



Grant Details

02058 - FY18 PERKINS APPLICATION

02402 - FY18 Minneapolis Consortium

Perkins IV Consortium

Grant Title: FY18 Minneapolis Consortium
 Grant Number: 02079
 Grant Status: Underway
 Comments:
 Applicant Organization: Minneapolis Consortium
 Grantee Contact: Sara Etzel
 Award Year: 2017
 Program Area: Perkins IV Consortium
 Amounts:
 Contract Dates: Contract Sent 12/13/2017 Proposal Date 07/01/2017 Contract Received Contract Executed 06/30/2018 Project End
 Project Dates: 07/01/2017 06/30/2018
 Grant Administrator: Debra Wilcox-Hsu
 Contract Number: 02079
 Award Year: 2017
 Contract Dates

Contract Sent Contract Received Contract Executed Contract Legal
 Project Dates 07/01/2017 06/30/2018
 Project Start Project End
 Comments

Agency List

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

Summary Narrative Part Two

Comprehensive Professional Development

Q5) 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)]

The MCTEC consortia is investing \$64,000 in professional development and collaborative work between faculty and staff from secondary and post-secondary institutions to create better alignment of services including but not limited to increased awareness re: Power of You, articulation credit and concurrent enrollment college credit bearing opportunities aligned with state-approved POS, increased college visits to Minnesota State institutions aligned with our state-approved POS, improved advisory committees, and strategic planning with the goal to increase student enrollment and completion of our programs of study.

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 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.

MPS secondary CTE teachers also participate in professional development and learning opportunities sponsored by the school district and outside organizations to enhance educator effectiveness with the goal to improve student learning and achievement.

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)]

Teaching/faculty 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 Minnesota State are working with secondary CTE teachers to provide professional development opportunities to assist in Minnesota State 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.

The hiring process at the secondary level is a six step process*:

- 1.) Apply to the CTE candidate pool;
- 2.) Screening Interview - if an applicant meets the minimum qualifications a screening interview is a mandatory initial assessment of qualifications rather than an interview for a specific vacancy;
- 3.) Screening Decision - within 1-2 weeks of a screening interview, applicants receive an email notification regarding their screening interview. Candidates who pass the initial screening will then be invited to apply for specific CTE positions in MPS.
- 4.) Apply for Specific Vacancies - candidate who are invited to move past the screening process must apply for all positions for which they would like to be considered.
- 5.) School-based Interview - MPS school leaders will review and coordinate interviews for open CTE positions at their site. School staff contact the candidate directly.
- 6.) Offer - if an applicant is selected for a CTE teaching position, a member of the Human Capital team will contact the individual to discuss a job offer, onboarding, and new teacher orientation requirements. All 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.

*MPS CTE leadership is working with MPS Human Capital division to make CTE teacher postings eligible for the district's early hiring process. The result of this is MPS Human Capital will be able to offer and early hiring contract to appropriate licensed CTE candidates early in the Spring instead of waiting for candidates to graduate in May/June.

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.

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 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.

Below is an example of comparisons done to evaluate efficacy of of CTE programming in MPS. The data continues to show opportunity for improvement, but making these comparisons with our school district report card that aligns with the state's World's Best Work Force metrics is extremely valuable when creating alignment between CTE and our school district's strategic plan. The data below assists us as we market the value of CTE course taking and determining site-based decisions around staffing, annual budgets, professional development, marketing, and capital planning.

Carl Perkins Core Indicator	CTE student	All MPS students	MPS 2020 goal
4-year on time graduation	79.43%	64.3%	80%
MCA Reading Skill Attainment	48.87%	43%	72%
MCA Math Skill Attainment	34.40%	44%	73%

CTE Enrollment Counts 2015 - 2017	9th gr	10th gr	11th gr	12th gr	Total
SY 2014-2015	909	746	559	533	2747
SY 2015-2016	997	818	650	544	3009
SY 2016-2017	896	892	644	642	3074

At the post-secondary level, MCTC met 93-97% of our FAUPL target goals for earned degrees or credentials (2P1), retention in school and/or transfers to a four-year colleges (3P1), and job placement (4P1). According to enrollment numbers our Business Management and Human Service major have high interest, but very low completion rates. With degree completion in our business management program at less than 15%, and less than 20% in our human service majors, MCTEC recognizes that there is potential for improvement and will provide funds for the MCTC Career Services staff to use the Strengths Finder tool with in SY18 to help Business Management and Human Services students discover their natural talents; then teach them how to develop their talents and strengths, and coach them to apply their strengths during their experience on campus.

How Programs of Study Affects Outcomes

Q8) Describe the process your consortium used to identify Rigorous Programs of Study (RPOS). Include action steps, stakeholders involved, and timeline. Also list the 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)]

LEGISLATION AND POLICY: Consortium guidelines have been collaboratively written and reviewed annually.

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. At the secondary level, there are over 161 documented staff, industry, community partner organizations, and post-secondary faculty participating as active members of CTE Program of Study advisory committees.

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 SY18, we will expand our focus to include collaborative meetings between MPS and MCTC CTE staff and faculty with greater emphasis on course alignment, updating articulation agreements, Perkins legislation, related CTE Levy criteria and constraints, and shared advisory committees.

ACCOUNTABILITY AND EVALUATION SYSTEMS: Data analysis is performed to monitor the success of CTE programs of study and provide guidance for future direction. This includes comparisons of the the school district report card metrics to Carl Perkins core indicators.

COLLEGE & CAREER READINESS: In SY17, MPS began 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. Groundwork for a marketing campaign and scheduling/registration process began in SY17 and will continue in SY18 that communicates information about CTE pathways and course-taking sequences more clearly to secondary students - including college credit bearing opportunities. During our formal program of study review cycle in SY17 the following courses were agreed upon to represent the MPS Healthcare RPOS: Healthcare Core Curriculum 1, Medical Terminology, Emergency Medical Responder, and Anatomy and Physiology.

CREDIT TRANSFER AGREEMENTS: MPS will continue to work with MCTC and other Minnesota State institutions to expand articulated credit opportunities/recognition for our students. We will also revisit the opportunity for MPS to be a participating member of the CTECreditMN program in the Minnesota that documents CTE college credit bearing accomplishments for our CTE enrolled students. In SY17, we began working with MPS general counsel to validate that the website was FERPA and MPS compliant re: student data.

GUIDANCE COUNSELING AND ACADEMICS: In SY18, expanded efforts will be made to work with MPS counseling leadership to collaboratively develop professional development sessions, career exploration lessons, and host regular discussions on how to promote CTE course taking opportunities to students in alignment with interest inventory information and personalized learning plans. The new CTE special project coordinators will also work with AchieveMpls staffing within the college and career centers located within each of our high schools and industry-specific pipeline advisory groups to expand their counseling/advising services to include more conversations centered around student career goals.

TEACHING & LEARNING STRATEGIES: In SY18, MPS CTE leadership plans to expand our collaboration efforts with the MPS special education and multilingual departments. Working together we will research how to implement best practices associated with Universal Design Learning strategies in our CTE classrooms. UDL, when embedded in our CTE classrooms, will provide a blueprint for creating instructional goals, methods, materials, and assessments that work for everyone--not a single, one-size-fits-all solution but rather flexible approaches that can be customized and adjusted for individual needs.

MPS CTE also continues to have success via its integrated approaches to teaching Physics, literacy and mathematics in CTE courses. Over 40% of our current 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. The impact of this training has been minimal to date and we will continue to look at data to determine where additional supports can be provided to increase CTE student math scores.

The MCA reading scores for CTE students lead the district average by 5.87% compared to their non-CTE course taking peers. When this data is broken down by special populations CTE students lead the district average of their non-CTE course-taking counterparts by 2-45% on this important Carl Perkins Core Indicator.

MCTC's dean of instruction will continue to work on new teaching and learning strategies in support of course success and program completion in the School of Business and Economics. Key goals to this initiative include:

- Assist the School of business in identifying barriers that are preventing course success (data)
- Identify best practices internally and externally which lead to course success and program retention (workshops, school visits, research)
- Implement the selected best practice(s)
- Evaluate for effectiveness and continuous improvement
- Increase course success in Business courses to 70% by fall 2018 and to 73% by academic year 2019
- Establish uniform methods and pedagogy in curriculum delivery in BUSN 1140 by Fall 2017, and use that model to establish these methods/pedagogy into Business and Accounting courses by Fall 2018
- Identify root causes for low course success in key student subpopulations such as students who place into developmental reading and modalities such as online, etc.

TECHNICAL SKILL ASSESSMENTS: 11 state-approved and 4 consortia-approved CTE programs of study will be in place for FY18, one of which has been identified as a Rigorous Program of Study (Health-therapeutic services). 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. We will be piloting many "new to MPS" precision exam options for our Healthcare RPOS and other POS in SY17. Upon completion we will analyze results data and determine if curriculum and exam are appropriately aligned.

Goal 1 Narrative

Narrative for Goal 1: Designing and Implementing Programs of Study

Your Goal 1 narrative must include descriptions of the following elements:

1. Describe Program of Study (POS) Design and Implementation: Each consortium has identified at least 1 Rigorous Program of Study for the Consortium using the 10 components in their design and implementation. Each consortium must have at least 7 Programs of Study and one Rigorous Program of Study. It is recommended that each consortia have at least 1 State-Approved POS in each career field. State-Approved POS are encouraged to be developed in high-skill, high-wage, or high-demand occupations [State requirement; Sec. 134 (b) (3) and (b)(6C)]
2. Describe opportunities for early college credit [Sec. 135. (c) (10)]
3. Describe secondary teacher and postsecondary faculty and counselor involvement in POS [State requirement; Sec. 134 (b) (5)]
4. Describe strategies for improvement of academic and technical skills of CTE learners [Sec. 134 (b) (3)]
5. Describe strategies for addressing professional development needs of teachers and faculty in POS as well as other programs [Sec. 134 (b) (4)]
6. Describe assessment of core technical skills across high school and college that use valid (measures the content) and reliable (consistent over time and among students) assessments [Sec. 134 (b) (3 B.) and Sec. 135 (c) (19)]
7. Describe strategies for addressing the needs of adult learners through adult basic education and/or non-credit training in Adult Career Pathways [State Plan; Sec. 135 (c)]
8. Describe strategies for addressing All Aspects of the Industry included POS [Sec. 134 (b) (3 C.)]

CTE PROGRAMS of STUDY: In SY17, MPS participated in a formal CTE Program Approval process with the Minnesota Department of Education and a formal monitoring visit by Minnesota State/MDE. The following programs of study were submitted to MDE for program approval November 1, 2016; Health Sciences & Technology - Therapeutic Services is MCTEC's RPOS, though we plan to review both Business Management and Administration - Administrative Support and STEM - Engineering and Technology as additional qualifiers for RPOS status in SY18. We will also explore the possible creation of a new state-approved Education and Training - Teaching/Training POS in the upcoming year.

