



MINNESOTA STATE

Career and Technical Education

Grant Details

02416 - FY19 PERKINS APPLICATION

02638 - FY19 MINNEAPOLIS CONSORTIUM PERKINS PLAN

Perkins IV Consortium

Grant Title: FY19 MINNEAPOLIS CONSORTIUM PERKINS PLAN
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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		
Minnesota Transitions Charter School	07 charter school	

Summary Narrative Part One

Career and Technical Education Programs:

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

The Minneapolis Consortium has created a joint plan that supports our state-approved career and technical education programs and centers around four shared goals. These priorities build upon multi-year plans established in our FY18 Perkins plan.

Priority 1. Career Exploration. We will embed regular and explicit career exploration opportunities for all secondary and post-secondary students in alignment with Minnesota's World's Best Work Force legislation 120B.11 and 120B.125.

- MPS will continue work to embed Career Readiness Seminar Credit bearing opportunities in its eleven (11) comprehensive high schools, five (5) Alternative Schools and eight (8) Contract Alternative Schools in the City of Minneapolis.

- Using leveraged funds from other local grants, MPS will expand this initiative to include 2,000-4,000 K-8 students enrolled in summer and after school extended learning programs; of which 70% meet at-risk student criteria defined by Minnesota Statute, section 124D.68.
- MCTC's new meta-majors model will take effect for summer and fall 2018 students. Rather than declare a very specific program of study leading to one particular award, students will have the option of choosing a meta-major field which will incorporate first semester courses that apply to a variety of programs of study. This allows students to explore specific career majors while taking courses that will still "count" toward their eventual program.
- MCTC also will continue supporting positions that have been successful in helping students understand career options. These positions will also help students navigate the new meta-majors models. These positions are specifically the CTE Pathway Navigator position at Cedar Riverside Workforce Center (50 percent of position is to provide career and employment advising to prospective and current students enrolled in Perkins-eligible academic programs) and), as well as the newly created CTE Associate Director of Advising and Retention.

Priority 2. Equitable Access to CTE. Our consortium is committed to promoting CTE Career Pathways and course registration options to ALL students and families regardless of race, economic status, circumstance, or ZIP code. Continued initiatives include students enrolled in MPS Contract Alternative schools and Credit Recovery Programs as well as adults taking advantage of the Workforce Development Centers in the Cedar Riverside community and North Minneapolis.

- In FY19, MPS will design new core academic standard crosswalks to help credit deficient students reach their on-time graduation goals by honoring the academic integration and student accomplishments that occur in our CTE classes and incorporate career and technical education learning opportunities in our ALC credit recovery program.
- MCTC's Destination: Diploma to Degree (D3) program allows students in MPS Contract Alternative schools to begin their college careers by taking courses at MCTC in 27 different CTE career pathways. Those who don't meet course requirements are allowed to take developmental courses at no cost, which can be applied to credit recovery. More than 90 percent of students in the D3 program are students of color and meet lower socioeconomic level guidelines. Many are teenage parents, homeless or highly mobile or are considered county-involved youth. The FY19 plan supports advising services for these students.
- MCTC is implementing a multiple measures initiative that will allow for wider student access to CTE and other courses by opening prerequisite requirements to a wider range of eligibility criteria rather than relying upon Accuplacer scores which can limit access to students who may otherwise do well in the course. Part of the FY19 plan is for the College to purchase alternative tests for CTE students as part of its multiple measures initiative.

Priority 3. Strategic Marketing of CTE Pathways. The Minneapolis Consortium seeks to create greater interest in and knowledge of multiple pathways to careers including post-secondary two and four year degrees from community and technical colleges, industry certifications, apprenticeships and employer-based learning.

- In FY19, MPS will continue its social media marketing/branding campaigns to change community and district perception of CTE that effectively promotes career exploration and district-wide Career & Technical Education programming.
- MPS high school counselors, career & college center coordinators and check & connect monitors (staff working with over 9,500 9th-12th grade students in our comprehensive high schools and alternative learning centers) will incorporate regular and explicit conversations about CTE course taking options, career planning, and post-secondary option into their required duties.
- In FY19, MPS also plans to design a poster for every high school classroom that emphasizes messaging available on the Minnesota Career Fields, Clusters & Pathways wheel and elements related to CASEL's work on social and emotional learning (SEL) and provide related professional development to teachers on adding contextual references to careers in everyday core classes.
- MCTC will seek promotional opportunities to distribute six (6) new marketing videos for CTE programs of study. The marketing department is using national research from Advance CTE to help guide efforts.
- The CTE Pathways Navigator position will continue to promote CTE pathways for prospective students at the Cedar Riverside Workforce Center.

Priority 4. Expand collaborative learning opportunities.

- Joint professional development sessions will include all CTE instructors in concurrent enrollment courses.
- MCTC and MPS will continue discipline-specific, joint faculty meetings to discuss curriculum alignment and articulated credit agreements.
- FY19 initiatives include funds to support MCTC visits to CTE classrooms in the MPS district for the purposes of guest lectures, hands-on projects, demonstrations, student work presentations.
- MPS will fund student trips to MCTC to tour CTE pathway facilities, view demonstrations and student work.
- The Consortia will hold a CTE activity at the college to celebrate pathway opportunities and promote both college and high school student engagement in career exploration.

During the past academic year, MCTEC appointed a new chairperson of the Consortia's Advisory Board who established a routine of meeting with Consortia leadership on a biweekly basis. MCTEC's new chairperson brings entrepreneurial leadership with a broad / diverse background of experience in the healthcare and financial services industries known for bringing people and organizations together to achieve results, leveraging complex systems to deliver customer and organizational value. His skills were used to help guide discussions and commonality in determining goals, sharing data and strategic planning. We believe the four major goals define and represent our common secondary and post-secondary interests to improve CTE programming for both institutions.

In addition to Consortia leadership plans and discussion, along with review and input from the Consortia Advisory Board, MPS and MCTC each has its own administrative procedures for review and approval of the FY19 application. The MPS process involves program-level discussion and proposals and approval at the Superintendent level. At MCTC, a Perkins Steering Committee solicits and reviews proposals and approval comes from the MCTC President's Council. The annual plan is also reviewed by the Consortia's Advisory Board before submission.

Meeting State and Local adjusted levels of Performance

Q2) Describe the process you used to analyze and interpret performance on accountability indicators and how the

expenditure of funds in your plan support improved performance on negotiated performance targets. [Sec. 134 (b)(2)]

At the secondary level, Minneapolis CTE gathers data from a variety of sources; surveys teachers and students; local, state, and national assessment participation, postsecondary transition trends, business and economic development statistics, and local student database comparisons. These data sets are analyzed for trends over time, performance comparisons to specific targets and performance comparisons to similar non-CTE student populations. An example of how we compile MDE data related to on-time graduation rates of CTE students and CTE concentrators to share with stakeholders has been attached to our application. (i.e. CTE concentrators have an 8.09% higher ontime graduation rate than their non-CTE concentrator peers) In a school district with the goal of raising our on-time graduation rate by 8% between 2015 and 2020, it appears that the MCTEC initiative to create equitable access to CTE course taking options, and marketing these course taking opportunities to students/families, would be a positive investment of resources to achieve this goal.

For MCTC, analysis also is based on data from a wide variety of sources, most notably reports from the College's research arm, Strategic Planning and Assessment (SPA); and EPM 11 reports. For areas in which MCTC did not meet goals, the specific data from each program is analyzed to discover where we are seeing less success than in others; programs with the largest number of students have the greatest impact on the overall results.

In Goals 1 through 5, initiatives are outlined that will address secondary performance concerns related to MCA proficiency in Language Arts and Math with a district-wide initiative grounded in CASEL's work associated with Social Emotional Learning (SEL) and Multi-tiered Systems of Support (MTSS). A combination of MCTC's new multiple measures initiative and improved MCA scores will make college courses more accessible for all students.

