order to prepare them to be competitive with their national and international counterparts as they compete for future high skill/high wage jobs. Additionally, we have analyzed the success of students in special populations and by gender to determine the success, to date, of serving these groups. Further, we have identified strategies and groups that need increased focus or innovative programming. Minneapolis CTE will undertake a variety of program improvement activities to assist in meeting state and local adjusted levels of performance. Current programming has produced empirical evidence of success in improving student engagement and basic skills, but areas in need of improvement—notably, college readiness—will continue to be addressed with research based approaches.

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), 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.

Minneapolis CTE programs are evaluated annually through an extensive program review that includes enrollment demographics, retention, completion rates, graduate employment and wages. Minneapolis CTE will continue to work with MPS research, evaluation, and assessment team to improve access, acquisition and analysis of pertinent data. Programs with national accreditation are further analyzed by these standards.

At MCTC, in assessing the performance indicator data, and relying on research from our Office of Strategy, Accountability and Planning, it seems that one variable—increasing our student retention rate—offers a key opportunity to also thereby allow students to increase their rate of earning a degree, increase their technical skill rate—all of which combine to increase their ability to land a good paying job in their field.

According to this research, students who see an advisor in their first term are more likely to be retained the next fall term. (Students who saw an advisor were retained to their second fall term at a rate of 60% vs. 50% for students who did not see an advisor.)

MCTC's 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. Our proposals are consistent with this research.

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.

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.

How students participating in CTE are provided programs

Q3) Describe how you determined that the CTE programs supported in your plan will be of quality and attract sufficient enrollment or meet regional needs. How have you worked to align rigorous content in your local CTE programs with academic and technical standards recognized at the state or national level? [Sec. 135 (b)(8)] [Sec. 134 (b)(3 and 6)] (5,000 word limit)

At the secondary level, the division of Career & Technical Education was recently awarded a \$50,000 Jay and Rose Phillips Family Foundation grant to: 1) perform a comprehensive program overview and gap analysis of our CTE course offerings across the school district including a comprehensive literature review of national best practices and focus groups with community/industry partners, high school students, and MPS staff including CTE teachers, cabinet level leadership, and counselors; 2) design a community- and district-level brand and marketing campaign to change the perception of CTE across the City of Minneapolis and promote the value of and increase enrollment in high school CTE courses and programs of study. The Amherst Wilder Foundation research team has been contracted to lead the research phase of this work and is utilizing the Perkins Collaborative Resource Network, Programs of Study: Local Implementation Readiness and Capacity Self-Assessment Tools as one of their many resources to guide their analysis. MPS will present the Wilder Research findings to the MCTEC advisory/MPS leadership and use their summary to guide our work going forward.

At MCTC, program specific advisory committees continue to be a valuable tool for analyzing industry and job demand, as well as reviewing curriculum to ensure it is up to date and meets the expectations of future employers. Additionally, our partnerships with the city of Minneapolis, the Minnesota Department of Economic Development, and the Northside Workforce Center present a significant opportunity to help attract sufficient enrollment from two key neighborhoods—and meet needs of regional employers.

Our proposed FY 17 plan includes a proposal to enhance MCTC's partnership with the Cedar Riverside Opportunity Hub & Northside Workforce Center. The request would enable us to hire an 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.

How students are provided with experience

Q4) Describe how students are provided with strong experience in, and understanding of, all aspects of the industry. [Sec.134 (b)(3)(C)] (5,000 word limit)

The Minnesota Career Fields, Clusters & Pathways Chart, a resource designed by the Minnesota Department of Education (MDE) and the Minnesota State Colleges and Universities (MNSCU), guides all work and decisions made by the CTE divisions of MPS and MCTC. This tool graphically depicts the organizing framework of foundational knowledge and skills, career fields, career clusters, and career pathways that Minnesota PreK-12, 2-year, and 4-year institutions will use when determining what CTE programs of study to develop and fund. All MCTEC consortium CTE programs of study are designed to: 1) Incorporate and align secondary and postsecondary education elements; 2) include academic and CTE content in a coordinated, non-duplicative progression of courses; 3) offer the opportunity, where appropriate, for secondary students to acquire postsecondary credits; and/or 4) lead to an industry-recognized credential or certificate at the postsecondary level, or an associate or baccalaureate degree.