MCTEC MDE State Approval Pending Programs of Study:

1. Transportation, Distribution and Logistics - Facility & Mobile Equipment Maintenance
2. Manufacturing - Manufacturing Production Process Development (MCTC - Machine Tool)
3. Science, Technology, Engineering and Mathematics - Engineering and Technology (MCTC - Architectural Technology)
4. Arts, Audio/Video Technology and Communications - Journalism and Broadcasting
5. Arts, Audio/Video Technology and Communications - Visual Arts (MCTC - Photography & Digital Imaging)
6. Information Technology - Web and Digital Communications (MCTC - Web & Interactive Media)
7. Information Technology - Programming and Software Development (MCTC - Software Development)
8. Business Management and Administration - Administrative Support (MCTC - Business Management)
9. Human Services - Personal Care Services
10. Architecture and Construction - Construction (MCTC - Architectural Technology and Welding and Metal Fabrication)
11. Health Science Technology - Therapeutic Services (RPOS) (MCTC - Nursing Assistant/Home Health Aide)

MCTEC Consortia Approved/Pending Programs of Study:

12. Health Science - Therapeutic Services (MCTC - Nursing, Dental Assistant)
13. Health Science - Diagnostic Services (MCTC - Polysomnography)
14. Human Services - Teaching/Training
15. Information Technology - Information Support and Services (MCTC - Computer Support and Network Administration)

EARLY COLLEGE OPPORTUNITIES: Available to all MPS Alternative Learning Center (ALC) students Destination to Diploma (D3) is an opportunity for students to earn college credits toward a certificate, diploma or degree at MCTC in a career and technical education field while they complete a high school diploma. The D3 dual-credit program includes course offerings in the following MCTC academies: Business and Service, Education and Public Service, Manufacturing and Building Sciences, Media and Technology, and Nursing and Allied Health. Since its inception in Fall 2015, over 300 MPS students have taken advantage of this unique early college, dual enrollment opportunity. Additional articulation agreements, concurrent enrollment and on-site PSEO course options exist between MCTC and MPS, they include:

Articulation Agreements: CNC Programming and Operations, Safety/Measurement/Metrology, Entrepreneurship, Adobe InDesign Basic, Adobe Photoshop Basics, Adobe Illustrator Basics, Typographic Basics, Visual Design Basics, Information Technology Skills

Concurrent Enrollment*: Intro to Statistics, Applied Statistics, Study Skills, Research and Composition for Change, Technology for Educators, Intro to Urban Education and Reflective Practice, Intro to Business, Small Business Management, Entrepreneurship, College Composition, Pre-calculus 1, Calculus 1, Pre-calculus 2, Information Technology Skills, First Aid and CPR, Advanced Spanish Composition and Communication, Career Planning, Foundations of Fitness and Health, Healthcare Core Curriculum

On-site PSEO courses: Spanish, NAHA, and English.

(*In FY 2016, MCTC had a headcount of 988 PSEO/Concurrent Enrollment students, or 316 full-time year equivalent students, taking an average of 9.6 credits. This comprised 8% of MCTC total headcount in FY 16. As for CTE Concurrent Enrollment, MCTC had 74 students in the Spring, 2017 term, and 96 students in the Fall, 2016 term.)

IMPROVED OUTCOMES in MPS: Twenty-eight (28) CTE teachers, thirty-six (36) school counselors, and fifteen (15) college and career center coordinators support students interested and/or enrolled in ten (10) distinctly different CTE programs of study. Approximately 3,000-3,500 students are enrolled in our courses each year. Through the daily efforts of these staff members in our high schools the following accomplishments are possible:

- The overall 4-year graduation rate for MPS students that took at least one CTE course in high school is 15.13% higher than their peers that did not take any CTE courses. (MPS REA/MDE SY16 data)
- 90% of all active MPS Career & Technical Education Courses have college credit earning potential.
- In SY16, 591 MPS students earned 1,749 college credits via CTE coursework. (A minimum value of \$339,728+ in-state tuition.)
- In SY16, based on total averages, MPS students that took at least one CTE course in high school attained a 5.87% higher score on their MCA Reading score than their non-CTE counterparts. (CTE Free and Reduced Lunch students attain a 14.55% higher score; CTE Students of Color attain a 15.91% higher reading score.)
- Over 161 industry, community organizations, and staff participate in CTE Programs of Study advisory committees and act as advocates across the state to ensure program quality and relevance aligned to industry workforce needs

At the secondary level, the CTE team will continue to promote the value of CTE and aid the expansion of CTE programming across the district through cross-departmental collaboration with the MPS Teaching and Learning department leadership and content specialists for Social Studies, Science, Math and Fine Arts on implementing "Credit Equivalencies" outlined in 2016 Minnesota Statutes 120B.024, Subd.2.

STAFFING MATTERS: At MCTC many Perkins-funded staff members play a critical role in the success of our CTE students:

1. The CTE Career Coordinator at MCTC connects CTE students to internship and job placements while building quality relationships with local employers; when surveyed 88% of employers indicated an above average/excellent recruiting experience with MCTC's Office of Career Services.
2. A nursing college lab, part-time assistant, in our Learning Center to provide academic support for students enrolled in nursing program courses. The proposal is based on the Supplemental Instruction model from the University of Missouri. As to effectiveness of this model, course sections with SI (supplemental instruction) support have, on average, a 13% reduction in grades of D, F, and Withdrawals. This helps to raise the retention rate of students in the course.
3. Two adult basic education math teachers, who are employees of MPS--and are housed on the MCTC campus, collaboratively teach seven math classes, with well over 100 students.
4. MCTC has CTE Navigator working in partnership with the Minnesota Workforce Centers in North Minneapolis and Cedar Riverside, as well as with Hennepin County and the City of Minneapolis.
5. A work-based learning coordinator will support CTE students in paid internships, at \$12 per hour. This opportunity leverages a \$175,000 Great Lakes grant to offer paid internships, and will support MCTC's goal to increase student retention and job placement (3P1) in alignment with present MCTC data that indicates 86% of students persisted or completed their program after obtaining work-related experiences thru MCTC's Career Services program.
6. Dean/Director of Instruction. This position will support classroom instruction, as well as overall credential attainment. The person will work with faculty to identify best practices and expand their use to other CTE programs through mentorship and faculty development activities.
7. CTE Career Coordinator. This person will: align the full spectrum of student employment: internships, volunteering, service learning, apprenticeships, tours, and student work study. The person will also serve as liaison with business and industry personnel who provide employment and work-based learning opportunities for students.

PROFESSIONAL DEVELOPMENT: In SY18, MCTEC will be investing \$64,000 in professional development and collaborative work between faculty and staff from secondary and post-secondary institutions to create better alignment of services including but not limited to increased awareness re: Power of You, articulation credit and concurrent enrollment college credit bearing opportunities aligned with state-approved POS, increased college visits to Minnesota State institutions aligned with our state-approved POS, improved advisory committees, and strategic planning with the goal to increase student enrollment and completion of our programs of study.

TECHNICAL SKILLS ASSESSMENTS: SY17 was a pilot year to change our past practice of TSA testing as an end-of-program summative exam to determine proficiency of our student skill attainment. As a result of this philosophy shift CTE leadership in the school district worked with all CTE teachers to identify end-of-course exams that would align with the curriculum and course outlines for each CTE class. As a result, Fifty-seven (57) of the ninety-five (95) CTE courses in MPS have technical skill assessments identified and we will pilot the use of many of these exams at the end of second quarter in SY17 and report results as a part of our p-file submission in the fall. It is our hope that the use of TSAs as an end-of-course assessment will provide valuable feedback to the alignment of our curriculum with state-approved skillsets identified by industry, and based on the outcomes of the first year pilot of many of these exams we will make improvements to our course outlines and content. In SY17, MCTC reviewed their use of TSAs and will be investing \$14,170 to pay for two more TSA's, which we are working with Software Development faculty and/or other faculty from our state-approved programs of study. See attached document for an overview of MPS CTE courses and Technical Skills Assessments.

ADULT EDUCATION OPPORTUNITIES: Minneapolis Adult Education (ABE) creates and delivers exceptional program design and instruction for adults needing life, academic and work literacy skills. Adult Education serves over 6,000 adults annually in classes. In addition to several community partners, the adult education program operates out of two school district sites, a north and south campus provide both in-person and distance learning options. Adult students are provided academic instruction is provided in: General Educational Development (GED) and College Preparation, English Language Learning (ELL) and Citizenship, and Career Pathways including Healthcare, Food Management, Early Childhood and Trades/Manufacturing. Program manager of Adult Education is also an active member of the MCTEC Perkins advisory board.

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

Goal 1 Objectives

Goal 1 Objectives 1	
Required/Permissive Uses of Funds*	R1 Academic Integration , R2 Programs of Study
Strategies	
Assist the Graphic Design, and Photography & Digital Imaging programs improve their online completion rates. Use resources to send faculty to training, bring consultants to campus, and provide release time to develop exceptional online courses.(\$3,500)	
As to the size of these programs, in 2016, 123 students majored in the Graphic Design certificate or AAS degree program. In 2016, 74 Photography & Digital Imaging students majored in the certificate, diploma, or AAS degree programs. (Total, \$33,500)	
Outcomes	
Increase in coordination between advisory program of study committees.	
Measures	
Advisory program of study committee--possible joint meetings. Articulation agreements and/or other college credit opportunities so students can begin a tuition-free pathway from MPS through MCTC to a livable wage career.	
Reallocation Explanation	
Post-Secondary Required Activities	\$3,500.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$3,500.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00

Secondary Reserve	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$0.00
Total	\$3,500.00

Goal 1 Objectives 2

Required/Permissive Uses of Funds*	R6 Assessment
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Strategies

Invest in new technical skill assessments (TSA's) to comply with Perkins requirements to offer TSA's in seven state-approved programs of study. (\$10,000)

Purchase technical skill assessment for Perkins compliance for the Architectural Technology program. Provide testing fees for 40 students and 3 instructors to take the Autodesk Certified user exam for AutoCAD or Revit software. (\$2,100)

As to the size of this program, in 2015, the Architectural Technology program had 45 students majoring in the diploma program.

Buy NOCTI (National Occupational Competency Testing Institute) assessment for Early Childhood program. As to the size of this program, in 2016, the Early Childhood Education program had 119 students majoring in the diploma, AAS, or AS program. (\$2,070) (Total: \$14,170)

Outcomes

Increase the number of post-secondary programs of study using an approved technical skill assessment by 5%.

Measures

Increase the number of post-secondary programs of study using an approved technical skill assessment.

Reallocation Explanation	
Post-Secondary Required Activities	\$14,170.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$14,170.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$0.00
Total	\$14,170.00

Goal 1 Objectives 3

Required/Permissive Uses of Funds*	R4 Develop/Improve/Expand the use of Technology, R7 Initiate/Improve/Modernize Technology , P7 Equipment Leasing/Purchasing/Upgrading
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Strategies

Project Description/Reallocation Explanation:

These requests were originally requested by the Polysomnography program during the development of our proposed FY 18 Perkins budget but unfortunately were unable to be funded, as we had more requests than we could accommodate.