MCTC had included additional licensure exam preparation in its FY18 improvement plan for technical skill attainment for the nursing program. All nursing students were required to access supplemental help from ATI (www.atitesting.com); this initiative improved nursing students' exam performance by 10 percent to 83.87 percent significantly closer to the 1P1 TSA target of 86% in this program of study. As a result of the success of this program, the College expects even greater improvement in FY19 by increasing its emphasis on requiring students to use the resource.

In addition, the College recognizes the support of Nursing College Lab Assistant in helping with student success. In FY19 the College (non-Perkins funding) will continue to financially support this important position.

Based on our success of retention in our Business Management program (51.4 percent retention rate vs. overall goal of 39.7 percent), MCTC will elevate its efforts to replicate proven strategies across all CTE programs of study. In FY19 our CTE advising and retention specialist will focus efforts on increased retention specifically for our current and incoming CTE students.

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

Consortium activities will focus first on existing CTE programs of study to ensure that the curriculum content is aligned with the needs of industry and college credit-bearing opportunities.

CTE staff at both the secondary and postsecondary level are expected to seek POS advisory member input prior to making purchase requests to ensure this alignment, and determine if there may be other means to leverage our partnerships to acquire needed equipment. CTE teachers are also supported in their requests to attend skill-specific trainings that will keep them current on industry skills, procedures, and protocols where collaboration with teachers from across the nation also occurs to enrich their professional development.

The consortia will also seek and explore partnerships that can be built between secondary, post-secondary, industry, and community organizations to build comprehensive, rigorous programs that maintain high academic standards.

At the secondary level, the CTE division will continue to build its relationship with the Alternative Learning Centers' credit recovery program and Contract Alternative Programs. Both of these programs serve students who struggle in a typical high school setting and many are at-risk of dropping out. Including CTE course options to students enrolled in these programs creates additional on ramps and project-based learning opportunities for students to show proficiency in required academic standards for graduation. In FY19 the district plans to create online learning access to state-approved courses in a variety of CTE programs of study, in addition to working with curriculum and testing vendors to also align course content with state-approved technical skill assessments.

How students are provided with experience**Q4) Describe how students are provided with strong experience in—and understanding of—all aspects of the industry. [Sec.134 (b)(3)(C)]**

The Carl D. Perkins Career and Technical Education Improvement Act of 2006 provides that "all aspects of the industry" means, "strong experience in, and comprehensive understanding of, the industry that the individual is preparing to enter." The Minneapolis Consortia shares the belief that for true student engagement leading to success, we need to offer opportunities that provide both experience and understanding of chosen careers.

Internships are an excellent opportunity for students to experience, apply and understand the skills needed in a particular field of study. MCTC plans to continue to support the CTE Career Coordinator position, which specifically exists to build, establish and maintain relationships with employers to provide recruitment and placement opportunities for CTE students. The position focuses on providing opportunities such as student employment, internships, externships, service-learning and civic engagement initiatives. While MPS will continue its long-standing relationship with the City of Minneapolis STEP-UP high school internship program.

Our FY19 plan will continue to support the purchase of up-to-date, industry-standard equipment. Examples of equipment purchased at the post-secondary level in previous plans include: digital radiography equipment for MCTC's dental assistant students, a SimMan for nursing students, computers for Architectural

Technology's AutoCAD and other memory-intensive software.

At the secondary level we will also continue to expand access to work-based learning (WBL) through our 99210 WBL Career Readiness Credit by Assessment portfolio review process with 9th-12th grade students across the school district. Through this non-traditional credit bearing opportunity explore and master key foundational employability skills. Through access to non-Perkins grant funds provided by the Jay & Rose Phillips Foundation (\$7,300) we will also expand career exploration and virtual job shadowing experiences to students enrolled in our summer and school year K-8 extended learning programs; and funds from Boston Scientific (\$25,000) will be used to increase access to career exploration and career readiness activities in grades 6-12.

Examples of how students were exposed to all aspects of the industry in FY18:

- Seven (7) Information Technology students from MCTC were chosen to prepare for, work at and experience the Super Bowl, via paid internships with the NFL. The MCTC website highlighted this experience.
- MCTC CTE Career Coordinator leveraged the Great Lakes Career Ready Internship grant to assist in the placement of 69 CTE major interns.
- CTE students in MCTC's D3 program communicated with industry leaders through the BestPrep program, offering them insights into real-world work projects and priorities. D3 students also participated in internships through Step-Up. In addition, the college's Career Services department held regular meetings with all D3 students to answer questions and give information for deeper understanding of their various careers of interest.
- More than 1,600 high school summer internship opportunities occurred in conjunction with the City of Minneapolis STEP-UP program and over 220 Twin Cities businesses, public agencies and nonprofits.
- Partnerships with the following leadership-based student organizations: FIRST Robotics, Junior Achievement, Upward Bound, Best Prep, Rêve Academy, Genesys Works, Spark-Y, Art Showcase at MPS District Office, I3 Legacy, Voyager (@ Edison), MN Trades Academy, SkillsUSA - Auto, City of Minneapolis Youth Council work, HCMC - Weekly Clinical Rotation Experiential Learning Opportunity
- Over 83 community partnership organizations exhibited and 250+ volunteers provided support to 2,300 8th grade students who participated in the MPS STEM & Career Exploration Expo at the Minneapolis Convention Center
- Equipment updates in our secondary Engineering/Manufacturing/Technology programs of study: \$73,000 Items included: Reality Works Electrical Wiring Kits, Welding Defect Kits, Career posters, Wall Panel Demonstrator, CNC Benchmills, Automotive Parts Washer
- Equipment updates in our secondary Health Science Technology rigorous program of study to align with Governor Dayton's initiative re: raised awareness of geriatric concerns and protecting our elderly: \$4,300 Reality Works Geriatric Simulators
- Over 2,000 high school CTE students benefited from worksite tours, field trips, and guest speakers through efforts of Edison's Entrepreneurship Academy and Roosevelt's Health Careers Program.
- Creation of Individual "secondary" CTE Resource Binders for CTE teachers and CTE administrators that includes: CTE procedures for requesting instructional support resources, IT help, inventory requirements, and creation of new courses; Program of Study specific information outlining FAUPL targets and current proficiency levels for each teacher and school site - specifically associated with overall enrollment numbers, non-traditional enrollment numbers, and TSAs; district-wide CTE course catalog and marketing information; Perkins and CTE Levy spending methodology and parameters, including a copy of the Perkins Operational Handbook; and Advisory committee expectations and responsibilities. These binders will be updated annually and used as a backdrop for conversations with CTE teachers, administrators, and advisory groups.
- Launch of new MPS CTE Staff Intranet site that provides immediate access to CTE Resources: outlines of all MPS CTE courses, digital versions of commonly used CTE forms, information about Perkins and CTE Levy legislation, inventory management, professional development opportunities, etc.

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)]

In FY19, the MCTEC consortia will invest heavily in professional development and collaborative work between faculty and staff from secondary and post-secondary institutions to support critical student transitions and 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 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.

Examples of increased collaborative professional development opportunities between the faculty of MCTC and staff of MPS in FY19 include:

- MPS and MCTC faculty will meet to discuss curriculum alignment for Photography and Digital Arts courses;
- The Consortia will continue talks on areas for expansion of CTE articulation agreements;
- A joint professional development event will include faculty from MPS and MCTC with the goal of shared strategies for increasing CTE student success;
- MCTC faculty, in a minimum of four of MCTEC's state-approved programs of study, will guest lecture in MCTC high school classrooms utilizing hands-on teaching activities;
- MPS faculty will accompany MPS students for a CTE celebration day at MCTC focusing on exploration of CTE careers;
- MCTC will host a breakfast for MPS counselors in Fall 2018 focusing on general advising and information for students, to be followed with hosting a meeting for MPS counselors in spring 2019 focusing on CTE careers, programs, facilities and opportunities;
- Dean of Instruction, Kristine Gyolai at MCTC, will continue to coordinate professional development opportunities for individual CTE faculty members specifically focused on increasing student success in CTE programs of study.