In addition to relevant curricula, students can participate in internships, job shadowing, tours, guest speaking events, clubs, contests, career/education fairs, and mentoring designed to provide a dynamic sense of the field of study. CTE students are also exposed to a wide variety of career applications of skills, and work-related learning experiences, through the collaboration of faculty and the diverse partners listed in Goal 2. Career exploration and experiences are in alignment with Minnesota Statutes 120B.11 that defines experiential learning in relationship to the State's World's Best Work Force legislation; and 120B.125(a6) which identifies that all student transition plans must integrate strong academic content into career-focused courses and applied and experiential learning opportunities and vice versa.

While program specific advisory committees support current and relevant curriculum at both the secondary and post-secondary level, work experience is an increasingly necessary component to a quality education. Career services staff, at the post-secondary level, continue to provide workshops to prepare students for networking and employment opportunities. The career services staff role includes interfacing with employers to increase posted opportunities. MCTC continues to support embedding work/learning experience in curriculum and aligning work with a student's field of study. In addition to internships, increasing emphasis is placed on team projects and interdisciplinary assignments that mimic the realities of work. Programs with portfolios actively engage industry in reviewing portfolios and providing students with feedback. MCTC also hosts an annual "student success day" with many opportunities to hear from industry and learn job readiness skills. MCTC, in partnership with program advisory committees, has added end-of-course/program events in which students can showcase projects and demonstrate mastery of skills required for industry.

At the secondary level, MPS is developing a stronger relationship to the City of Minneapolis Youth Council, workforce development initiatives, and STEP-UP internship programs. In addition, MPS is collaborating on grant funded CTE-related opportunities, aligning wrap-around services, supporting career exploration/employment opportunities, and designing a city-wide career readiness certificate and work-based learning portfolio that will honor student work-readiness training received from non-MPS service providers.

At the post-secondary level, here are two proposals to help our CTE students gain the hands-on skills and experience in their chosen field. First, we have a request to purchase digital radiography equipment for our dental assistant students. This upgrade to digital radiographs, which have become the industry norm, would enable our dental assistant program students to obtain the training and proficiencies considered to be the professional/occupational standard within the dental field.

Our proposed FY 17 plan also requests to invest in digital laser tape measurers for our Architectural Technology Students. This request is to 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.

Summary Narrative Pt. 2

Comprehensive Professional Development*

Q5) Please describe the consortium's plan for providing sustained, high-quality professional development and how this plan is supported by expenditure decisions. [Sec.134 (b)(4) and (5)] (5,000 word limit)

CTE programs of study at the secondary and post-secondary level offer dual credit in the form of articulated credit, concurrent enrollment, PSEO and/or industry certifications. In order to maintain this level of rigor in our courses, faculty qualifications must be updated and maintained to meet current professional standards. As detailed in the plan, Perkins funds are used to support retraining/certification, and re-tooling of programs, supplies and equipment. Teachers, support staff, and key administrators attend training sponsored by industry, colleges and professional organizations, to maintain their qualifications to teach and support student success in rigorous programs (see Goal 1, 3 & 4). For example,

the Engineering teachers continue to work closely with Project Lead The Way trainers and community members, and the college is aligning its Machine Tool program with PLTW in the re-approval process.

At the post-secondary, level industry experience is a key factor in faculty hiring decisions. Recency of experience is equally valued. The college provides extensive support for professional development of faculty through college teaching and learning resources and through industry conferences and meetings. CTE faculty often work with business and industry through customized training contracts, allowing them to stay abreast of current trends and industry needs.

We also offer professional development on CTE policy trends, Labor Market Information, and program evaluations to the MCTEC advisory board. Facilitated advisory meetings to discuss mission, goals and strategies will be convened a minimum of 3-4 times yearly, and a feedback loop is built into our meeting structure to ensure that collaborators are effectively participating.

At the post-secondary level, our proposed FY 17 Perkins plan has several proposals that promote faculty development for our CTE faculty: our "improve course success CTE programs," which includes \$15,000 for professional development (see Goal 1, Objective 10), our "CTE improvement plan" (Goal 1, Objective 1), our Future Teacher Conference (Goal 4, Objective 1), and our early childhood education conference request (Goal 1, Objective 6.)