Our Polysomnography program would like to purchase the above-mentioned equipment for our Polysomnography students. This professional level equipment is essential to our students who will be working in the sleep technology industry. The Titration System is essential in sleep studies for treating sleep disorder breathing problems. Additionally, the Olympic sterile drier is critical for infection control and safety for students in sleep labs. This drier is the industry standard. Allowing our students to hone their skills with this industry standard equipment will make our students more employable.

Outcomes

This request will benefit between 100-375 students from our Polysomnography program.

Here are a few other points of pride we would like to share about MCTC's Polysomnography program:

- Excellent job placement -- All of our job-seeking graduates have been hired as Sleep Technologists within 6 months of completing the program.
- Good pay in a valued field of helping clients sleep better -- On average, graduates make over \$22 per hour to start; experienced sleep technicians typically make about \$30 per hour.
- Being in the right place at the right time -- MCTC's Sleep Technology program is one of only a small number programs in the country that awards associate's degrees.

Measures

This proposal impacts the following Perkins performance indicators: job placement (4P1), students earning a credential, certificate, or degree (2P1), and technical skill attainment (1P1).

Reallocation Explanation	<p>Summary of Our Request:</p> <p>Polysomnography titration therapy device \$ 2,000.00 (basic)</p> <p>Polysomnography OmniLab Advanced + Titration system \$ 2,200.00 (basic)</p> <p>Polysomnography sterile drier to dry CPAP (continuous positive \$10,519.20 (\$7,607.53 basic; \$2,911.67 reserve)</p> <p>airway pressure) breathing equipment, e.g. used for sleep apnea</p> <p>Information Technology/Facilities support \$ 2,451.85 (reserve)</p> <p>ESTIMATED TOTAL \$17,171.05 (\$11,807.53 basic; \$5,363.52 reserve)</p> <p>Project Description/Reallocation Explanation: These requests were originally requested by the Polysomnography program during the development of our proposed FY 18 Perkins budget but unfortunately were unable to be funded, as we had more requests than we could accommodate.</p> <p>Our Polysomnography program would like to purchase the above-mentioned equipment for our Polysomnography students. This professional level equipment is essential to our students who will be working in the sleep technology industry. The Titration System is essential in sleep studies for treating sleep disorder breathing problems. Additionally, the Olympic sterile drier is critical for infection control and safety for students in sleep labs. This drier is the industry standard. Allowing our students to hone their skills with this industry standard equipment will make our students more employable.</p>
Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Reallocation Basic	\$11,807.53
Post-Secondary Reallocation Reserve	\$5,363.52
Post-Secondary Total	\$17,171.05

Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$0.00
Total	\$17,171.05

Goal 1 Objectives 4

Required/Permissive Uses of Funds*	R4 Develop/Improve/Expand the use of Technology, R7 Initiate/Improve/Modernize Technology , P7 Equipment Leasing/Purchasing/Upgrading
Strategies	

(1) Provide one-third of the cost needed for our Architectural Technology program to upgrade their computers to meet industry standards. This program is very software intensive. The current versions of our software consistently crash our computers. For some students with very complex models, this can occur up to several times a day. Additionally, a large part of the capstone (4th semester) project requires students to create several multi-colored and detailed renderings of their architectural projects. Because our computers lack sufficient memory, many renderings can take more than 12 hours. (75 desktop pc's (50 open lab desks, 21 CAD classroom stations, 1 smartboard, 3 instructions office stations; total cost \$75,000; Perkins would pay 1/3., or \$25,000.)

Outcomes
Improved ability of our students to complete their work without their computers crashing.

Measures
Number of occurrences that student computer crashes or shuts down should decrease substantially or be eliminated completely.

Reallocation Explanation	
Post-Secondary Required Activities	\$9,050.51
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$15,949.49
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$25,000.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$0.00
Total	\$25,000.00

Goal 1 Objectives 5

Required/Permissive Uses of Funds*	R1 Academic Integration , R5 Professional Development , R9 Special Populations
Strategies	

Continue 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. Support 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. Salary (partial), \$44,290. Plus, \$42,190 for professional development, including in-services activities, travel costs & faculty release time. Total: \$86,480.

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

Measures
Increased retention in CTE programs. Improved learning outcomes in CTE programs by 5%.

Reallocation Explanation	
Post-Secondary Required Activities	\$86,480.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$86,480.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$0.00
Total	\$86,480.00

Goal 1 Objectives 6

Required/Permissive Uses of Funds*	P3 Work-Based Experiences
Strategies	

Continue to support the CTE Coordinator position. 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.

Outcomes
Centralize coordination of employer contacts and internship sites

Measures
Number of CTE students with an aligned work experience. CTE will internships will be developed. In his Ja. 2017 PAR, he indicated that he built relations with 25 new employers offering CTE job/intern opportunities, facilitated 86 scheduled appointments & 29 walk-in students.

Reallocation Explanation	
Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$57,809.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$57,809.00

Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$0.00
Total	\$57,809.00

Goal 1 Objectives 7	
Required/Permissible Uses of Funds*	R2 Programs of Study, R4 Develop/Improve/Expand the use of Technology, R7 Initiate/Improve/Modernize Technology
Strategies	
CTE programs of study instructional software needs and participation fees for secondary CTE POS.	
Outcomes	
Static or improved enrollment/utilization numbers of CTE POS-specific instructional software programs and learning management supports (G/L 303, 406, or 506)	
Measures	
Purchase Approval Forms, MPS financial records, Student enrollment/utilization numbers	
Reallocation Explanation	
Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$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	\$45,000.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$2,250.00
Secondary Reserve	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$47,250.00
Total	\$47,250.00

Goal 1 Objectives 8	
Required/Permissible Uses of Funds*	R6 Assessment
Strategies	
Increased utilization of technical skills assessments in CTE programs of study.	
Outcomes	
Increased number of students taking/passing TSAs. (G/L 461)	
Measures	
Analyze outcomes from SY17 pilots of new TSAs in (list POS here), work with teachers to adjust curriculum or review alternate TSA choices that better align with CTE course/POS that are on state-approved TSA list.	
Reallocation Explanation	
Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$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	\$20,000.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$1,000.00
Secondary Reserve	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$21,000.00
Total	\$21,000.00

Goal 1 Objectives 9	
Required/Permissible Uses of Funds*	R1 Academic Integration , R2 Programs of Study, R3 All Aspects of an Industry, R6 Assessment , R8 Size/Scope/Quality, R9 Special Populations, R10 Collaboration, R11 Articulation, P1 Advisory Committees
Strategies	
Perkins TOSA coordination of existing POS, design, develop and provide pertinent professional development opportunities, provide liaison between CTE staff, high school administrators, and post-secondary/community partners.	
Outcomes	
Improved data associated with national CTE POS metrics. (G/L code 143 or 185)	
Measures	
Monthly PAR reports and quantitative/qualitative metrics associated with activities.	
Reallocation Explanation	
Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$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	\$114,250.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$5,712.50

Secondary Reserve	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$119,962.50
Total	\$119,962.50

Goal 1 Objectives 10

Required/Permissive Uses of Funds*	R2 Programs of Study, R9 Special Populations
Strategies	
Publish and distribute marketing documents (digital and print) for CTE programs of study in support of goals 1, 3, and 4.	
Outcomes	
Increase number of secondary CTE participants and concentrators by 10%, over next 3 years. (G/L 303, 305, 320 or 401)	
Measures	
Improvement verified by annual P-file data	
Reallocation Explanation	
Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$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	\$4,404.11
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$220.78
Secondary Reserve	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$4,624.89
Total	\$4,624.89

Goal 1 Objectives 11

Required/Permissive Uses of Funds*	R2 Programs of Study, R4 Develop/Improve/Expand the use of Technology, R7 Initiate/Improve/Modernize Technology , P7 Equipment Leasing/Purchasing/Upgrading
Strategies	
Support current Programs of Study equipment/supplies/training needs to keep CTE POS aligned with current industry standards as guided by our MCTEC Perkins advisory membership, and individual CTE POS-specific advisory boards.	
Outcomes	
Students/staff have access to safe, reliable and contemporary tools, supplies, curriculum, equipment. (G/L codes 430, 433, 456, or 556)	
Measures	
Purchase Approval Forms, MDE approval documents, MPS financial records	
Reallocation Explanation	
Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$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	\$58,450.37
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$3,500.00
Secondary Reserve	\$11,549.63
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$73,500.00
Total	\$73,500.00

Goal 1 Objectives 12

Required/Permissive Uses of Funds*	R1 Academic Integration
Strategies	
Hire a staff person to assist Director of Academic Operations in the organization and entry of curriculum and term level data to ensure accurate and timely information of our CTE programs and courses.	
Outcomes	
<ul style="list-style-type: none"> Revise CTE academic program plans based on AASC approvals/actions (MCTC's Academic Affairs and Standards Committee). Revise and/or create ISRS curriculum and term course records so that semester schedules are accurate. Assist in the submission of program inventory changes through Program Navigator for system office approval. Maintain a current articulation agreement inventory and update agreements of CTe programs on the MnTransfer.org website. 	
Measures	
Timely availability of CTE course information for students, faculty and the public.	
Reallocation Explanation	
Post-Secondary Required Activities	\$37,500.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$37,500.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00

Secondary Reserve	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$0.00
Total	\$37,500.00

Goal 1 Objectives 13

Required/Permissive Uses of Funds*	R7 Initiate/Improve/Modernize Technology
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Strategies

In alignment with the workforce needs of Minnesota's precision manufacturing industries and the needs for students to progress from two-dimensional thinking to three-dimensional manufacturing MPS would like to use our SY18 re-allocated funds to purchase a tabletop, Intelitek 6100 Benchmark CNC Milling Center for 171502 Engineering and 172302 Machine Tool POS. This new piece of equipment will be shared by both programs offered at three different MPS high school locations who teach PLTW engineering classes and non-PLTW machine tool classes.

Approximately 750-800 students are enrolled in these programs annually. By purchasing the table top model of this equipment we will be able to re-locate the equipment based on which school is offering which course each year or term instead of buying multiple pieces of equipment for each location.

This equipment would be an upgrade from equipment that was purchased for our engineering program approximately 10 years ago and has been in need of replacement for 2-3 years.

Outcomes

Student ability to successfully complete units of study associated with conception to production for projects created using the CNC milling process in our 171502 Engineering and 172302 Machine Tool Program of Study.

Measures

Equipment to be purchased, installed and operational for teacher professional development opportunities and student classroom use during SY18 school year.