CTE programs of study at the secondary level will continue to 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, high school faculty qualifications must be updated and maintained to meet current professional standards. As detailed in the plan, Perkins funds will be 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 and MCTC CTE faculty members also participate in professional development and learning opportunities sponsored by our individual institutions and outside organizations to enhance educator effectiveness with the goal to improve student learning and achievement. MCTC's plan includes support for conference attendance related to best practices for industry and business relationships within CTE education.

CTE concurrent enrollment instructors attend professional development workshops offered by MCTC, as well as work with MCTC mentor-liaisons to maintain college-level rigor and content of courses.

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. How do you assist business industry specialist (community experts) to obtain variances and support them with professional development to transition to full licensure [Sec.134 (b)(12 (A-B))]

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.

As we exit FY18 and enter FY19 it is the hope of MCTEC leadership that MDE will provide support and/or participate in training sessions for our staff (CTE teachers, administrators, HR) related to how the new Tiered licensure system can be best navigated by individuals who enter our programs via a community expert status.

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.

For both secondary and postsecondary, 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	FY16 CTE Concentrator	FY17 CTE Concentrator	All FY17 CTE course taking students	All FY16 MPS students	All FY17 MPS Students	MPS 2020 goal
4-year on time graduation	79.43%	83.80%	75.71%	64.3%	66%	80%
MCA Reading Skill Attainment	48.87%	34.24%	36.27%	43%	37.3%	72%
MCA Math Skill Attainment	34.40%	22.77%	23.5%	44%	18.3%	73%

CTE School Year Enrollment	Enrollment
SY16 CTE Enrollment Counts (Academic Year - all CTE courses)	4047 (Baseline)
SY17 CTE Enrollment Counts (Academic Year - all CTE courses)	4118 (1.7% enrollment growth)
SY18 CTE Enrollment Counts (Academic Year - all CTE courses)	4241*
SY18 CTE Enrollment Counts (Summer School 2017 FastTrack Scholars)	114*
TOTAL SY18	4,355 (5.7% enrollment growth)

*We showed a 2.9% increase in enrollment from SY17 to SY18. By teaching CTE courses during our transitional summer school program, FastTrack, which serves students transitioning from 8th grade to 9th grade we saw an additional increase in enrollment of 2% of our total enrollment for the SY18 school year totaling a 5.7% increase.

New and innovative at MCTC is participation in the Great Lakes Multiple Measures Assessment project. MCTC along with researchers from MDRC (formerly known as Manpower Demonstration Research Corporation) and the CCRC (Community College Research Center, at Columbia University) are redesigning college entrance and placement systems to use multiple measures, rather than a singular test like Accuplacer, using high school records and non-cognitive assessments to evaluate student performance for placement purposes. As a part of this initiative, and to improve our 2P1 FAUPL, MCTC is piloting the use of LASSI, a learning and study strategies inventory assessment, to evaluate student proficiency. Successful implementation of a multiple measures placement system will better serve all Minneapolis students who struggle with standard placements tests and/or require developmental services to determine more accurately if incoming students require remediation services.

At the post-secondary level, MCTC achieved the following Perkins Performance Indicator Results**:

- 95% of its goal for technical skill attainment (1P1); [95% of 88% Target]
- 102% of its goal for the percentage of students earning a degree (2P1); [102% of 41.5% Target]
- 89% of its student retention or transfer goal (3P1); [89% of 37.4% Target]
- 94% of its goal for student job placement (4P1); [94% of 83.7% Target]
- 94% of its non-traditional participation goal (5P1); and [94% of 30.7% Target]
- 94% of its non-traditional completion goal (5P2.) [94% of 23.1% Target]

**Additional details provided in improvement reports and improvement plan sections of this application.

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 are 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 FY19, we will continue our focus on 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. As the secondary level we will also include MTSS and CASEL based social emotional learning strategies into our CTE teacher PD sessions.

As mentioned previously in this application, MCTEC will offer a wide variety of collaborative professional development opportunities to increase student success in our CTE programs of study:

- MPS and MCTC faculty will meet to discuss curriculum alignment for Photography and Digital Arts courses;
- The Consortia will continue talks on areas for expansion of CTE articulation agreements;
- A joint professional development event will include faculty from MPS and MCTC with the goal of shared strategies for increasing CTE student success;
- MCTC faculty, in a minimum of four of MCTEC's state-approved programs of study, will guest lecture in MCTC high school classrooms utilizing hands-on teaching activities;
- MPS faculty will accompany MPS students for a CTE celebration day at MCTC focusing on exploration of CTE careers;

- MCTC will host a breakfast for MPS counselors in Fall 2018 focusing on general advising and information for students, to be followed with hosting a meeting for MPS counselors in spring 2019 focusing on CTE careers, programs, facilities and opportunities;
- Dean of Instruction, Kristine Gyalai at MCTC, will continue to coordinate professional development opportunities for individual CTE faculty members specifically focused on increasing student success in CTE programs of study.

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 addition to the expansion of access to our Career Readiness Seminar class at all MPS comprehensive high schools, alternative learning centers and contract alternative schools, in Summer 2018, MPS will actualize the work that began in FY17 with the City of Minneapolis and other community based organizations and employers to design a city-wide career readiness certificate. This summer MPS and the City of Minneapolis have co-designed work readiness training to align with requirements of the MPS 99201P Career Readiness Seminar class. 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.

MPS has also invested in Virtual Job Shadow (VJS), an online career exploration tool, to inspire our 7th-12th grade students with real-world career opportunities and connections to core academic and foundational skills through access to over 1,000 professionally-produced job shadowing and career advice videos. This tool empowers students to easily search for career choices by experiencing unlimited job shadowing visits across the spectrum of Career Clusters. Videos and commentary go behind the scenes with real professionals in actual jobs and provide an in-depth look at workforce realities, showcasing what people do in their occupations and the education and skills needed. VJS interest inventories, career research features, and other activities have been embedded in our traditional and non-traditional models of Career Readiness Seminar course in all MPS high schools.

COURSE SEQUENCES: Articulation agreements ensure alignment of the secondary and postsecondary courses. A representation of CTE pathways is available as an attachment to our FY19 application and details alignment of courses with college credit bearing opportunities, technical skills assessments, and post-secondary institutions. A CTE course catalog was designed and made available in MPS to all counselors as a part of their monthly professional development to outline district-wide CTE course offerings available to their students - including information about which courses have articulation agreements or meet high school graduation requirements. This catalog is also available digitally on the CTE website for the broader community. This catalog will continue to be updated annually as courses sequences annually. Recommended course-taking sequences are kept up to todate on the statewide MNProgramsofStudy.org website.

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.

GUIDANCE COUNSELING AND ACADEMICS: Efforts will continue in FY19 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 CTE career development special projects coordinator will also work with our Check & Connect staff, Credit Recovery program, Extended Learning, and 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 FY19, to better serve ALL students and in alignment with the school district's goal to overcome persistent and predictable system barriers to racial equity and create an equitable educational system, MPS will crosswalk Career & Technical Education career exploration opportunities with MPS Multi-tiered Systems of Support (MTSS) and Social Emotional Learning (SEL) strategies. This is intended to be a multi-year investment to increase career connections in core academic classrooms and increase connections to math and language arts/literacy in CTE classrooms. MTSS will be a key strategy in our CTE and non-CTE classrooms to address barriers to equity and issues of disproportionality.