Recruitment and Retention*

Q6) How do your consortium members recruit teachers and faculty to fill CTE vacancies? Describe any special efforts to recruit individuals from business and industry into the teaching profession. [Sec.134 (b)(12)] (5,000 word limit)

Teaching positions are posted in accordance with MPS and MCTC policy, and remain open on the high school and college websites, to build a pool of potential job candidates, and/or fill openings. At the secondary level, staffing and procurement decisions will be made in alignment with the new MPS Equity and Diversity Policy, using the MPS Equity & Diversity Impact Assessment tool, which provides guidance on hiring so no community is disproportionately impacted. Mid-career professionals are assisted in meeting teaching qualifications, through alternative licensure opportunities and programs offered via the state licensing board and affiliates. Ongoing professional development opportunities and staff meetings support retention of a diverse teaching corps. Adjunct teaching positions provide a flexible means of mentoring industry professionals on teaching and learning strategies. MCTC and MNSCU are working with secondary CTE teachers to provide professional development opportunities to assist in MNSCU credentialing opportunities, extending the reach of dual credit opportunities in CTE. At the secondary level, post-secondary faculty members often serve on hiring committees to bring cohesion to related coursework, and high school to college pathways.

At the secondary level, new CTE teachers are appointed a 1-on-1 mentor to guide them through the achievement of tenure process as well as instructional specialist support staff who through our district's support and observation protocol (SOEI - standards of effective instruction) that supports delivery of desired learning objectives, classroom management strategies, differentiation, access to new teacher professional development, and assist in onboarding new staff.

Though not formal educators, business and industry leaders throughout the greater Minneapolis area provide ongoing support and input to our programs of study as guest speakers, through career fair presentations, competition sponsorships, worksite tours, professional development, employment opportunities, and after-school activities. Advisory committee members are encouraged to enter the classroom, initially as guest speakers or to support specific learning outcomes.

Evaluate Student Performance and Programs*

Q7) Beyond technical skill assessments, what other tools and data sources does the consortium use to evaluate student performance? How did this evaluation influence this plan? [Sec.134 (b)(7)] NOTE: If your consortium scored between 90-99% of your negotiated target, you need only submit the Perkins Improvement Report for that indicator; if your consortium scored below the 90% of your negotiated target you must submit both a Perkins Improvement Report and a Written Improvement Plan for that performance indicator. (5,000 word limit)

In keeping with Perkins requirements, progress toward negotiated FAUPL measures will be analyzed as part of the APR, to evaluate student performance and continuously improve programs. To provide further analysis, CTE evaluators will also look at basic skills, attendance and GPA, as well as dual credit enrollment rates, certification attainment and enhanced service participation. CTE Model Activity Reports from teachers, program coordinators and administrators will be used to gauge participation in targeted activities such as guest speaking, tours, competitions, job shadowing, mentoring and internships. Program review (described in narrative 1) is a major mechanism for reviewing student performance. Grading patterns are also reviewed to identify anomalies that may need to be reviewed and/ or addressed. Additional student data is accessed through the faculty evaluation process and management of student concerns/ complaints. Faculty use department meetings as an avenue to review student issues and identify means of continually improving curriculum and instruction.

How POS Affects Outcomes*

Q8) Based on the Rigorous Program of Study Components Rating Form on page 8 of the RPOS Guide, describe the process used by your consortium for the identified Rigorous Program of Study (RPOS) including steps of action, stakeholders involved, and timeline. Also discuss the identified strengths and areas for improvement of the RPOS for your consortium. In what ways did your self-evaluation of the 10 elements of the RPOS influence the selection of activities and strategies found within this plan? [Sec. 135 (b)(1)] (5,000 word limit)

LEGISLATION AND POLICY:

Consortium guidelines have been collaboratively written.

PARTNERSHIPS:

The MCTEC advisory board membership is comprised of academic, business, industry and community-based participants that provide guidance to all CTE programs of study.

PROFESSIONAL DEVELOPMENT:

Professional development continues to be a focus for MPS and MCTC with both time and resources allocated to keep teachers up to date with industry standards and requirements. In SY17, we will expand our focus to include greater emphasis on Perkins legislation, grant requirements, and related CTE Levy criteria and constraints.

ACCOUNTABILITY AND EVALUATION SYSTEMS:

Data analysis is performed to monitor the success of CTE programs of study and provide guidance for future direction.

COLLEGE & CAREER READINESS:

In SY17, MPS is working with the City of Minneapolis and other community based organizations and employers to design a city-wide career readiness certificate, and design a collaborative work-based learning portfolio development and review process. Articulation agreements will also be expanded where possible to ensure college credit acquisition is available and that systems are in place for credits to be recognized when students matriculate to a post-secondary institution.