Reallocation Explanation	MCTEC Secondary wishes to purchase: tabletop, Intelitek 6100 Benchmark CNC Milling Center for 171502 Engineering and 172302 Machine Tool POS. (See additional information in strategies section)
Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$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	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Reallocation Basic	\$24,817.57
Secondary Reallocation Reserve	\$341.99
Secondary Total	\$25,159.56
Total	\$25,159.56

Goal 2 Narrative**Narrative for Goal 2: Effectively Utilize Employer, Community, and Education Partnerships**

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Your Goal 2 Narrative must include descriptions of the following:

1. Describe strategies for providing student access to All Aspects of the Industry, including work-based experiences and internships [Sec. 134 (b) (3 C.)]
2. Describe how program advisory committees are involved in continuous program improvement and are established consortium-wide—where feasible—including movement to joint secondary/postsecondary advisory committees [Sec. 134 (b)(5)]
3. Describe how program advisory committees are involved in identifying high-skill, high-wage, or high-demand occupations within the region [Sec. 134. (b)(6 C.)]
4. Describe partnerships with other initiatives or providers that support transitions for high school and adult students. Examples: ABE, business, labor, WorkForce Centers, customized training, programming conducted under NCLB, and alternative high school programs (Area Learning Centers, alternative high schools, charter schools, etc.) [Sec. 135 (b)(5)]
5. Describe collaboration efforts that lead to improving CTE programs (e.g., WorkForce Center, non-profits, service organization, Chambers) [Sec. 134. (b) (5)]

ADVISORY COMMITTEES at the CORE of QUALITY CTE PROGRAMS OF STUDY. Effectively utilizing employer, community, and education partnerships has been a strong focus in the MCTEC consortium over the past two years as we have experienced an unprecedented amount of leadership change within both MPS and MCTC, including but not limited to a new superintendent, new college president, new director of CTE, new college deans, new cabinet level leadership, new coordinators, new teachers, etc. As a result, we have spent significant time focusing on collaborative planning, financial accountability, student successes, and leveraging partnerships. Examples of this work include:

Collaborative planning: Infrastructure and systemic change.

- Creation of consortia purpose and guidelines document for MCTEC advisory
- Four MCTEC standard advisory meetings, plus one secondary budget planning session
- Two meetings with all MPS high school principals re: mission/vision of CTE, and Perkins 101 training
- Collaborative MPS / MCTC Graphics faculty meeting to discuss articulated credit and student learning objectives
- Common course catalog work in collaboration with MPS core academic divisions and inclusive of CTE licensing requirements, dual credit opportunities, MDE vocational IDs, and creation of "new" district-wide CTE course catalog and flyers promoting CTE Programs of Study
- Creation of MCTC Perkins leadership team

Financial Accountability: Transparency in spending and new purchasing request procedures

- Improved PAR reporting at secondary and post-secondary levels
- Strategic planning session with MCTEC advisory members, new priority ranking system process, integration of design thinking protocols to develop Perkins spending plan
- Acquisition of inventory/warehouse space and integration with MPS materials inventory barcoding system
- Research of historical spending practices by G/L codes
- Shared assets between MPS/MCTC graphics programs of study

Student Successes: Increased access to CTE courses and increased enrollment

- Secondary: Increased enrollment by 8.5% in CTE secondary courses (SY16)
- Secondary: Increased proficiency of course completion by 8.7% (SY16)
- Secondary: Non-trad enrollment up by 10.2%(SY16)
- Secondary: TSA proficiency up by 35% (SY16)
- Secondary: Open enrollment pilot plan designed and marketed for SY17
- Secondary: 2,182 CTE college credits earned in SY15 (Average = 4 credits per CTE student in SY16)
- Post-secondary: Making progress on placing our students into jobs. We hit 95% of our goal for Perkins Performance Indicator, 4P1, re: student job placement.
- Post-secondary: Making progress on the technical skills assessments of our students. We made 97% of our goal for our Perkins Performance Indicator, 1P1, re: technical skill attainment.

Student Successes: Increased CTSO references and career exploration opportunities

MPS leverages local resources and opportunities that enhance community partner relationships while also offering experiential learning opportunities. Though few are recognized as nationally recognized CTSOs, the value of partnering within our local community for these career exploration and leadership opportunities is highly valuable as we create connections with industry and the workforce needs of Minnesota and more specifically the Twin Cities.

Examples of student organization opportunities in our schools: AchieveMpls Internships, Rêve Academy, FIRST Robotics, Genesys Works, Spark-Y, Art Showcase at MPS District Office, I3 Legacy, Voyager (@ Edison), Junior Achievement, MN Trades Academy, SkillsUSA - Auto, City of Minneapolis Youth Council work, HCMC - Weekly Clinical Rotation Experiential Learning Opportunity

Leveraging Partnerships: Communicating our vision and mission to stakeholders

- 800 West Broadway / Cedar Riverside Workforce Development Centers
- Wilder Research: Evaluation plan and assessment of MPS district-wide CTE opportunities
- MPS Common Course Catalog and new CTE Course guide
- STEM & Career Exploration Expo at Minneapolis Convention Center
- MPS CTE mission and vision documents for cabinet leadership and principals
- Quality community representation on CTE program of study advisory boards - over 300 community partners, students, staff, industry, government, and non-profit representatives serve on our advisory boards.

As noted during our December 2016 monitoring visit, both the secondary and post-secondary institutions host quality program of study advisory committees which are involved in continuous program improvement and alignment to high wage, high skill, high demand workforce needs of Minnesota.

WORKFORCE CENTER COLLABORATION. In partnership with the Minnesota Department of Employment and Economic Development (DEED)/North Minneapolis Workforce Center, Minneapolis Community & Technical College (MCTC) and NorthPoint Health & Wellness Center, we are designing and developing the new West Broadway Education and Career Collaborative. The general concept of this location is to serve non-traditional learners with a focus on students who have left high school before earning their diploma or who are at risk for leaving high school. It will be a place for people to re-engage and move to their next step whether that is a job/career path, training or post-secondary education. This is an opportunity to combine what we know works well with something new that has great promise.

This center will help us fulfill the MPS mission of every child college and career ready and aligns closely with our strategic plan. 800 West Broadway, more recently named Minneapolis Academy and Career Center, will offer:

- Dual credit opportunities—high school/GED and college credit earned simultaneously through partnerships with MCTC and other community colleges.
- MPS K-12 and MPS Adult Education career pathways with a direct connection to jobs or training.
- Extended service hours -- evenings/weekends and flexible scheduling to align with the needs/schedule of the learner.
- Project-based learning where real-world problems capture students' interest and provoke serious thinking as the students acquire and apply new knowledge.
- 21st century technology with flexible spaces to support both large group and small group learning.
- Vocational work assessment and exploration with direct connection to employers.
- Intentional connections made between academic learning and work-based learning opportunities.
- Developing internships/apprenticeships to engage participants in real-life job experience in a specific career.
- A place where community services and education work together to serve the youth and adults in the community.
- A "community as campus" concept, allowing students/job seekers to incorporate services from community agencies into their plan to reduce redundancy and duplication.

A similar concept is underway in Minneapolis' Cedar Riverside neighborhood where MCTEC is funding an Educational Pathways Navigator to serve MCTC CTGE students and provide outreach to students interested in CTE programs at the Opportunity Center. With an estimated 126 students from Riverside Plaza alone, this position is essential for our consortium to have a meaningful presence in this community. The goal is to lower unemployment and increase higher education attainment of CTE degrees and/or certificates.

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

Goal 2 Objectives

Goal 2 Objectives 1	
Required/Permissible Uses of Funds*	R5 Professional Development , R10 Collaboration, P1 Advisory Committees, R1 Academic Integration , R10 Collaboration, P1 Advisory Committees
Strategies	
Work collaboratively with MCTC to deliver professional development throughout the year for all CTE staff in alignment with needs and grant requirements related to each MPS program of study. Utilize Employer Engagement Toolkit to continue to build strong and sustainable business/education partnerships. Continue to provide Perkins 101 and Perkins CTE Levy professional development to district leadership and staff.	
Expand our capacity to deliver our programs of study. Provide \$30,000 to allow MCTC CTE instructor release time to support collaborating with MPS (our secondary partner) to develop CTE programs of study.	
Outcomes	
Increase knowledge across MPS re: funding criteria/constraints associated with federal Perkins funding. Increase knowledge of MPS leadership and staff re: quality CTE POS metrics, experiential learning, and community engagement strategies associated with successful CTE programming. (G/L 145 or 185)	
Measures	
Qualitative data associated with attendance at meetings,, engagement with CTE POS advisory boards, improved teacher observations experiences associated with SOEI.	
Reallocation Explanation*	
Post-Secondary Required Activities	\$30,000.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$30,000.00
Secondary Required Activities	\$34,000.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$1,700.00
Secondary Reserve	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$35,700.00
Total	\$65,700.00
Goal 2 Objectives 2	
Required/Permissible Uses of Funds*	P10 Student Transition
Strategies	
Provide support to allow MCTC to partner with: St. Paul College, DCTC, Metro State, Think Small, MN Family, Career & Community Leaders –and school districts to create an annual event that promotes options for pathways in the career field for the on and off ramp for education. The day has programming for: speakers, power sessions on resumes, how to hear more about pursuing education degrees, and meeting with career/industry partners to hire.(\$1,500)	
Provide support so that the School of Education could have its own Transfer/Career Fair twice each year. We would have one in October 2017 and one in March 2018. The goal of these are to help our students meet with the faculty and advisers from our 4-year partners as well as with industry partners for those graduating and stopping their education and for those who would like/need to work while they further their education. Permissible uses also include, marketing/outreach activities related to CTE activities. Costs for food, \$350 per event. (\$700)	
Outcomes	
Increased interest in Education as a major, possible increase in enrollment, and transfers.	
Measures	
Inquiries to the School of Education from prospective students, enrollment, transfer rates.	
Reallocation Explanation*	
Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$2,200.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$2,200.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$0.00
Total	\$2,200.00
Goal 2 Objectives 3	
Required/Permissible Uses of Funds*	R9 Special Populations
Strategies	
Continue to support 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. With an estimated 1,100 MCTC students from 126 from the Riverside Plaza alone, this position is essential for MCTC to have a meaningful presence in this community.	
Outcomes	
The goal is to lower the unemployment rate in the Cedar Riverside and Increase higher education attainment of degrees and/or certifications and enrollment in Cedar Riverside.	
Measures	
Work with Opportunity Center and partners, including Hennepin County and the city of Minneapolis, to track and collect employment data from residents of Cedar Riverside.	
Reallocation Explanation*	
Post-Secondary Required Activities	\$70,737.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00

Post-Secondary Total	\$70,737.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$0.00
Total	\$70,737.00

Goal 2 Objectives 4	
Required/Permissive Uses of Funds*	P10 Student Transition
Strategies	
Continue to support a CTE Navigator to: assist CTE students in getting oriented to the college and starting their first semester at MCTC and ensure they have the necessary resources to be successful.	
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) by 5%.	
Reallocation Explanation*	
Post-Secondary Required Activities	\$45,000.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$45,000.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$0.00
Total	\$45,000.00