In FY19, our construction/welding programs of study will also expand their curriculum to incorporate more intentional math connections in alignment with mathematical skills required for success in local union apprenticeship programs and required on-the-job skill sets. MPS will also ask our POS advisories to identify math skills specifically associated with on-the-job skill sets required for specific career pathways and support the teachers to design lessons and incorporate identified math skill development into their course outline.

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 73% by academic year 2019
- 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.
- Our multiple measures initiative should also be helpful in improving our percentage of students earning a degree and our retention rate. This initiative is discussed above.

TECHNICAL SKILL ASSESSMENTS: 12 CTE programs of study will be in place for FY19, one of which has been identified as a Rigorous Program of Study (Health). We have also expanded technical skills assessments to over 80% of our CTE courses 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 are still in the process of piloting "new to MPS" precision exam options for our many of our Programs of Study in FY19. Each year we analyze TSA proficiency 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: (New or revised questions are in green)

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)(8C)]**
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.)]**
9. **Describe how career guidance and academic counseling will be provided to career and technical education students [Sec. 134 (b) (11)].**
10. **Describe how CTE students at the secondary level are encouraged to enroll in rigorous and challenging courses in core academic subjects (as defined in Sec. 9101 of the elementary and secondary education act of 1965) [Sec. 134 (b)(3)(E)].**

MCTEC MDE State Approval Programs of Study:

1. Transportation, Distribution and Logistics - Facility & Mobile Equipment Maintenance
2. Transportation, Distribution and Logistics - Facility & Mobile Equipment Maintenance - Collision
3. Manufacturing - Manufacturing Production Process Development (MCTC - Machine Tool)
4. Science, Technology, Engineering and Mathematics - Engineering and Technology (MCTC -Architectural Technology)
5. Arts, Audio/Video Technology and Communications - Journalism and Broadcasting
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 Machine Fabrication)
11. Health Science Technology - Therapeutic Services (RPOS) (MCTC - Nursing Assistant/Home Health Aide/Dental Assistant)
12. Administrative - Work Experience

MCTEC Consortia Approved/Pending Programs of Study:

13. Health Science Technology - Diagnostic Services (MCTC - Polysomnography)
14. Human Services - Teaching/Training
15. Information Technology- Information Support and Services (MCTC - Computer Support and Network Administration)
16. Arts, Audio/Video Technology and Communications - Visual Arts (MCTC - Photography & Digital Imaging)

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, more than 450 MPS students have taken advantage of this unique early college, dual enrollment opportunity.

Additional articulation agreements, concurrent enrollment, regular PSEO and on-site PSEO course options exist between MCTC and MPS. They include:

MPS/MCTC Articulation Agreements: Design Theory/GRPH1130 Intro to Graphics Software; Civil Engineering & Architecture PLTW/ARCH1010 Architecture Orientation; Computer Science Essentials/ITEC1150 Programming Logic and Design; Computer Science Principles PLTW/ITEC1150 Programming Logic & Design; Healthcare Core Curriculum/HCCC1010, 1020, 1030, 1040, 1050, 1060, 1070; Machine Shop 3/1000 Safety/Measurement/Metrology and 2035 CNC Programming & Operations; Construction Welding 1& 2/MCTC WELD 1100 Shielded Metal Arc Welding

Non-MCTC Articulation Agreements: Accounting 1, Finance Apps - Microsoft Excel, Keyboarding, Keyboarding 2, Microsoft Office 1, Principles of Marketing, Basic Construction Trades 1 & 2, Construction Trade Exploration, Introduction to Engineering, Principles of Engineering, Computer Integrated Manufacturing, Computer Science Principles, Engineering Design & Development, Basic Auto Maintenance, NATEF A-B-C-D, NATEF Collision Repair/Refinish 1 & 2, Small Engines, Understanding Autos, Anatomy & Physiology, Healthcare Core Curriculum 1, Medical Terminology, 3D Graphics Animation-Motion, Adobe Photoshop, Adobe Illustrator

MPS/MCTC Concurrent Enrollment*: Intro to Statistics, Intro to Business, Small Business Management, Entrepreneurship, College Composition, Introduction to Biology, Information Technology Skills, Advanced Spanish Composition and Communication, Foundations of Fitness and Health.

MPS On-site MCTC PSEO courses: NAHA

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 twelve (12) distinctly different CTE programs of study. Approximately 4,000 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 2017 4-year graduation rate for MPS students that became CTE concentrators in high school is 17.8% higher than overall on-time high school graduation rate for MPS comprehensive high schools. CTE concentrators, who are also students of color, outperform their non-CTE peers by 6.71% (Asian), 16.53% (Hispanic), 20.05% (Black, non-Hispanic) to 58.8% (Indigenous) according to MPS REA and MDE FY17 data.

- 60.4% of SY18 MPS Career & Technical Education Courses have college credit earning potential.
- As of April 2018 over 2,200 MPS students are enrolled in CTE courses aligned with college credit bearing opportunities. This could equate to over 4,400 earned college credits via CTE coursework. (A minimum value of \$770,000+ in-state tuition.)
- MPS Class of 2017 Students of Color and Free and Reduced Lunch students that took 2 or more CTE classes in 9th and/or 10th grade attained higher proficiency on their MCA Reading scores than their non-CTE course-taking counterparts. (CTE Free and Reduced Lunch students 6.7% higher proficiency; CTE Students of Color 4% higher proficiency)
- MPS Class of 2017 Students (all demographics) that took 2 or more CTE classes in 9th and/or 10th grade attained higher proficiency on their MCA Math scores than their non-CTE counterparts. (CTE Free and Reduced Lunch 6% higher proficiency; Non-Free and Reduced Lunch 10% higher proficiency; CTE Students of Color 4% higher proficiency; White students 16.7% higher proficiency)
- 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.

At MCTC, staff and faculty across the campus play a critical role in the success of our CTE students. A reorganization of the advising staff has resulted in advisors who are specialized in the various CTE areas of study. CTE faculty members are at the front line of noting when students are undergoing particular difficulties and take the first steps toward helping students get the support they need. As content experts and with ties to industry, CTE faculty are able to guide students toward important contacts in their field of study. In addition, staff members who are particularly instrumental in providing counseling/advising to CTE students are supported through Perkin's funding:

1. The new Associate Director for Career Services position will help work with CTE advisors in providing proper guidance to CTE students. The advising portion of the position focuses on training new advisors and offering support for advising services.
2. The Education Pathway Navigator provides valuable career guidance to clients at Cedar Riverside.
3. The CTE Career Coordinator helps guide students choose and succeed in internships that provide increased skills, experience, and often a pathway into a career after award attainment.
4. The Work-Based Learning Coordinator works with students in a close advising capacity in a wide variety of career exploratory and experiential opportunities.

PROFESSIONAL DEVELOPMENT: In FY19, MCTEC will be investing over \$120,000 (approx. 9.5% of our total budget) in professional development (release/extended time, reserve teachers, consultants) and related consulting services to support collaborative efforts between faculty and staff from secondary and post-secondary institutions to design and implement transition experiences for students and 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, MTSS/SEL connections to career exploration and foundational skills, improved advisory committees, math/language arts in the CTE classroom (at the secondary level), and strategic planning with the goal to increase student enrollment and completion of our programs of study. MCTC will also host professional development workshops for MPS instructors of CTE concurrent enrollment courses

TECHNICAL SKILLS ASSESSMENTS: FY17 and FY18 were pilot years to change the MPS past practice of TSA testing as an end-of-program only summative exam to determine proficiency of 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 best with their curriculum and course outlines for each CTE class. As a result, Fifty-seven (57) of the ninety-five (95) active CTE courses in MPS have technical skill assessments identified and we will use FY18 data collected to determine what additional adjustments should be made. MPS will incorporate this topic into our FY19 professional development sessions with CTE teachers and support teachers to attend TSA review sessions hosted by MDE and Minnesota State.