COURSE SEQUENCES:

Articulation agreements ensure alignment of the secondary and postsecondary courses. A marketing campaign and scheduling/registration process will be designed in SY17 that communicates information about CTE pathways and course-taking sequences more clearly to secondary students.

CREDIT TRANSFER AGREEMENTS:

MPS will continue to work with MCTC and other MNSCU institutions to expand articulated credit opportunities/recognition for our students.

GUIDANCE COUNSELING AND ACADEMICS:

The current secondary CTE leadership team works closely with the MPS counseling leadership and is collaboratively developing professional development sessions, career exploration lessons, and has regular discussions on how to promote CTE course taking opportunities to students in alignment with interest inventory information and personalized learning plans. We are also working with AchieveMpls and staffing within the college and career centers located within each of our high schools to expand their counseling/advising services to include more conversations centered around career goals.

TEACHING & LEARNING STRATEGIES:

MPS CTE has implemented integrated approaches to teaching Physics, literacy and mathematics in CTE courses. Over 40% of staff have received Math in CTE training and development time, and the district's professional development division is investing heavily in supports to embed math and literacy into all elective course offerings.

TECHNICAL SKILL ASSESSMENTS:

11 CTE programs of study will be in place for FY17, one of which has been identified as a Rigorous Program of Study (Health). We will also be expanding technical skills assessments to over 80% of our CTE courses next year with a goal to align a TSA as a summative exam for each course available in a given program of study. This strategy will ensure that concentrators are tested in the year that they become a concentrator and will be accurately recorded in our annual P-file submission.

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/Post-secondary - 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)

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.	
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	\$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 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.	
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	\$103,076.40
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$11,952.06
Secondary Admin Cost	\$6,504.55
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$121,533.01
Total	\$121,533.01

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).	
Reallocation Explanation	
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

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.	
Reallocation Explanation	
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

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 MNneapolis 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 CTOSs.

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.

Reallocation Explanation

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

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 activities, 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

Reallocation Explanation

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

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.

Reallocation Explanation

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

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.

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	\$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

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.

Reallocation Explanation

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

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.

Reallocation Explanation

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

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.

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	\$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

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.	
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	\$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 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

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.)

Reallocation Explanation

Post-Secondary Required Activities	\$87,688.00
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	\$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.

Reallocation Explanation

Post-Secondary Required Activities	\$99,667.00
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	\$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.)

Reallocation Explanation

Post-Secondary Required Activities	\$82,500.00
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	\$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.

Reallocation Explanation

Post-Secondary Required Activities	\$5,000.00
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	\$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.

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	\$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.

Reallocation Explanation

Post-Secondary Required Activities	\$1,000.00
Post-Secondary Permissible Activities	\$200.00
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	\$1,200.00
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.

Reallocation Explanation

Post-Secondary Required Activities	\$5,000.00
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	\$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.

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	\$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)

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.	
Reallocation Explanation	
Post-Secondary Required Activities	\$16,450.00
Post-Secondary Permissible Activities	\$1,050.00
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$17,500.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$0.00
Total	\$17,500.00

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.	
Reallocation Explanation	
Post-Secondary Required Activities	\$39,287.00
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.	
Reallocation Explanation	

Post-Secondary Required Activities	\$3,500.00
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.	
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	\$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.	
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	\$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.

Reallocation Explanation

Post-Secondary Required Activities	\$14,960.00
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.

Reallocation Explanation

Post-Secondary Required Activities	\$0.00
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.

Reallocation Explanation

Post-Secondary Required Activities	\$1,500.00
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)

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

Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$16,074.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation 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 Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$0.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$21,000.00
Secondary Reserve	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation 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:**

In alignment with the State of Minnesota's Career & Technical Education goals, the goal of MCTEC is to facilitate improved CTE planning across secondary and postsecondary institutions. The MCTEC Board reviews and makes recommendations about:

- 1) the vision and spending of secondary and post-secondary Perkins grant funds,
- 2) continuous improvement of our programs of study,
- 3) creation of sustainable practices, and
- 4) our plans for innovation and expansion.

Planning and implementation of projects will utilize local and regional resources with the intent to link all CTE spending with student success outcomes that lead to livable wage careers.

The MCTC Perkins Coordinator and MPS Director of CTE co-chair the MCTEC Board and all advisory meetings in collaboration with a board appointed employer representative. In alignment with the MCTEC Membership Purpose and Structure Guidelines (see attached) the co-chairs set agendas, lead discussion, coordinate professional development opportunities for staff, and review/recommend consortium membership to assure representation of a range of stakeholders. Active MCTEC advisory members are shown on the partnership list submitted in the APR.