Goal 2 Objectives 5	
Required/Permissive Uses of Funds*	P2 Counseling
Strategies	
Continue to support our 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.	
Outcomes	
Increased enrollment and retention.	
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.	
Reallocation Explanation*	
Post-Secondary Required Activities	\$83,460.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$83,460.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$0.00
Total	\$83,460.00

Goal 2 Objectives 6	
Required/Permissive Uses of Funds*	R3 All Aspects of an Industry, R9 Special Populations, P10 Student Transition
Strategies	
Host a collaborative event with industry/community partners and post-secondary institutions to promote middle school to high school transition, career connections, and career exploration activities for all MPS 8th grade students.	
Outcomes	
Quality career exploration experience for all MPS 8th grade students in February 2018 that promotes all career fields and informs students of high school CTE course taking options, post-secondary alignment, career clusters and pathways, and community partnerships. (G/L 303, 365 or 430)	
Measures	
<u>Quantitative and qualitative post-event survey data:</u>	
Student related data: attendance; school enrollment; interest in taking CTE courses in high school broken down by POS; perceived connection between engagement in core academics and career aspirations; influence on course enrollment trends; connections to career-based co-curricular activities	
Exhibitor/Volunteer related data: community partner attendance; interest in participating in additional experiential learning opportunities in CTE POS - guest speakers, work site tours, mentoring, etc.; interest in serving on CTE POS advisory board; value of engagement experience with MPS students; quotable highlights; value of in-kind/financial donations	
Reallocation Explanation*	
Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$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	\$9,000.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$450.00
Secondary Reserve	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$9,450.00
Total	\$9,450.00

Goal 2 Objectives 7	
Required/Permissible Uses of Funds*	P3 Work-Based Experiences
Strategies	
Support a post-secondary work-based learning coordinator. This person would help provide a key opportunity to our CTE students: paid internships, at \$12 per hour. MCTC was awarded a \$175,000 grant from Great Lakes to offer paid internships. 86% of students persisted or completed their program after obtaining work-related experiences from MCTC's Career Services.	
Outcomes	
This request could help our consortium with key Perkins performance indicators: student retention and job placement, as internships can be instrumental in getting a job.	
Measures	
Possible improvement on student retention and placement into internships and jobs by 5%.	
Reallocation Explanation*	
Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$65,170.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$65,170.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$0.00
Total	\$65,170.00

Goal 3 Narrative

Narrative for Goal 3: Improve Service to Special Populations

Your Goal 3 Narrative must include descriptions of the following elements:

1. Describe strategies employed to ensure access to and success of students in programs of study nontraditional by gender [Sec. 134 (b) (10)]
2. Describe connections to local, regional and state wide initiatives that support special populations, e.g. STEM Equity Pipeline, Employment First, etc. Sec. 134 (b) (3) (8A &B)]
3. Describe strategies and outcomes adopted to overcome barriers for special populations and increase rates of access and success in CTE programs. [Sec. 134 (b) (8 A.) and [Sec. 134 (b) (8 B.)]
4. Describe how individuals in special populations will not be discriminated against based upon their status. [Sec. 134 (b) (9)]
5. Describe strategies to provide access to high-skill, high-wage or high-demand occupations that lead to self-sufficiency [Sec. 134 (b) (8 C.)]
6. Describe how expectations are consistent for all learners in high school and college including members of special populations [Sec. 134 (b) (3)]

[5,000 word limit]

STRATEGIC PLANNING. Both MCTC and MPS institutions value the diverse populations of students we serve and are committed to quality programming that overcomes existing societal biases. Minneapolis Public Schools promises an inspirational education experience in a safe, welcoming environment for all diverse learners to acquire the tools and skills necessary to confidently engage in the global community; while MCTC places high priority on the engagement of students--creating an engaging college experience in which all students can succeed. The consortia is also committed to upholding all institutional policies and regulations that that address the rights of students to equal opportunities under the law.

PROFESSIONAL DEVELOPMENT OPPORTUNITIES. MCTEC's Secondary and post-secondary CTE faculty and staff will partner with each other, 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. Programs to educate and involve parents and family members of students will be primary strategies in SY18 to increase student 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 expansion of our pilot project in SY17 to design and implement 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. In SY18 we will also create access points for our contract alternative program students to enroll in our automotive and construction CTE programs of study, and take advantage of the work-based learning/career readiness credit-by-assessment portfolio initiative.

MPS will continue to 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.

MCTEC will continue to evaluate the specific needs of special populations in order to tailor academic support to meet social, emotional, and academic needs of our students. Current and prospective CTE students are provided academic and career advising via staff at Minneapolis Workforce Center locations, on campus, in high school career and college centers, and through experiential learning opportunities offered in our institutions and in partnership with community organizations.

OVERCOMING BARRIERS of our SPECIAL POPULATIONS. Historical success data at the post-secondary level supports continued focus in providing services to our home health care aide program, designing internship opportunities for CTE students through a regional Great Lakes grant, providing childcare in our Student Parent Center, and placing educational pathway navigators at the 800 West Broadway and Cedar Riverside Workforce Center locations. These services, in conjunction with our D3 program (90% students of color, 43% free-reduced lunch), and the hiring of a new director/dean of instruction to provide pedagogical coaching to CTE faculty should have a positive effect on MCTEC FAUPL targets in SY18 and beyond.

At the secondary level, our dominant focus in SY18 will be around designing new and improved access to CTE programming for all MPS students, including students enrolled in our contract alternative programs, which in turn should improve enrollment numbers, increase CTE concentrators, support workforce needs of the Twin Cities metro, and improve FAUPL results over the next three years.

In SY18 we will hire two (2) special projects coordinators to design and implement system-wide infrastructure changes for all CTE programs of study that will focus on:

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

MCTEC's Secondary CTE Special Projects Coordinators will also focus on creating the district wide CTE campus concept (piloted on a very small basis in SY17) that will include 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. Related activities will include working with high schools to increase career advising and course alignment services, promoting tuition free pathways to liveable wage job/career, supporting MPS "we want you back" students and staff with connections to secondary CTE programs of study, providing professional development and marketing materials to high school counselors to increase knowledge of CTE course options, aligning course offerings with articulated credit at post-secondary institutions.

Outcomes and metrics to evaluate the success of the work of the CTE project coordinators will be aligned with the MPS 2020 Strategic Plan and Carl Perkins Core Indicators, with special focus on 6S1/6S2 Nontraditional participation and completion, 4S1 Student graduation rate, 2S1 Technical Skill Attainment, and 1S1 Academic Attainment in Reading/Language Arts.

Goal 3: Improve Service to Special Populations

Goal 3 Objectives

Goal 3 Objectives 1	
Required/Permissive Uses of Funds*	P6 Mentoring/Support Services
Strategies	
Continue to 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	
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	
Improve semester to semester/year to year retention rate by possibly 5%.	
Reallocation Explanation	
Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$16,450.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$16,450.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$0.00
Total	\$16,450.00

Goal 3 Objectives 2	
Required/Permissive Uses of Funds*	P6 Mentoring/Support Services
Strategies	
Enable the Architectural Technology program to hire a college lab asst. to help Introduction to AutoCAD students get up-to-speed on basic drawing commands and basic file saving protocol so they do not fall behind. This program submitted several requests and this was their top priority, as a means to help English Language Learners and other students not fall behind in the class, with the hoped-for result	

being an improvement in student retention.

As to the size of this program, in 2015, the Architectural Technology program had 45 students majoring in the diploma program.

Outcomes	
Possible improvement in retention rate and course completion rate.	
Measures	
Perhaps fewer withdrawals, e.g. 5%.	
Reallocation Explanation	
Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$9,000.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$9,000.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$0.00
Total	\$9,000.00

Goal 3 Objectives 3	
Required/Permissive Uses of Funds*	R8 Size/Scope/Quality

Strategies
Continue to support 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.

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, e.g. possible improvement of 5% for retention.

Reallocation Explanation	
Post-Secondary Required Activities	\$35,836.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$35,836.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$0.00
Total	\$35,836.00

Goal 3 Objectives 4	
Required/Permissive Uses of Funds*	P6 Mentoring/Support Services

Strategies
Continue to support 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.

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, e.g. possible improvement of 5% for course completion.

Reallocation Explanation	
Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$14,960.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$14,960.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$0.00
Total	\$14,960.00

Goal 3 Objectives 5	
Required/Permissive Uses of Funds*	R2 Programs of Study, R3 All Aspects of an Industry, R9 Special Populations, R10 Collaboration, R11 Articulation, P2 Counseling, P3 Work-Based Experiences, P10 Student Transition

Strategies

Hire two (2) CTE special projects coordinators to expand upon the SY17 pilot program to increase access and enrollment in CTE POS. These coordinators will focus on a district wide CTE campus concept the will include 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 - including transitions from middle school to high school, high school to post-secondary, and supporting/engaging non-traditional students to experience success in CTE courses.

Outcomes	
Improved 6S1 and 6S2, nontraditional student participation and completion and continued expansion in our enrollment numbers and success rates related to students of color. (G/L 144)	
Measures	
Improved 6S1 and 6S2, nontraditional student participation and completion and continued expansion in our enrollment numbers and success rates related to students of color. Continued growth in our ontime graduation rate for CTE students and monitoring and improvement related to other Carl Perkins Core Indicators. Plus, qualitative data associated with improved community vested interest in CTE programs and value CTE has as a secondary and post-secondary pathway opportunity.	
Reallocation Explanation	
Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$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	\$189,950.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$9,497.50
Secondary Reserve	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$199,447.50
Total	\$199,447.50

Goal 4 Narrative

Narrative for Goal 4: Continuum of Service Provision for Enabling Student Transitions

Your Goal 4 Narrative: must include descriptions of the following elements:

1. Describe flexibility in scheduling and formats that provide access for students [Sec. 135 (c) (9)]
2. Describe implementation of continuum of service provision relative to A) programs of study and B) early college credit opportunities [Sec. 135 (c) (10)]
3. Describe student services that enhance student transition [State Plan]//>
4. Describe transition of adult learners into the workforce [Sec. 135 (c) (9)]
5. Describe Continuum of Service Provisions/Brokering with other consortia [State Plan]
6. Describe improvement of enrollment, retention and completion for military veterans, underemployed, and unemployed adults [Sec. 135 (c) (9)]

[5,000 word limit]

MCTEC offers a wide array of scheduling and formats to help our students. Our D3, Destination Diploma to Degree program offers an opportunity for Alternative Learning Center students to complete their high school diplomas as they earn college credits toward a certificate, diploma or degree at MCTC in a career and technical field. Articulation credit, PSEO and concurrent enrollment provide additional opportunities for our students. MCTC also offers courses at night and on-line to accommodate different scheduling needs of our students.