In FY 19, MCTC will implement the use of adding TSAs in our Informational Technology programs. FY19 funds will support other departments as well, as they have been directed to research potential TSAs that align with curriculum, including those that could be used as end-of-course assessments in the future. MCTC nursing students will continue to receive licensure exam preparation assistance and for Architectural Technology, MCTC students will continue to use the state-approved and industry recognized Autodesk User exams.

ADVANCED ACADEMICS / RIGOROUS and CHALLENGING COURSEWORK: Advanced Academics coordinators at each 9-12 high school oversee IB Diploma Programs, IB Career Programs, Advanced Placement, and Concurrent Enrollment coursework. In this oversight, they provide all students who participate in advanced coursework with academic planning and guidance. If a CTE student enrolls in any advanced courses, they would receive guidance from the coordinators regarding how the program(s)/course(s) the student is in will transfer to two and four year colleges and universities. For the three Minneapolis schools that have IB Career Programs (Henry, Southwest, Roosevelt), there are specific IB Career Program Coordinators who work with the CTE students who are enrolled in the career program. In this program, CP students can earn a IB CP certificate for completing a career pathway and completing three IB DP courses. Students are given guidance and support in creating a plan for success.

In grade 10, CTE students at the three schools with IB CP programs are recruited to pursue the IB CP Certificate. The Advanced Academic Coordinator and the IB CP Coordinator work together with the CTE teachers on site to recruit, counsel and support CTE students interested in pursuing the IB CP Certificate. At all schools, Advanced Academic Coordinators continuously work to add more career relevant coursework through career pathways and college partnerships for concurrent enrollment credits. Currently, all comprehensive MPS 9-12's (South, North, Roosevelt, Edison, Henry, Washburn and Southwest) have one or more career pathway programs. These pathways include, Business Management, Finance, IT, Communications, Engineering, Health Science, and Human Services. All pathways have concurrent enrollment options available to students and count as both CTE and Concurrent course work.

CTE students in MPS also engage in conversations with school counselors and participate in academic and career services via My Life Plan, a post-secondary planning graduation requirement for the class of 2010 and beyond. In middle school, grades 6th - 8th, students learn how to make successful transitions, explore careers, and make academic plans based on possible career paths. As 9th and 10th graders, students take inventories and surveys related to self-exploration, encouraging them to think about their interests, personality, and how these aspects all relate to the world of work. As 11th and 12th graders, students transition to actually forming and executing a plan, ranging from career and college searches to post-secondary and job applications.

Students are encouraged to enroll in challenging and rigorous academic work throughout their educational experience, in alignment with the following MY Life Plan benchmarks aligned with ASCA counseling standards. These conversations and related activities typically occur with MPS high school students in 10th grade.

- 10.A.1: Actively engage in challenging coursework
- 11.A.1 and 11.A.2: Set high standards of quality and Apply self-motivation and self-direction to learning

- 11.C.1 and 11.C.2: Demonstrate perseverance to achieve long and short-term goals and Understand that postsecondary education and lifelong learning is necessary for long-term career success

CAREER & GUIDANCE SERVICES at MCTC: A CTE navigator helps our CTE students at the Cedar Riverside Opportunity Center (which was highlighted in the March 12, 2018 edition of the Star Tribune) and Advising/Retention specialists work at our main campus providing online and in-person services. Highlights from FY18 include:

- 640 online resume reviews
- 220 employer on-campus visits
- 634 students placed into jobs (includes full-time entry level, student employment, and internships); of which 87% were retained, graduated, or transferred to other post-secondary institutions.
- Another priority for MCTC is to help more students complete a program of study and graduate with less debt in student borrowing. A recent Minnpost article described MCTC's efforts to decrease student loan borrowing by helping undecided students find and stick to a career path.

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

Goal 1 Objectives

Goal 1 Objectives 1	
Required/Permissive Uses of Funds*	R1 , R2 , R3, R6 , R8 , R9 , R10 , R11 , P1
Strategies	
CTE Teacher extended time to enhance classroom activities, attend professional development, design curriculum, etc. associated with FAUPL targets and Program of Study requirements.	
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.	
Coordinate comprehensive services for students pursuing CTE fields. Fulfill key Perkins responsibilities, including submission of Perkins budget, Annual Performance Report (APR), final agreed upon performance levels (FAUPL), monitoring budget, and other Perkins duties.	
Outcomes	
Improved instructional competencies and data associated with national CTE POS metrics and FAUPLs for secondary and postsecondary. (G/L code 143 or 185)	
Maintaining workflow of FY19 Perkins initiatives. Includes indirect costs for Perkins.	
Measures	
Monthly PAR reports and quantitative/qualitative metrics associated with activities.	
Post-Secondary Required Activities	\$85,964.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$33,527.00
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$119,491.00
Secondary Required Activities	\$140,683.13
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$7,367.00
Secondary Reserve	\$0.00
Secondary Total	\$148,050.13
Total	\$267,541.13
Goal 1 Objectives 2	
Required/Permissive Uses of Funds*	P10
Strategies	
Support a CTE Navigator position for nursing. This position serves as a nursing and healthcare advisor/retention specialist, providing assistance in navigating courses and sequencing, degree planning, and retention support services. This position also assists with the development and implementation of nursing and healthcare program marketing and recruitment strategies. Plans and coordinates informational workshops for nursing and healthcare programs and assists with coordination of directed clinical practice for nursing and participating healthcare programs, including recruiting and securing clinical sites and placement of students.	
Outcomes	
Increased interest in nursing program. Decrease numbers of students lost from application to participation continuum. Improve retention by working with students in danger of academic probation or suspension.	
Measures	
Enrollment report on semester basis, SAP reports. Improved retention by 5%.	
Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$57,934.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$57,934.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$0.00
Total	\$57,934.00
Goal 1 Objectives 3	
Required/Permissive Uses of Funds*	R1 , R5 , R9
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. Includes partial salary of academic dean supporting this work, implementation of initiatives, faculty release time and professional development. (\$30,000; \$45,619 partial salary)	
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%. Reports from participating faculty.	
Post-Secondary Required Activities	\$75,619.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00

Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$75,619.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$0.00
Total	\$75,619.00

Goal 1 Objectives 4	
Required/Permissive Uses of Funds*	R8
Strategies	
Continue to support a college lab assistant for the Heating, Ventilation, Air Conditioning & Refrigeration (HVACR) program. Increased course caps result in larger class sizes. This position helps to counteract this for beginning students by improving the quality of the student lab experience by having another person available to assist students.	
Outcomes	
Higher retention rates, particularly for first year students.	
Measures	
Improve retention by 5%.	
Post-Secondary Required Activities	\$36,911.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$36,911.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$0.00
Total	\$36,911.00

Goal 1 Objectives 5	
Required/Permissive Uses of Funds*	R6 , R9
Strategies	
Expand opportunities for students to begin CTE programs of study at MCTC by purchasing assessment tools that provide an alternative for course placement. LASSI, a learning and study strategies inventory assessment, will evaluate student proficiency for the approximately half of MCTC students who enter into CTE programs of study.	
Outcomes	
Higher numbers of students able to immediately enter CTE programs of study. Higher overall retention rates by decreasing the number of student who need to take development courses.	
Measures	
Multiple measures will begin its second phase of pilot programming, with improvement measured by a consortia of institutions involved in the multiple measures initiative.	
Post-Secondary Required Activities	\$8,000.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$8,000.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$0.00
Total	\$8,000.00