In SY17, MPS and MCTC will coordinate our efforts to expand course offerings and experiential learning opportunities for students enrolled in our Healthcare RPOS and MCTC's NAHA PSEO course. These expansion efforts will include a new Anatomy & Physiology class, high school internships throughout the school year in the emergency medical field, alignment of technical skills assessments for all courses (i.e. medical terminology, anatomy & physiology, and NAHA), and the creation of a community-based scholarship fund for NATO test-takers.

In SY17, MPS and MCTC will also work together to align secondary MPS CTE courses and Technical Skills Assessment test-taking opportunities with coursework offered at MCTC. Efforts will include:

- 1) Expand tech prep opportunities via proficiency in a high school CTE courses to include a passing TSA score. MPS staff and MCTC faculty will work together to align state-approved secondary TSAs with current MCTC course offerings.
- 2) Increase access to MPS/MCTC concurrent enrollment courses by offering a tiered approach to earning college credit by creating tech prep agreements for the same courses for those high school students who transfer to MPS or enroll in the CTE course after concurrent enrollment deadlines have passed.

Summary of Goal 5 Objectives:

Secondary - Design and implement a district-wide CTE Inventory distribution and management system

Secondary - Research, Evaluation, and Assessment

Secondary - Perkins Advisory sustainable practices and collaboration with MCTC

PostSecondary - CTE Pathway Coordinator (new position, year 1)

PostSecondary - MCTC Perkins Coordinator

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

Administrative Cost

Row	Amount
POSTSECONDARY - Administration not to exceed 5% (fiscal and data services)	\$0.00
SECONDARY - Administration not to exceed 5% (fiscal and data services)	\$27,468.55

Verification

I want to pull over my Goals 1-5 budget amounts. Yes

Budget Goal 1

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Reserve	Post-Secondary Reallocation Basic	Post-Secondary Reallocation Reserve	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Reserve	Secondary Reallocation Basic	Secondary Reallocation Reserve	Secondary Total	Row Total
Goal 1 Total	\$233,435.00	\$0.00	\$16,505.22	\$0.00	\$0.00	\$249,940.22	\$353,009.22	\$0.00	\$11,952.06	\$0.00	\$0.00	\$385,288.01	\$635,228.23

Budget Goal 2

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Reserve	Post-Secondary Reallocation Basic	Post-Secondary Reallocation Reserve	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Reserve	Secondary Reallocation Basic	Secondary Reallocation Reserve	Secondary Total	Row Total
Goal 2 Total	\$280,855.00	\$200.00	\$0.00	\$0.00	\$0.00	\$281,055.00	\$21,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$21,000.00	\$302,055.00

Budget Goal 3

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Reserve	Post-Secondary Reallocation Basic	Post-Secondary Reallocation Reserve	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Reserve	Secondary Reallocation Basic	Secondary Reallocation Reserve	Secondary Total	Row Total
Goal 3 Total	\$75,697.00	\$14,050.00	\$0.00	\$0.00	\$0.00	\$89,747.00	\$107,266.61	\$0.00	\$0.00	\$0.00	\$0.00	\$113,035.00	\$202,782.00

Budget Goal 4

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Reserve	Post-Secondary Reallocation Basic	Post-Secondary Reallocation Reserve	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Reserve	Secondary Reallocation Basic	Secondary Reallocation Reserve	Secondary Total	Row Total
Goal 4 Total	\$19,074.00	\$0.00	\$0.00	\$0.00	\$0.00	\$19,074.00	\$0.00	\$21,000.00	\$0.00	\$0.00	\$0.00	\$21,000.00	\$40,074.00

Budget Goal 5

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Reserve	Post-Secondary Reallocation Basic	Post-Secondary Reallocation Reserve	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Reserve	Secondary Reallocation Basic	Secondary Reallocation Reserve	Secondary Total	Row Total
Goal 5 Total	\$94,583.00	\$728.89	\$0.00	\$0.00	\$0.00	\$95,311.89	\$18,695.24	\$931.33	\$0.00	\$0.00	\$0.00	\$21,000.00	\$116,311.89