MCTC's Power of YOU (POY) program makes the first two years of college available tuition-free. To participate in the program, students must meet the eligibility requirements, including graduation from a participating public, charter or alternative high school in Minneapolis, Saint Paul or one of the suburban expansion schools. This program is a collaboration between Minneapolis Community and Technical College (MCTC) and Saint Paul College that provides access to a broad spectrum of academic programs and career pathways. Benefits of this program include:

- Along with awarded federal and state grant dollars, the Power of YOU enables students to attend college tuition-free.
- Collaborative academic planning between a Power of YOU advisor and student.
- Seminars and workshops to help students develop critical thinking skills to perform academically and grow personally.
- Opportunities for students to engage with your peers, faculty and professional staff.
- POY helps students integrate what they learn in the classroom with activities outside of the classroom.
- Connects students to various MCTC support services create a positive transition experience from high school to college.

MCTC has a long, proud history of veteran students attending our college. Veterans, and their dependents who utilize veterans education funding, follow the same admissions process as all students in addition to applying for veterans funding. MCTC staff assist our veterans in the enrollment process and to provide guidance in the veterans benefit application process. The TRIO Veterans Upward Bound (VUB) program also offers free college prep courses in writing, reading, math, science, computer literacy, Spanish and study skills. VUB is a full service education center with a team of employees, to assist veteran students.

At the secondary level, MCTEC will continue to invest in career exploration leading to successful enrollment and transition experiences as 8th graders navigate the transition from middle school to high school; including but not limited to 7th/8th grade career exploration opportunities that will assist in marketing and enrollment of MPS CTE programs of study. Transition services for 13 and 14 year olds 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. For our high school students this also includes district-wide access to secondary CTE programs of study, flexible scheduling and program formats, coordinated transportation and metro transit options to ease scheduling conflicts, access to career and college planning, support completing My Life Plan activities, as well as valuable experiential learning opportunities the includes worksite tours, guest speakers, virtual job shadowing, internships, and mentoring.

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

Goal 4 Objectives

Goal 4 Objectives 1	
Required/Permissive Uses of Funds*	R5 Professional Development , P8 Teacher Preparation
Strategies	
Provide professional development opportunities for: <ul style="list-style-type: none"> • Education students who may not be able to afford transportation) for the Education Minnesota conference. Rent bus for roundtrip, \$1,095. • The MCTC CTE Career Coordinator to attend the MN College Professional Association Fall Conference (and pay the association fee). \$180 	
Outcomes	
Increased MCTC Education student attendance at the conference and opportunity for the students our our CTE Career Coordinator to learn about new best practices, etc.	
Measures	
Increased MCTC Education student attendance at the conference and opportunity for the students our our CTE Career Coordinator to learn about new best practices, etc.	
Reallocation Explanation	
Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$1,275.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$1,275.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$0.00
Total	\$1,275.00

Goal 4 Objectives 2	
Required/Permissive Uses of Funds*	R2 Programs of Study, R3 All Aspects of an Industry, R9 Special Populations, R10 Collaboration, R11 Articulation, P2 Counseling, P3 Work-Based Experiences, P10 Student Transition
Strategies	
CTE special projects coordinators will also focus their work with MPS Contract Alternative Program students to create opportunities of career exploration, work-based learning, and access to CTE course taking options.	
Outcomes	
See Goal 3	
Measures	
See Goal 3	
Reallocation Explanation	
Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$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	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$0.00
Total	\$0.00

Goal 5 Narrative

Narrative for Goal 5: Sustain the Consortium

Your Goal 5 Narrative must include descriptions of the following elements:

1. Describe self-assessment of consortium systems and operations, including fiscal and administration [Sec. 135 (c) (20)]
2. Describe the use of data for evaluation of student success and continuous program improvement [Sec. 134 (b) (2 & 7) and Sec.135 (c) (19)]
3. Describe shared responsibility among all partners for collaboration and accountability for success [State Plan]
4. Describe collaborative budget development [State Plan]
5. Describe collaborative initiatives between the consortium and stakeholders [Sec. 134 (b) (5)]
6. Describe promotion of consortium CTE vision [State Plan]

[5,000 words]

The MCTC Perkins Coordinator and MPS Director of CTE (secondary Perkins coordinator) collaboratively chair the MCTEC Consortium Board, together with an employer/industry/community representative. This leadership group will set agendas and reviews/recommends membership to assure representation of a range of stakeholders. The current active list of MCTEC member is shown on the partnership list found in the attachment list to this application. The Consortium Board reviews and approves the vision and funding of the Perkins grant as well as continuous improvement of our programs of study and guides our plans for innovation and expansion.

In Summer 2017 MCTEC will vote in a new industry representative to lead the consortia advisory meetings. In August we will host a retreat of continuing and new advisory members to launch the year, identify the metrics that we will focus on throughout the school year, and re-write our

Consortia purpose and structure guidelines. Our new CTE special projects coordinators will also be working with CTE POS in our high schools to provide support to advisory meeting structure, collaborate with MCTC to support cross-institution advisory meetings, work with teachers from MPS and faculty from MCTC to create open lines of communication, curriculum alignment, and articulation agreements.

As reported in our SY17 State Monitoring visit, the MCTEC advisory group will continue support MCTC and MPS as we focus on financial accountability and transparency in spending and new purchasing request procedures. We will continue to work at the institution level and with our consortia advisory board on accountability associated with these activities:

- Improved PAR reporting at secondary and post-secondary levels
- Strategic planning session with MCTEC advisory members, new priority ranking system process, integration of design thinking protocols to develop Perkins spending plan
- Acquisition of inventory/warehouse space and integration with MPS materials inventory barcoding system
- Research of historical spending practices by G/L codes
- Shared assets between MPS/MCTC graphics programs of study

Additional projects in SY18 that will be discussed quarterly include MCTC’s new approach to career pathways; including but not limited to strategies to increase retention of MCTC students, collaborative professional development opportunities with MPS staff, implementation of technical skills assessments aligned with our state-approved POS. We will also focus on leadership strategies used in industry to create innovative solutions meet our FAUPL targets and grow our program opportunities in line with our local workforce needs and information provided DEED, RealTime Talent, and DOLI.

Minneapolis Public Schools places significant value on the role CTE plays in providing opportunities for students to explore careers, acquire technical skills, and benefit from relationships with our industry partners across the city; preparing students for life beyond high school. As a result, the school district and chooses to support the CTE and Perkins work in our school district by funding the MPS Director of Career & Technical Education (who also serves as the secondary Perkins Coordinator) entirely with non-federal funds.

Goal 5: Sustain the Consortium of Secondary and Postsecondary Institutions

Goal 5 Objectives

Goal 5 Objectives 1	
Required/Permissive Uses of Funds*	R2 Programs of Study, Post-secondary Admin Cost
Strategies	
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.	
Reallocation Explanation	
Post-Secondary Required Activities	\$58,480.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$34,599.00
Post-Secondary Reserve	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$93,079.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$0.00
Total	\$93,079.00

Goal 5 Objectives 2	
Required/Permissive Uses of Funds*	R6 Assessment , R8 Size/Scope/Quality
Strategies	
Contract Research, Evaluation Assessment and Accountability division (REAA) to support Perkins analytics to validate causation/correlation between CTE course taking and student success.	
Outcomes	
Use of quantitative and qualitative data to support program improvements and expansion. (G/L 305)	
Measures	
Quantitative and qualitative data to support successes and identify opportunities for improvement in CTE programs of study broken down by location, demographic, and achievement.	
Reallocation Explanation	
Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$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	\$19,000.00

Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$950.00
Secondary Reserve	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$19,950.00
Total	\$19,950.00

Goal 5 Objectives 3	
Required/Permissive Uses of Funds*	R5 Professional Development , P1 Advisory Committees
Strategies	
Perkins MCTEC and CTE POS Advisory meeting expenses	
Outcomes	
Increased attendance and engagement of Perkins advisory members. (Secondary G/L 303, 305, 401 or 490)	
Measures	
Quantitative data collected related to attendance, number of meetings, agendas, and related activities.	
Reallocation Explanation	
Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$346.86
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$346.86
Secondary Required Activities	\$1,500.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$75.00
Secondary Reserve	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$1,575.00
Total	\$1,921.86

Goal 5 Objectives 4	
Required/Permissive Uses of Funds*	R2 Programs of Study, R7 Initiate/Improve/Modernize Technology , R10 Collaboration
Strategies	
Phase 2 of standardizing CTE inventory distribution and management practices to include procedural documentation, data collection, improved CTE asset distribution methods, and accountability practices utilizing Destiny Asset Management tool and barcoding system.	
Outcomes	
Transition to Destiny inventory management system for CTE programs of study across the district. Improved asset management. (G/L 305, 401, or 185)	
Measures	
Transition to new inventory system complete and information merged with our MCTEC partner inventory system.	
Reallocation Explanation	
Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$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	\$5,000.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$250.00
Secondary Reserve	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$5,250.00
Total	\$5,250.00

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)	\$0.00

Calculate Goals

Do you want to calculate all budget goals? No Yes

Budget Goal 1

Row	Post-secondary Required Activities	Post-secondary Permissible Activities	Post-secondary Admin Cost	Post-secondary Reserve	Post-secondary Reallocation Basic	Post-secondary Reallocation Reserve	Post-secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Admin Cost	Secondary Reserve	Secondary Reallocation Basic	Secondary Reallocation Reserve	Secondary Total	Row Total

Goal 1 Total	\$150,700.51	\$57,809.00	\$0.00	\$15,949.49	\$11,807.53	\$5,363.52	\$241,630.05	\$242,104.48	\$0.00	\$12,683.28	\$11,549.63	\$24,817.57	\$341.99	\$291,496.95	\$533,127.00
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Budget Goal 2

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Admin Cost	Post-Secondary Reserve	Post-Secondary Reallocation Basic	Post-Secondary Reallocation Reserve	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Admin Cost	Secondary Reserve	Secondary Reallocation Basic	Secondary Reallocation Reserve	Secondary Total	Row Total
Goal 2 Total	\$229,197.00	\$67,370.00	\$0.00	\$0.00	\$0.00	\$0.00	\$296,567.00	\$43,000.00	\$0.00	\$2,150.00	\$0.00	\$0.00	\$0.00	\$45,150.00	\$341,717.00

Budget Goal 3

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Admin Cost	Post-Secondary Reserve	Post-Secondary Reallocation Basic	Post-Secondary Reallocation Reserve	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Admin Cost	Secondary Reserve	Secondary Reallocation Basic	Secondary Reallocation Reserve	Secondary Total	Row Total
Goal 3 Total	\$35,836.00	\$40,410.00	\$0.00	\$0.00	\$0.00	\$0.00	\$76,246.00	\$189,950.00	\$0.00	\$9,497.50	\$0.00	\$0.00	\$0.00	\$199,447.50	\$275,693.50

Budget Goal 4

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Admin Cost	Post-Secondary Reserve	Post-Secondary Reallocation Basic	Post-Secondary Reallocation Reserve	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Admin Cost	Secondary Reserve	Secondary Reallocation Basic	Secondary Reallocation Reserve	Secondary Total	Row Total
Goal 4 Total	\$0.00	\$1,275.00	\$0.00	\$0.00	\$0.00	\$0.00	\$1,275.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$1,275.00