Goal 1 Objectives 6	
Required/Permissive Uses of Funds*	P2, P3, P6
Strategies	
Partially support (35%) the CTE Assistant Director for Career Services position which will research and address best practices on CTE career development programming, develop and monitor a comprehensive assessment plan to ensure continuous improvement of activities, services for CTE students and employee trainings. In addition, this position will help Career Services expand outreach to non-native English speakers and veterans.	
Outcomes	
Increase to 200 students served from non-native English speakers and veteran populations. Improve retention and persistence rates for these populations. Improved assessments within department.	
Measures	
Annual review of student success. PAR reports and annual employee evaluation including results and highlights.	
Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$34,625.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$34,625.00
Secondary Required Activities	\$0.00

Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$0.00
Total	\$34,625.00

Goal 1 Objectives 7**Required/Permissible Uses of Funds*** R2 , R9**Strategies**

Continue CTE Social Media marketing campaign in support of support of goals 1, 3, and 4. Adapt marketing/recruiting strategies in alignment with data analytics collected in SY18 and based on actual enrollment numbers in Fall 2018

Implement MCTC's new logo and branding strategies into updated marketing materials to integrate college-wide initiatives into CTE marketing.

Outcomes

Increase enrollment, number of concentrators, and awareness of CTE Career Pathways in MPS. Aiming for 10% increase in enrollment by SY21. (G/L 303 or 401)

Increased enrollment from MPS district to MCTC by 3%

Measures

Improvement verified by annual P-file data

Enrollment data at MCTC

Post-Secondary Required Activities	\$9,000.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$9,000.00
Secondary Required Activities	\$22,942.50
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$1,207.50
Secondary Reserve	\$0.00
Secondary Total	\$24,150.00
Total	\$33,150.00

Goal 1 Objectives 8**Required/Permissible Uses of Funds*** R2 , R4, R7**Strategies**

CTE programs of study instructional software needs/updates and participation fees for secondary CTE POS aligned with industry standards.

Software needs for postsecondary programs of study.

Outcomes

Static or improved enrollment/utilization numbers of CTE POS-specific instructional software programs and learning management supports (G/L 303 and 406)

Measures

Purchase Approval Forms, MPS financial records, Student enrollment/utilization numbers

Post-Secondary Required Activities	\$1,200.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$1,200.00
Secondary Required Activities	\$44,887.50
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$2,362.50
Secondary Reserve	\$0.00
Secondary Total	\$47,250.00
Total	\$48,450.00

Goal 1 Objectives 9**Required/Permissible Uses of Funds*** R2 , R4, R7 , P7**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. MCTC process reports and records.

Post-Secondary Required Activities	\$11,907.41
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Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$11,907.41
Secondary Required Activities	\$70,494.84
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$3,710.25
Secondary Reserve	\$0.00
Secondary Total	\$74,205.09
Total	\$86,112.50

Goal 1 Objectives 10

Required/Permissible Uses of Funds*	R6
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Strategies

Support increased utilization of technical skills assessments in CTE programs of study. - includes teacher professional development/trainings for improved alignment with course outlines, industry standards, and post-secondary articulated credit.

Outcomes

Increased number of students taking/passing TSAs - FAUPL 2S1. (G/L 461 and 145)

Measures

Analyze outcomes from SY17 and SY18 pilots of new TSAs -- 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; as well as continue to monitor successes in programs of study with long-standing TSA implementation.

Post-Secondary Required Activities	\$7,000.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$7,000.00
Secondary Required Activities	\$14,962.50
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$787.50
Secondary Reserve	\$0.00
Secondary Total	\$15,750.00
Total	\$22,750.00

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

Goal 2 Objectives

Goal 2 Objectives 1	
Required/Permissive Uses of Funds*	R3, R9 , R10 , P10
Strategies	
Host collaborative events with industry/community partners and post-secondary institutions and promote middle school to high school transition, high school to college transition, career connections, and career exploration activities.	
Design quality career exploration activities for 7-12th grade students; embedding Career Readiness Seminar experiences into non-traditional CTE settings, incorporate use of Virtual Job Shadow into student middle school and high school experience providing equitable access to quality career exploration tools, interest inventories, and virtual job shadowing.	
College faculty release time to conduct workshops, guest lectures for high school students at high school and college sites. Support collaborative events for students.	
Experiential field trips and work site tours for students enrolled in CTE programs of study.	
Outcomes	
Increased access to quality career exploration experiences; promote all career fields, inform students/staff/families of high school CTE course taking options, post-secondary alignment, career clusters and pathways, and community partnerships. (G/L 360, 365, 406, 145 or 490)	
Measures	
Quantitative and qualitative post-event survey data	
Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$8,500.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$8,500.00
Secondary Required Activities	\$39,871.51
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$2,098.49
Secondary Reserve	\$0.00
Secondary Total	\$41,970.00
Total	\$50,470.00
Goal 2 Objectives 2	
Required/Permissive Uses of Funds*	R1 , R10 , P1
Strategies	
Quarterly professional development opportunities for CTE staff in alignment with needs and grant-requirements related to each MPS program of study. Costs to cover Reserve Teachers or related extended time, conference fees, and related travel.	
Conference travel for improved services to MCTC CTE students and best practices related to career exploration and internships.	
Continue to provide Perkins/CTE Levy-related professional development to CTE teachers, district leadership and utilize the employer engagement toolkit to build strong and sustainable business/education partnerships. Other topics include: talent development, differentiation, articulated credit, quality advisory committees, career readiness, social emotional learning, and literacy/math training, collaboration time with MCTC.	
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, student proficiency, experiential learning, and community engagement strategies associated with successful CTE programming. (G/L 145 or 185)	
Increased effectiveness in providing career guidance and experiential opportunities to MCTC students.	
Measures	
Qualitative data associated with attendance at meetings,, engagement with CTE POS advisory boards, improved teacher observations experiences associated with SOEI.	
Post-Secondary Required Activities	\$1,548.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$1,548.00
Secondary Required Activities	\$24,996.88
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$1,315.62
Secondary Reserve	\$0.00
Secondary Total	\$26,312.50
Total	\$27,860.50
Goal 2 Objectives 3	
Required/Permissive Uses of Funds*	P3
Strategies	
Continue to support a post-secondary internship and employer development coordinator. This person organizes paid internships for MCTC CTE students. This position supports management of Great Lakes grant (\$175,000).	
Outcomes	
Student retention and job placement related to key Perkins performance indicators: In FY18, 86% of students persisted or completed their program after obtaining work-related experiences from MCTC Career Services.	
Measures	

Improvement on student retention and placement into jobs by 5%.

Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$67,125.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$67,125.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$0.00
Total	\$67,125.00

Goal 2 Objectives 4**Required/Permissive Uses of Funds*** P3**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. Serve as liaison with business and industry personnel that provide employment and work-based learning opportunities for MCTC students.

Outcomes

Centralized coordination of employer contacts and internship sites

Measures

Continue to increase the number of CTE students with an aligned work experience.

In FY18, 30 new employer relationships established offering CTE job/intern opportunities; 164 in-person appointments helped students, a 91% increase from FY17.

Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$59,719.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$59,719.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$0.00
Total	\$59,719.00

Goal 2 Objectives 5**Required/Permissive Uses of Funds*** R2 , R8 , P3, P10**Strategies**

Plan and implement Phase 1 of a health commons at MCTC. Faculty will work with community stakeholders and other institutions to plan the center. Curriculum development will support the center goals.

Outcomes

The health commons will strengthen community ties and increase the college's capacity for nursing students by increasing opportunities at area health institutions for required clinicals.

Measures

Meetings with stakeholders that result in approved plans and timeline and completed curriculum work.

Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$15,935.78
Post-Secondary Total	\$15,935.78
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$0.00
Total	\$15,935.78

Goal 2 Objectives 6**Required/Permissive Uses of Funds*** R9**Strategies**

Continue to support an educational pathway navigator at the Cedar Riverside Opportunity Center to provide outreach and support to current/potential students interested in CTE programs at MCTC.

Outcomes

Lower the unemployment rate in the Cedar Riverside community and increase higher education attainment of degrees and/or certifications. In FY18 the Cedar Riverside Jobs Center surpassed its goal by more than double for job placements.

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.

Post-Secondary Required Activities	\$85,256.00
Post-Secondary Permissible Activities	\$0.00

Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$85,256.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$0.00
Total	\$85,256.00

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. Provide programs that are designed to enable the special populations to meet the local adjusted levels of performance [Sec. 134 (b) (8)(B)].
5. Describe how individuals in special populations will not be discriminated against based upon their status. [Sec. 134 (b) (9)]
6. Describe strategies to provide access to high-skill, high-wage or high-demand occupations that lead to self-sufficiency [Sec. 134 (b) (8 C.)]
7. Describe how you ensure that students who participate in such career and technical education programs are taught to the same coherent and rigorous content aligned with challenging academic standards as are taught to all other students [Sec. 134 (b) (3)(D)].

EQUITABLY SERVING SPECIAL POPULATIONS. MPS and MCTC have strong non-discrimination policies to ensure access to and success of all students. No student can be denied opportunities or services based on race, sex, color, creed, religion, age, national origin, disability, marital status, status with regard to public assistance, sexual orientation, gender identity, gender expression, or familial status.

One of MCTEC's higher profile initiatives to support special populations is the Cedar Riverside Opportunity Center. Two of the special populations it assists include: low-income individuals and families and English Language Learners (e.g. Somali-speaking.) The Center exceeded its job placement goal last year.

In addition, MCTC's D3 program targets students who are in MPS Alternative Learning Centers and are deemed not on target for graduation. More than 90 percent of the participants are students of color. Approximately 25 percent are English language learners, and many are county-involved youth. The program offers these students several CTE pathways of study they can begin while still in high school, as well as developmental courses if they are not able to demonstrate college readiness. This program has been extensively measured by Smarter People Planning, which has noted increased rates of academic success and improved attendance rates for students participating in D3.

MCTC utilizes a variety of key resources to help overcome barriers for special populations and increase rates of access and success in CTE programs. At MCTC, the Student Parent Support Center and Accessibility Resource Center provide essential support systems to help students overcome barriers to completing their studies. Student Services has integrated specific targeting of services to English language learners and veterans into several position descriptions. The College's professional development emphasis for all employees on the campus is cultural competency to help all students experience a positive educational experience.

FY18 totals are not available; in FY17 MCTC reported:

- Students with disabilities recorded a higher rate of being retained in college (Perkins performance indicator, 3P1) than non-disabled individuals (42.7% vs. 34.6%.)
- Similarly, English Language learners posted a higher retention rate than non-English Language Learners (43.7% v. 34.5%.)
- Single parent students reported retention rates of almost the same as non-parents for retention (32.3% vs. 35.5%.)

MPS has designed and implemented the use of Equity Framework which promotes equitable policies, practices, procedures, programs and budgets. Known as the Equity and Diversity Impact Assessment (EDIA), it is both an assessment tool and guided process that identifies predictable inequities when adopting, modifying, or eliminating MPS policies, practices, procedures, programs, or budgets that significantly impacts student learning and resource allocation. This tool exists to provide MPS decision makers with a consistent system wide tool and process that guides the adoption, modification, and elimination as well as the implementation of equitable policies, practices, procedures, programs and budgets. The EDIA intends to:

- identify which MPS students are disproportionately affected by bias or discrimination in policies, procedures, practices, programs, and budgets;
- assess the impacts and unintended consequences of existing and new policies, practices, procedures, programs, and budgets;
- engage public participation and feedback in planning and decision making; and
- evaluate and monitor implementation progress for continuous improvement

The use of the EDIA is activated and required when the following variables exist related to significant resources allocation and/or significant impact on students:

Significant resource allocation:

- Equal to/greater than 30% of a school or department's policy, practice, procedure, program, or budget
- Equal to/greater than 30% of the MPS District budget

Significant Impact:

- Impacts all students within the district
- Impacts all students within an attendance zone
- Impacts all students within a school
- Impacts 5,000 or more students
- Impacts 30% of a protected class*

*Protected class defined in the MPS Policy 1304 include: 1. race, 2. culture, 3. color, 4. creed or religion, 5. national origin, 6. gender, 7. mental and physical ability, 8. age, 9. marital status, 10. family structure, 11. citizenship status, 12. sexual orientation or affectional preference, 13. gender identity or expression, 14. economic status, 15. veteran's status, 16. any other protected class in conformance with federal, state and local laws.

MCTEC Career & Technical Education Programs of Study are reviewed annually to ensure that successful career placements lead to meaningful employment for our students in high-skill, high-wage, high-demand occupations. Curriculum is aligned to state and industry recognized technical skills assessments and/or credentials. Research and data from the Minnesota Department of Employment and Economic Development (DEED) provides a variety of metro area and state employability-related statistics.

In FY19, to better serve ALL students and in alignment with the school district's goal to overcome persistent and predictable system barriers to racial equity and create an equitable educational system, MPS will crosswalk Career & Technical Education career exploration opportunities with MPS Multi-tiered Systems of Support (MTSS) and Social Emotional Learning (SEL) strategies. This is intended to be a multi-year investment to increase career connections in core academic classrooms and increase connections to math and language arts/literacy in CTE classrooms. MTSS will be a key strategy in our CTE and non-CTE classrooms to address barriers to equity and issues of disproportionality.

MTSS is an evidence based, best practice framework intended to accelerate student achievement by providing inclusive and equitable educational practices ultimately aimed at minimizing the opportunity gap and creating equitable student outcomes. On the state level, the Minnesota Department of Education (<https://education.mn.gov/MDE/dse/mtss/>) advocates the use of MTSS to increase the number of students meeting grade level standards and graduating with skills for further education and work careers.

There are four core components of the MTSS Framework:

Infrastructure to Support Implementation - knowledge, resources, and organizational structures necessary to operationalize all components of MTSS in a unified system to meet the established goals.

Team Process - data protocols are used by a team of school staff to inform instruction, movement within the multilevel system, and disability identification (in accordance with state law).

Assessment Cycle - universal screening, diagnostics, and progress monitoring data are used to inform data-based decision making.

Multi-Tiered Instruction & Prevention - a school-wide, multilevel system of instruction and interventions geared towards prevention. This includes literacy, mathematics, school culture, climate and safety.

These core components are the pieces of the framework that each school must implement with fidelity in order for the system to impact student outcomes.

Effective implementation, over the next five years, of the MTSS framework will ensure that all students receive evidence-based instruction that leads to proficiency in the academic areas to which it is applied - CTE teachers will focus on embedding strategies to improve acquisition of language arts literacy and mathematics skills into their every day curriculum

In FY19, MPS also plans to design a poster for every high school classroom that emphasizes messaging available on the Minnesota Career Fields, Clusters & Pathways wheel AND elements related to CASEL's work on social and emotional learning (SEL) and provide related professional development to teachers on adding contextual references to careers in everyday core classes. By embedding SEL into intentional career conversation and connections within core academics we believe MPS students will "acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions." (CASEL, 2016)

A universal screening process, diagnostic assessments, progress monitoring and tiered instruction will be used to ensure that students who participate in both CTE and non-CTE courses are taught to the same coherent and rigorous content aligned with challenging academic standards. As a strong first step, universal screening will be used to proactively identify students and evaluate the impact of instruction on a broad set of outcomes. Universal screening will be used to identify students who are performing above or below grade level and may benefit from additional differentiation and/or support. Universal screening will also used to evaluate the impact of instruction at multiple levels (e.g., classroom, grade, school) to support appropriate allocation of resources. Tiered instruction will occur at all grade levels and in all classrooms. Tier 1 provides differentiated core instruction for all, Tier 2 provides targeted interventions of moderate intensity for some students, and Tier 3 will provide intensive and individualized interventions for a few students.