Goal Totals

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Reserve	Post-Secondary Reallocation Basic	Post-Secondary Reallocation Reserve	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Reserve	Secondary Reallocation Basic	Secondary Reallocation Reserve	Secondary Total	Row Total
Goal Total	\$703,644.00	\$14,978.89	\$16,505.22	\$0.00	\$0.00	\$735,128.11	\$499,971.07	\$21,931.33	\$11,952.06	\$0.00	\$0.00	\$561,323.01	\$1,296,451.12

Secondary Budget Details

Description	File Name	File Size
MPS Secondary Budget FY17	MPS Secondary FY17 Allocation.xlsx	29 KB
MPS Secondary Budget Sheet	MPSSecondaryFY17Allocation (4).xlsx	28 KB

Perkins Grant Collaboration with WorkForce Centers

Row	Amount
(SECONDARY) Total Perkins funds used in collaboration with WorkForce Centers	\$0.00
(SECONDARY) Estimated expenditures/in-kind contributions used in collaboration with WorkForce Centers	\$41,089.00
(POSTSECONDARY) Total Perkins funds used in collaboration with WorkForce Centers	\$87,688.00
(POSTSECONDARY) Estimated expenditures/in-kind contributions used in collaboration with WorkForce Centers	\$2,145.00
Totals	\$130,922.00

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	
<p>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.</p> <p>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.</p> <p>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.</p>	
Resources Needed*	<p>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.</p> <p>Expansion of current TSA offerings to include “newly” approved Precision Exams that align with MPS programs of study.</p>
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.
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.
Describe any contextual factors that might contribute to this gap:*	Historically, MPS has focused course taking options and registration around Int'l 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.
Further Information	
<p>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.</p>	
Improvement Plan Supporting Documents (optional, not required)	

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.

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.	
<ol style="list-style-type: none"> <u>Digital radiography equipment purchase for our dental assistant students</u> - 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. <u>Digital Laser tape measurer request for our Architectural Technology students</u> - 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. <u>Improving outcomes in Google certified educators exam</u> - 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.	
<ol style="list-style-type: none"> <u>Enhance MCTC's partnership with the Cedar Riverside Opportunity Hub & Northside Workforce Center</u> - 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. <u>Certify instructors at the secondary level to teach the CMAE manufacturing courses.</u> 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. <u>High school problem solving seminar</u> - 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.	
<ol style="list-style-type: none"> <u>Student Parent Center</u> - 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. <u>Architectural Technology Lab Tutor</u> - 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. <u>Nursing College Lab Asst.</u> - 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. <u>Other key proposals to help our students stay in school include:</u> 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. <u>Building Operations Technician Employment Pathway Development Project</u> - 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. <u>Our CTE Improvement Plan Proposal</u> 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.	

Rigorous Program of Study

Rigorous Program of Study 1	
State-Approved Rigorous Program of Study*	Therapeutics Services
RPOS submitted with 10 components	RPOS_Roosevelt_20160516v2.pdf

Programs of Study

Programs of Study 1	
Career Fields	Arts, Communication & Information Systems
Career Clusters	
Career Pathways	Programming and Software Development

In which CTE Program?	17 - Trade & Industrial - Communication Technology
At which High School? College?	North, Southwest, Transition Plus
State-Approved Secondary Assessments	
State-Approved Postsecondary Assessments	
In which course (use course code) or at what time in the program?	Upon completion of course/program sequence

Programs of Study 2

Career Fields	Arts, Communication & Information Systems
Career Clusters	Arts, Audio/Video Technology and Communications
Career Pathways	Visual Arts
In which CTE Program?	17-Trade & Industry - Communication Technology
At which High School? College?	Edison, Henry, Roosevelt, South, Southwest, Washburn
State-Approved Secondary Assessments	
State-Approved Postsecondary Assessments	
In which course (use course code) or at what time in the program?	Upon completion of course/program sequence

Programs of Study 3

Career Fields	Arts, Communication & Information Systems
Career Clusters	Arts, Audio/Video Technology and Communications
Career Pathways	Audio/Video Technology and Film
In which CTE Program?	17 - Trade & Industrial - Communication Technology
At which High School? College?	North
State-Approved Secondary Assessments	
State-Approved Postsecondary Assessments	
In which course (use course code) or at what time in the program?	Upon program completion of courses/program sequenc

Programs of Study 4

Career Fields	Health Science Technology
Career Clusters	Health Science
Career Pathways	Therapeutics Services
In which CTE Program?	07 - Health Occupations
At which High School? College?	MCTC PSEO / Roosevelt
State-Approved Secondary Assessments	
State-Approved Postsecondary Assessments	National Council Licensure Examination for Practical Nurses (NCLEX-PN) - State License Exam
In which course (use course code) or at what time in the program?	Upon completion of course/program sequence