Budget Goal 5

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Admin Cost	Post-Secondary Reserve	Post-Secondary Reallocation Basic	Post-Secondary Reallocation Reserve	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Admin Cost	Secondary Reserve	Secondary Reallocation Basic	Secondary Reallocation Reserve	Secondary Total	Row Total
Goal 5 Total	\$58,480.00	\$346.86	\$34,599.00	\$0.00	\$0.00	\$0.00	\$93,425.86	\$25,500.00	\$0.00	\$1,275.00	\$0.00	\$0.00	\$0.00	\$26,775.00	\$120,200.86

Goal Totals

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Admin Cost	Post-Secondary Reserve	Post-Secondary Reallocation Basic	Post-Secondary Reallocation Reserve	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Admin Cost	Secondary Reserve	Secondary Reallocation Basic	Secondary Reallocation Reserve	Secondary Total	Row Total
Goal Total	\$474,213.51	\$167,210.86	\$34,599.00	\$15,949.49	\$11,807.53	\$5,363.52	\$709,143.91	\$500,554.48	\$0.00	\$25,605.78	\$11,549.63	\$24,817.57	\$341.99	\$562,869.45	\$1,272,013.36

Secondary Supplemental Budget Sheet

Description	File Name	File Size
MCTEC Secondary Budget Spreadsheets for FIN 428 and FIN 475	Minneapolis FY18 Budget Summary Spreadsheet - Secondary.pdf	82 KB
FIN 428	Revised FIN 428 Minneapolis FY18 Budget Summary Spreadsheet - Secondary.pdf	215 KB
FIN 475	Revised FIN 475 Minneapolis FY18 Budget Summary Spreadsheet - Secondary.pdf	212 KB

Secondary Budget Reallocation

Description	File Name	File Size
Flyer describing equipment we are requesting to purchase	Intelitek_BenchMill-6100_Ver_M.pdf	500 KB
Flyer describing equipment we are requesting to purchase	Intelitek_BenchMill-6100_Ver_M.pdf	500 KB
MCTEC Secondary Re-allocation budget.	Minneapolis Perkins RE-allocation Budget Summary spreadsheet (17-18).xlsx	55 KB
MCTEC Secondary Re-allocation budget.	Minneapolis Perkins RE-allocation Budget Summary spreadsheet (17-18).xlsx	55 KB
Revised Re-allocation secondary budget spreadsheet. 2.1.2018	MinneapolisPerkinsRevised 2.1.18 RE-allocationBudgetSummaryspreadsheet(17-18).xlsx	55 KB
Revised Budget added by Michelle Kamenov	MinneapolisPerkinsRevised 2.1.18 RE-allocationBudgetSummaryspreadsheet.xlsx	55 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	\$8,000.00
(POSTSECONDARY) Total Perkins funds used in collaboration with WorkForce Centers	\$65,000.00
(POSTSECONDARY) Estimated expenditures/in-kind contributions used in collaboration with WorkForce Centers	\$0.00
Totals	\$73,000.00

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:* 80.0%

Coordinator Budget:* \$0.00

Post-Secondary

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

Coordinator Budget:* \$58,480.00

Perkins Dollars

Perkins-Funded Positions

Person's Name	Position	File Folder # (secondary)	Amount	Attach Position Description
Paul Klym	TOSA - Perkins	366150	\$96,485.00	wg_FY18PerkinsTOSA1.0FTE.pdf
Nancy Mai	CTE Special Projects Coordinator	n/a	\$90,244.00	wg_FY18CareerDevelopmentSpecialProjectsCoordinator-Nonlicenseprojectcoord1.0FTE (1).pdf
Jill Bjorklund	CTE Special Projects Coordinator	n/a	\$104,655.00	wg_FY18CareerDevelopmentSpecialProjectsCoordinator-Nonlicenseprojectcoord1.0FTE (1).pdf
TBD	Architectural Technology Lab Assistant		\$9,000.00	wg_Descriptions of 4 jobs--without PD's, so far--5-15-17.docx
Melissa Schultz	Learning Center's Nursing Lab Assistant		\$14,960.00	wg_10-2-2015 Schultz, Melissa - CLA 2.docx
Jeff Langdon	HVAC Lab Assistant		\$35,836.00	wg_Descriptions of 4 jobs--without PD's, so far--5-15-17.docx
Khou Vue	Student Parent Support Staff (.35 FTE)		\$16,450.00	wg_Vue, Khou - MAPE 1, Outreach Coordinator, 8-2016.docx
TBD	Asst. to Dir., Academic Operations		\$37,500.00	wg_Descriptions of 4 jobs--without PD's, so far--5-15-17.docx
Kimberly Klein	CTE Asst Director Academic Advising & Retention		\$83,460.00	wg_Klein, Kimberly - MAPE 2, Asst. Director of Retention and Advising, 2-2017.docx
Kristine Gyolai	Director/Dean of Instruction		\$44,290.00	wg_Descriptions of 4 jobs--without PD's, so far--5-15-17.docx
Rob Brace	Education Pathway Navigator - Cedar Riverside		\$70,737.00	wg_Brace, Robert - MAPE 1, Pathways Navigator, 3-2017.docx
Wingrove Dwamina	CTE Navigator #1 - nursing		\$45,000.00	wg_Wingrove, Dwamina - MAPE 1, CTE Navigator, 11-2016.docx
Jared Scharpen	CTE Career Coordinator		\$57,809.00	wg_Scharpen, JAred - Revised PD Signed 12.01.16.pdf
Brad Kelly	Perkins Coordinator		\$58,480.00	wg_Kelly, Brad - Management Analyst 2 1-2016.docx
TBD	Work-Based Learning Coordinator		\$65,170.00	wg_1.2.2017 Lilgreen Amanda - MnSCU Academic Professional 1 - Work Based Learning Coordinator.pdf
Sara Etzel	In-Kind Director of CTE / Perkins Coordination	431021	\$0.00	wg_Director, STEM and CTE.PDF
			\$830,076.00	

Improvement Plan Action Steps

Improvement Plan Action Steps 1	
Indicator Number (i.e. 1S1 or 2P1)*	1P1 – Technical Skill attainment
Action Steps to improve the performance	
<p>In FY 2016, overall MCTC met 87% of our target goal this Perkins performance indicator (1P1, technical skills attainment, TSA.) The vast majority of individuals who took a TSA came from our nursing program (almost 90 %.) Accordingly, it makes sense to focus on our nursing students in order to improve on this measure.</p> <p>Here are three efforts on behalf of MCTC's nursing students which we are undertaking to help improve our performance on this Perkins performance indicator.</p> <p>In our proposed FY 18 Perkins plan, we request continued funding for two personnel to assist our nursing students—one to help tutor them—and another to assist in advising them. Additionally, all of our nursing students are required to get supplemental help from ATI (see www.atitesting.com). This resource offers practice exams and other tools, over and beyond the classroom instruction. As part of opportunity, MCTC nursing graduates will be able to attend a three-day exam preparation offered by ATI.</p> <p>Finally, here is some data which indicates improvement on this measure: between April-June 2016, 92.11 % of MCTC's nursing students passed the NCLEX (35 out of 38 individuals.)</p> <p>Action Steps to improve the performance—Usage of the ATI tools to prepare for the NCLEX.</p>	
Resources Needed	In our proposed FY 18 Perkins plan, we request continued funding for two personnel to assist our nursing students—one to help tutor them—and another to assist in advising them. Additionally, all of our nursing students are required to get supplemental help from ATI (see www.atitesting.com). This resource offers practice exams and other tools, over and beyond the classroom instruction. As part of opportunity, MCTC nursing graduates will be able to attend a three-day exam preparation offered by ATI.
Timeline	FY 18 – Brad will work with Traci to see how many test prep days they will offer during the year.
Person(s) Responsible	Brad Kelly will work with Traci Krause.
How will progress be documented?	How many individuals attend the ATI NCLEX test preparation days.
Sub-populations or groups where gap exists:	In FY 2016, overall MCTC met 87% of our target goal this Perkins performance indicator (1P1, technical skills attainment, TSA.) The vast majority of individuals who took a TSA came from our nursing program (almost 90 %.) Accordingly, it makes sense to focus on our nursing students in order to improve on this measure.

Describe any contextual factors that might contribute to this gap:	In FY 2016, overall MCTC met 87% of our target goal this Perkins performance indicator (1P1, technical skills attainment, TSA.) The vast majority of individuals who took a TSA came from our nursing program (almost 90 %.) Accordingly, it makes sense to focus on our nursing students in order to improve on this measure.
Further Information	The Perkins Coordinator and the Nursing Faculty Coordinator.
Improvement Plan Action Steps 2	
Indicator Number (i.e. 1S1 or 2P1)*	6S1 – Nontraditional participation
Action Steps to improve the performance	
July: Document in MPS Success Factors activities, outputs/outcomes, and key milestones/benchmarks that will be used as progress metrics in SY18.	
August/September: Reach out to high school administrators, counselors, teachers, registration clerks to establish a vested group of stakeholders. Schools would include: Southwest HS, Edison HS, Roosevelt HS, Washburn HS, Henry HS, South HS	
Fall 2017: Create and launch marketing campaign that will inform students of the opportunities that abound in these career fields. Set-up field trip/lunch and learn, experiential learning opportunities for students, disseminate information to parent groups, and inform site and district leadership about Perkins goals, purpose of this initiative, benefits to students, and link to workforce opportunities.	
Jan - June 2018: Registration support to high schools, additional marketing efforts and information sessions for students during critical registration events - efforts will have district-wide brand, yet customized to each audience.	
Resources Needed	Funded staff to act as critical thought partners and stakeholders in conversations and program design at the site and program of study level across our district.
Timeline	July 1, 2017 - June 30, 2020
Person(s) Responsible	Two MPS Special Project Coordinators, Perkins TOSA, and CTE Director in collaboration with high school administrators, counselors, check & connect staff, and career & college center coordinators.
How will progress be documented?	Activity reports will be addressed in staff PAR reports and successes or continued opportunities for improvements will be addressed in SY19 plan. Initial data will be documented in spring 2018 when initial registration and enrollment numbers become available
Sub-populations or groups where gap exists:	Our goal would be to enroll more females in our Engineering, Manufacturing & Technology programs of study and courses related to: Construction, Automotive, Engineering, Machine Tool, Welding, Robotics AND Enroll more males in our Business, Management & Administration courses.
Describe any contextual factors that might contribute to this gap:	In MPS we have been focused on Student of Color participation vs gender participation as our community district-wide, is deeply concerned with cultural disparities in opportunity and success. We will continue to work with promoting CTE opportunities for our Students of Color, but will add an additional effort to be gender-specific in our Business, Management & Administration POS and our Engineering Manufacturing & Technology POS.
Further Information	..