Programs of Study 5

Career Fields	Engineering, Manufacturing & Technology
Career Clusters	Architecture and Construction
Career Pathways	Construction
In which CTE Program?	17 - Trade & Industrial - Communication Technology
At which High School? College?	Roosevelt
State-Approved Secondary Assessments	OSHA 10-hour Construction Industry Certification
State-Approved Postsecondary Assessments	
In which course (use course code) or at what time in the program?	Upon completion of course/program sequence

Programs of Study 6

Career Fields	Engineering, Manufacturing & Technology
Career Clusters	Transportation, Distribution, and Logistics
Career Pathways	Facility and Mobile Equipment Maintenance
In which CTE Program?	17 - Trade & Industrial Construction Careers
At which High School? College?	Roosevelt
State-Approved Secondary Assessments	
State-Approved Postsecondary Assessments	
In which course (use course code) or at what time in the program?	Upon completion of course/program sequence

Programs of Study 7

Career Fields	Engineering, Manufacturing & Technology
Career Clusters	
Career Pathways	Engineering and Technology
In which CTE Program?	17-Trade & Industry - Communication / Construction
At which High School? College?	Henry, South, Washburn
State-Approved Secondary Assessments	

State-Approved Postsecondary Assessments	
In which course (use course code) or at what time in the program?	Upon completion of course/program sequence
Programs of Study 8	
Career Fields	Engineering, Manufacturing & Technology
Career Clusters	Manufacturing
Career Pathways	Manufacturing Production Process Development
In which CTE Program?	17 - Trade & Industrial Construction Careers
At which High School? College?	South
State-Approved Secondary Assessments	
State-Approved Postsecondary Assessments	
In which course (use course code) or at what time in the program?	Upon completion of course/program sequence
Programs of Study 9	
Career Fields	Business, Management, & Administration
Career Clusters	
Career Pathways	Administrative Support
In which CTE Program?	14 - Business
At which High School? College?	Edison, Southwest
State-Approved Secondary Assessments	Certiport - Microsoft Office Specialist - Excel 2007 & 2010
State-Approved Postsecondary Assessments	Certiport - Microsoft Office Specialist - Excel 2007 & 2010
In which course (use course code) or at what time in the program?	Upon completion of course/program sequence
Programs of Study 10	
Career Fields	Health Science Technology
Career Clusters	Health Science
Career Pathways	Diagnostic Services
In which CTE Program?	Polysomnography Technician
At which High School? College?	
State-Approved Secondary Assessments	
State-Approved Postsecondary Assessments	National Commission of Certifying Agencies (NCCA)—Registered Polysomnographic Technologist (RPSGT) Examination
In which course (use course code) or at what time in the program?	Upon completion
Programs of Study 11	
Career Fields	Business, Management, & Administration
Career Clusters	Marketing
Career Pathways	Marketing Communications
In which CTE Program?	04 - Marketing / 14 - Business
At which High School? College?	Edison
State-Approved Secondary Assessments	
State-Approved Postsecondary Assessments	
In which course (use course code) or at what time in the program?	Upon completion of course/program sequence
Programs of Study 12	
Career Fields	Business, Management, & Administration
Career Clusters	
Career Pathways	Business Finance
In which CTE Program?	14 - Business
At which High School? College?	Southwest
State-Approved Secondary Assessments	
State-Approved Postsecondary Assessments	
In which course (use course code) or at what time in the program?	Upon completion of course/program sequence
Programs of Study 13	
Career Fields	Human Services
Career Clusters	Human Services
Career Pathways	Personal Care Services
In which CTE Program?	Cosmetology
At which High School? College?	Edison
State-Approved Secondary Assessments	Skills USA - Cosmetology
State-Approved Postsecondary Assessments	Minnesota Board of Barber Examiners - Apprentice Barber License
In which course (use course code) or at what time in the program?	Barbering

Programs of Study 14	
Career Fields	Arts, Communication & Information Systems
Career Clusters	
Career Pathways	Audio/Video Technology and Film
In which CTE Program?	Web and Digital Communications
At which High School? College?	
State-Approved Secondary Assessments	
State-Approved Postsecondary Assessments	NOCTI - Advertising and Design
In which course (use course code) or at what time in the program?	92606 Digital Photography