Improvement Plan Action Steps 3	
Indicator Number (i.e. 1S1 or 2P1)*	6S2 – Nontraditional completion
Action Steps to improve the performance	
July 2017: Document in MPS Success Factors activities, outputs/outcomes, and key milestones/benchmarks that will be used as progress metrics in SY18.	
August/September 2017: Reach out to high school administrators, counselors, teachers, registration clerks to establish a vested group of stakeholders. Schools would include: Southwest HS, Edison HS, Roosevelt HS, Washburn HS, Henry HS, South HS	
Fall 2017: Create and launch marketing campaign that will inform students of the opportunities that abound in these career fields. Set-up field trip/lunch and learn, experiential learning opportunities for students, disseminate information to parent groups, and inform site and district leadership about Perkins goals, purpose of this initiative, benefits to students, and link to workforce opportunities.	
Jan - June 2018: Registration support to high schools, additional marketing efforts and information sessions for students during critical registration events - efforts will have district-wide brand, yet customized to each audience.	
Resources Needed	Funded staff to act as critical thought partners and stakeholders in conversations and program design at the site and program of study level across our district.
Timeline	July 1, 2017 - June 30 2020
Person(s) Responsible	Two MPS Special Project Coordinators, Perkins TOSA, and CTE Director in collaboration with high school administrators, counselors, check & connect staff, and career & college center coordinators.
How will progress be documented?	Activity reports will be addressed in staff PAR reports and successes or continued opportunities for improvements will be addressed in SY19 plan. Initial data will be documented in spring 2018 and continue through spring 2020 when current 9th and 10th graders will have had the chance to enroll in enough courses to become completers
Sub-populations or groups where gap exists:	Our goal would be to enroll more females in our Engineering, Manufacturing & Technology programs of study and courses related to: Construction, Automotive, Engineering, Machine Tool, Welding, Robotics AND Enroll more males in our Business, Management & Administration courses.
Describe any contextual factors that might contribute to this gap:	In MPS we have been focused on Student of Color participation vs gender participation as our community district-wide, is deeply concerned with cultural disparities in opportunity and success. We will continue to work with promoting CTE opportunities for our Students of Color, but will add an additional effort to be gender-specific in our Business, Management & Administration POS and our Engineering Manufacturing & Technology POS.
Further Information	..

Related Improvement Plan documents

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: *	76.30%
General strategies planned to improve performance:	
In FY 2016, overall MCTC met 87% of our target goal this Perkins performance indicator (1P1, technical skills attainment, TSA.) The vast majority of individuals who took a TSA came from our nursing program (almost 90 %.) Accordingly, it makes sense to focus on our nursing students in order to improve on this measure.	
Here are three efforts on behalf of MCTC's nursing students which we are undertaking to help improve our performance on this Perkins performance indicator.	
In our proposed FY 18 Perkins plan, we request continued funding for two personnel to assist our nursing students—one to help tutor them—and another to assist in advising them. Additionally, all of our nursing students are required to get supplemental help from ATI (see www.atitesting.com). This resource offers practice exams and other tools, over and beyond the classroom instruction. As part of opportunity, MCTC nursing graduates will be able to attend a three-day exam preparation offered by ATI.	
Finally, here is some data which indicates improvement on this measure: between April-June 2016, 92.11 % of MCTC's nursing students passed the NCLEX (35 out of 38 individuals.)	
Action Steps to improve the performance—Usage of the ATI tools to prepare for the NCLEX.	
Comments or context for actual performance (optional):	
Improvement Report 2	
Indicator Not Met:*	1S1 – Academic Attainment in Reading/ Language Arts
Negotiated Performance: *	49.87
Actual Performance: *	48.87
General strategies planned to improve performance:	
The MPS Literacy district content specialists/program facilitators will be hosting two Literacy Institutes June 20-22 and August 1-3, 2017 - Writing Across the Curriculum. High School sites have been asked to bring interdisciplinary teams of teachers to this training with the expectation that this team will take the training back to their high schools and train all teachers in new literacy strategies. Literacy goals are also incorporated into high school annual school improvement plans; and literacy improvement is included in the MPS strategic plan through the following key strategies (that include CTE teachers):	
1.) Teachers in grades 4-12 and in adult education will develop students' language use, vocabulary, and reading comprehension by guiding academic conversations and using "close reading" strategies.	
2.) Teachers in grades 6-12 and adult education will develop students' vocabulary and content knowledge in math and science using literacy strategies.	
Comments or context for actual performance (optional):	
Improvement Report 3	
Indicator Not Met:*	2P1 – Credential, certificate, or degree
Negotiated Performance: *	41.50
Actual Performance: *	39.05
General strategies planned to improve performance:	
Here are two proposals from our FY 18 Perkins to help our CTE students get the support they need to stay in school and complete their degree.	
1. Student Parent Center -- 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.	
This year, Khoue Vue, our Outreach Coordinator at the Student Parent Center, Maya Sullivan and other employees from this team were awarded MCTC's Innovative Student Affairs Program Award in October 2016 for their work in the field of student affairs by providing services to the most vulnerable students.	
2. 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 18. Following the Supplement Instruction model from the University of Missouri, the Nursing CLA would provide tutoring for nursing program students. Data shows that course sections with supplemental instruction support, on average, have a 13% reduction in grades of D, F, and withdrawals. This helps to raise the retention rate of students in the course.	
Comments or context for actual performance (optional):	
Improvement Report 4	
Indicator Not Met:*	3P1 – Student retention or transfer
Negotiated Performance: *	39.67
Actual Performance: *	37.16
General strategies planned to improve performance:	
Here is one proposal from our FY 18 Perkins plan that will help with our student retention rate.	
Support a work-based learning coordinator. This person will help provide a key opportunity to our CTE students: paid internships, at \$12 per hour.	
MCTC was awarded a \$175,000 grant from Great Lakes to offer paid internships. 86% of students persisted or completed their program after obtaining work-related experiences from MCTC's Career Services.	
This request could help our consortium with student retention and job placement, as internships can be instrumental in getting a job. (Perkins performance indicators 3P1 and 4P1) (\$65,170)	
Comments or context for actual performance (optional):	
Improvement Report 5	
Indicator Not Met:*	4P1 – Student placement
Negotiated Performance: *	83.70
Actual Performance: *	81.92
General strategies planned to improve performance:	
Here is one proposal that may help with our job placement. Our Computer Support & Network Administration faculty indicate that having A+ certification (or Network Plus) from Comp TIA is an industry-recognized credential—thus, having value to prospective employers, as well as to our students. We will be helping our instructors invest in this technical skill assessment, which should prove valuable to our students to demonstrate that they have the skills to land a good-paying job in their field.	
The work-based learning coordinator, mentioned above, also will be helpful in securing paid internships for our CTE students. Such internships often can lead to permanent jobs.	
Comments or context for actual performance (optional):	
Improvement Report 6	
Indicator Not Met:*	5P1 – Nontraditional participation
Negotiated Performance: *	31.10
Actual Performance: *	28.84
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 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: *	20.78
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 is an essential way for MCTC to have a meaningful presence in both communities.	

Comments or context for actual performance (optional):

Improvement Report 8

Indicator Not Met: *	6S1 – Nontraditional participation
Negotiated Performance: *	33.43
Actual Performance: *	26.04

General strategies planned to improve performance:

In SY18 we will hire two (2) special projects coordinators to design and implement system-wide infrastructure changes for all CTE programs of study that will focus on:

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

Outcomes and metrics to evaluate the success of this work will be aligned with the MPS 2020 Strategic Plan and Carl Perkins Core Indicators.

Comments or context for actual performance (optional):

Initial enrollment numbers in Spring 2018 will provide early qualitative data toward improving the number of non-traditional students participating in CTE programs of study. Actual data won't be available until the end of first semester in SY18 and again at the end of second semester of SY18. The p-file report summarizing data for SY18 will provide quantitative data to MDE in September 2018 for the 2017-2018 school year.

Improvement Report 9

Indicator Not Met: *	6S2 – Nontraditional completion
Negotiated Performance: *	18.20
Actual Performance: *	15.93

General strategies planned to improve performance:

In SY18 we will hire two (2) special projects coordinators to design and implement system-wide infrastructure changes for all CTE programs of study that will focus on:

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

Outcomes and metrics to evaluate the success of this work will be aligned with the MPS 2020 Strategic Plan and Carl Perkins Core Indicators.

Comments or context for actual performance (optional):

Completion rates influenced by this strategy won't be quantifiable until the SY19 and SY20 p-file reports. Trend data should become available and will be reported in our Fall 2018 APR report.

Marketing efforts to alter 6S2 non-trad completion data will be focused 8th, 9th, and 10th graders in SY18 as these students will still have the ability to become both non-trad participants and completers.

Note: The focus of MPS has been geared toward "student of color" enrollment and completion vs. "gender-based" enrollment, per our district's strategic plan and school board/community directives.

Statement of Assurances & Certifications

Description	File Name	File Size
MCTC FY 18 statement-of-assurances-5-10-17	FY 18 statement-of-assurances- 5-10-17.pdf	112 KB
FY18 Perkins Statement of Assurance - Secondary	FY18 Perkins Statement of Assurance - MPS signature.pdf	917 KB

Attachments

Description	File Name	File Size
FY18 MCTEC Workforce Center Collaboration Budget Flyer	FY18 Workforce Collaboration Documentation 800 West Broadway - In Kind.pdf	169 KB
FY18 MCTEC Workforce Center Collaboration Budget Flyer	FY18 Workforce Collaboration Documentation 800 West Broadway - In Kind.pdf	169 KB
FY18 MCTEC Workforce Center Collaboration Budget Flyer	FY18 Workforce Collaboration Documentation 800 West Broadway - In Kind.pdf	169 KB
Consolidated Tool and Equipment Inventory	MCTEC (MPS-MCTC) Inventory 05-10-2017.xlsx	505 KB
Consolidated Tool and Equipment Inventory	MCTEC (MPS-MCTC) Inventory 05-10-2017.xlsx	505 KB
Consolidated Tool and Equipment Inventory	MCTEC (MPS-MCTC) Inventory 05-10-2017.xlsx	505 KB
Revised SY18 RPOS.POS grid for MCTEC	REVISED_FY18POS.TSA.planningguideMpls_6-19-17 (3).pdf	161 KB
Email communication with Minnesota Transition Charter School 6.16.2017	SY18 MN Transition Charter School communication.pdf	73 KB
MCTEC - MPS Secondary TSA Alignment Grid	SY18 TSA List - MCTEC.MPS June 2017 - TSA . CTE Course Alignment.pdf	74 KB
MCTEC - MPS Secondary TSA Alignment Grid	SY18 TSA List - MCTEC.MPS May 2017 - TSA . CTE Course Alignment.pdf	64 KB
MCTEC - MPS Secondary TSA Alignment Grid	SY18 TSA List - MCTEC.MPS May 2017 - TSA . CTE Course Alignment.pdf	64 KB