Programs of Study 15	
Career Fields	Health Science Technology
Career Clusters	
Career Pathways	Therapeutics Services
In which CTE Program?	Dental Assistant
At which High School? College?	
State-Approved Secondary Assessments	
State-Approved Postsecondary Assessments	Minnesota Board of Dentistry - Dental Assistant State Licensure Exam
In which course (use course code) or at what time in the program?	Upon completion

Programs of Study 16	
Career Fields	Arts, Communication & Information Systems
Career Clusters	
Career Pathways	Visual Arts
In which CTE Program?	Digital Photography
At which High School? College?	
State-Approved Secondary Assessments	
State-Approved Postsecondary Assessments	NOCTI - Advertising and Design
In which course (use course code) or at what time in the program?	Digital Photography

Programs of Study 17	
Career Fields	Health Science Technology
Career Clusters	
Career Pathways	Therapeutics Services
In which CTE Program?	Nursing Assistant/Home Health Aide
At which High School? College?	
State-Approved Secondary Assessments	
State-Approved Postsecondary Assessments	NAR - Nursing Assistant Registry
In which course (use course code) or at what time in the program?	Upon completion

Coordination Time for Perkins Grant

Secondary

This includes coordinator salary, benefits, and oversight of contracted staff and planned expenditures

Total percentage of time for Coordinators of Perkins:* 100.0%

Coordinator Budget:* \$100,353.25

Post-Secondary

Total percentage of time for Coordinators of Perkins:* 0%

Coordinator Budget:* \$0.00

Perkins Dollars

Perkins-Funded Positions

Person's Name	Position	File Folder # (secondary)	Amount	Attach Position Description
MCTC - To Be Determined	CTE Pathway Coordinator, part-time		\$32,083.00	JobDescriptionsMCTCFY17PerkinsFundedPositions.docx
MCTC - To Be Determined	Early Alert and Academic Outreach Intern		\$16,074.00	JobDescriptionsMCTCFY17PerkinsFundedPositions.docx
MCTC - To Be Determined	Nursing College Lab Assistant		\$14,960.00	JobDescriptionsMCTCFY17PerkinsFundedPositions.docx
MCTC - To Be Determined	HVAC Lab Assistant		\$39,287.00	JobDescriptionsMCTCFY17PerkinsFundedPositions.docx
MCTC - To Be Determined	Student Center Parent Support Staff (.35 FTE)		\$16,450.00	JobDescriptionsMCTCFY17PerkinsFundedPositions.docx
MCTC - To Be Determined	Architectural Technology Lab Tutor		\$1,500.00	JobDescriptionsMCTCFY17PerkinsFundedPositions.docx
MCTC - To Be Determined	CTE Office Admin Specialist (OAS) Intermed.		\$36,667.00	JobDescriptionsMCTCFY17PerkinsFundedPositions.docx
MCTC - To Be Determined	CTE Asst. Director Academic Advising & Retention		\$63,000.00	JobDescriptionsMCTCFY17PerkinsFundedPositions.docx
Paul Klym	TOSA - Perkins Projects	366150	\$100,353.25	CareerDevelopmentCoordinator-PerkinsTOSA1.0FTE.pdf
MCTC - To Be Determined	Director/Dean of Instruction (.5 FTE)		\$55,000.00	JobDescriptionsMCTCFY17PerkinsFundedPositions.docx
MCTC - To Be Determined	Educational Pathway Navigator, Northside Wkfrc Ctr		\$59,588.00	JobDescriptionsMCTCFY17PerkinsFundedPositions.docx
MCTC - To Be Determined	CTE Navigator #1		\$41,250.00	CTEpathwaynavigatorMnSCU Academic Professional 1.docx
MCTC - To Be Determined	CTE Navigator #2		\$41,250.00	CTEpathwaynavigatorMnSCU Academic Professional 1.docx
Joseph Stafne	Welding College Lab Asst., part-time		\$15,000.00	JobDescriptionsMCTCFY17PerkinsFundedPositions.docx
Phil Mestenhauser	Machine Tool Technology College Lab Asst., pt-time		\$23,065.00	JobDescriptionsMCTCFY17PerkinsFundedPositions.docx
Jared Scharpen	CTE Career Coordinator		\$55,185.00	JobDescriptionsMCTCFY17PerkinsFundedPositions.docx
Brad Kelly	MCTC Perkins Coordinator		\$62,500.00	JobDescriptionsMCTCFY17PerkinsFundedPositions.docx
			\$673,212.25	