In order to have successful implementation of MTSS in our schools, MPS has created a full implementation logic model and guidebook (available as attachments in Web Grants) and has aligned this work with three related Minnesota statutes that support the districts' use of the critical features of MTSS:

1. Reading Proficiently No Later Than the End of Grade 3 (Minn. Stat. § 120B.12).
2. Alternative Delivery of Specialized Instructional Services (Minn. Stat. § 125A.50).
3. Alternate Instruction Required Before Assessment Referral (Minn. Stat. § 125A.56).

Goal 3 Budget: Improve Service to Special Populations

Goal 3 Objectives

Goal 3 Objectives 1	
Required/Permissive Uses of Funds*	R1 , R6 , R8 , R9 , R10
Strategies	
Crosswalk Career & Technical Education career exploration opportunities with MPS Multi-tiered Systems of Support and Social Emotional Learning strategies. First of a multi-year investment to increase career connections in core academic classrooms and increase connections to math and language arts/literacy in CTE classrooms.	
Outcomes	
Improved staff instructional competencies, career connections in all MPS high school classrooms, and data associated with national CTE POS metrics and FAUPLs. (G/L code 145, 185, 305, and/or 430)	
Measures	
Qualitative and Quantitative data associated with student participation in career exploration activities, multi-year investment to improved MCA scores	
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 Total	\$0.00
Secondary Required Activities	\$49,875.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$2,625.00
Secondary Reserve	\$0.00
Secondary Total	\$52,500.00
Total	\$52,500.00
Goal 3 Objectives 2	
Required/Permissive Uses of Funds*	R1 , R4, R9 , R10
Strategies	
Curriculum alignment for Credit Recovery Students to obtain graduation required credits for project-based learning completed in CTE courses.	
Curriculum alignment of Odysseyware CTE courses to state approved technical skills assessments (TSA).	
Outcomes	
Completed crosswalk of credit alignment for PLTW and Odysseyware CTE courses. Development of SYllabi and course outlines. Inclusion of new courses in existing programs of study. (G/L 145, 185, or 305)	
TSA alignment to Odysseyware CTE courses.	
Measures	
Quantitative measurements of students successfully completing credit bearing opportunities and incorporation of new courses in ALC credit recovery learning opportunities.	
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 Total	\$0.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$576.98
Secondary Reserve	\$10,962.72
Secondary Total	\$11,539.70
Total	\$11,539.70
Goal 3 Objectives 3	
Required/Permissive Uses of Funds*	P6
Strategies	
Continue to support a staff person at the Student Parent Support Center. The center gives MCTC students who are parents a place to study by providing an open space for children to engage in age-appropriate activities while their parents pursue their education. The Center offers computer banks, individual and group study areas, and materials and toys for children.	
Outcomes	
Reduce barriers for students who are parents. It is estimated that 50% of the Parent Center's students are CTE majors and benefit from this proposal.	
Measures	
Improve semester to semester/year-to-year retention by 5%	
Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$17,045.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$17,045.00
Secondary Required Activities	\$0.00

Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$0.00
Total	\$17,045.00

Goal 3 Objectives 4

Required/Permissible Uses of Funds*	R9 , P6
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Strategies

Assist the Architectural Technology program by using a college lab assistant to help English Language Learners and other students in beginning AutoCAD courses with basic drawing commands and file saving protocol. This prevents English Language Learners and other at-risk students from falling behind in class.

Outcomes

Improvement in retention rate and course completion rate.

Measures

Enrollment reports will demonstrate fewer withdrawals, e.g. 5%.

Post-Secondary Required Activities	\$9,000.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary 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 Total	\$0.00
Total	\$9,000.00

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]/li>
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)]

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 that includes worksite tours, guest speakers, virtual job shadowing, internships, and mentoring.

In its second year, MPS CTE transitions will be supported by a special career development projects coordinators who is creating sustainable infrastructure changes related to expansion of career readiness, equitable access to and strategic marketing of CTE programs of study, and establishing collaborative relationships that will lead to smoother transition from 8th to 9th grade, high school to college, and the world of work. Projects include:

- work with high schools to increase career advising and course alignment services;
- design new strategies and coordinate social media marketing campaign;
- promote tuition free pathways to liveable wage job/career;
- support “we want you back” students/contract alternative students and staff with connections to secondary CTE programs of study;
- provide professional development and marketing materials to high school counselors to increase knowledge of CTE course options;
- align course offerings with articulated credit at post-secondary institutions;
- coordinate experiential learning opportunities with community partners; and
- expand 99201P Career Readiness Credit by Assessment initiative to community partners, high schools and career & college centers.

In addition to normal student services programming that helps students make transitions - into college, into the workforce, or into four-year institutions - MCTC also has specialized programming to help specific populations. The Minneapolis-St. Paul metropolitan area is home to more than 160,000 military veterans. When a funding loss resulted in closing MCTC's Veterans Upward Bound program in December 2017, the college chose to support a pilot veterans initiative that combines transitional services into college and those for entering into the workforce. MCTC also sponsors a Student Success in Transition Education program to focus on transitional skills for ex-offenders or students moving from foster care to college.

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

Goal 4 Objectives

Goal 4 Objectives 1	
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	
One (1) CTE Special Projects Coordinator to continue implementation projects associated with the design and implementation of a district-wide course registration, scheduling and transportation system for students to access CTE programs of study regardless of race, economic status, circumstance, or ZIP code. (G/L 144)	
Outcomes	
<ul style="list-style-type: none"> • Work with high schools to increase career advising and course alignment services • Design new strategies and coordinate social media marketing campaign • Promote tuition free pathways to liveable wage job/career • Support "we want you back" students/contract alternative students and staff with connections to secondary CTE programs of study. • Provide professional development and marketing materials to high school counselors to increase knowledge of CTE course options • Align course offerings with articulated credit at post-secondary institutions • Coordinate experiential learning opportunities with community partners • Expand 99201P Career Readiness Credit by Assessment initiative to community partners, high schools and career & college centers 	
Measures	
Quantitative and Qualitative summaries of success for above activities. Goal to increase enrollment in high school CTE courses by 10% from Fall 2017 to Fall 2020.	
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 Total	\$0.00
Secondary Required Activities	\$108,727.50
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$5,722.50
Secondary Reserve	\$0.00
Secondary Total	\$114,450.00
Total	\$114,450.00
Goal 4 Objectives 2	
Required/Permissive Uses of Funds*	R1
Strategies	
Continue to support 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). • 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.	
Post-Secondary Required Activities	\$38,625.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$38,625.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$0.00
Total	\$38,625.00

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]

The MCTC Dean of Academic Foundations and MPS Director of CTE will collaboratively chair the MCTEC Consortium Board in FY19 together with an employer/industry/community representative. This leadership group sets agendas and reviews/recommends membership to assure representation of a range of stakeholders. The current active list of MCTEC members 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 FY19 MCTEC will focus on leadership strategies used in industry to create innovative solutions to meet our FAUPL targets and grow our program opportunities in line with our local workforce needs and information provided by DEED, RealTime Talent, and DOLI. MCTEC also plans to restructure the format of our gatherings and engage in value-based working sessions. Our advisory members and community partners will be asked to present on a variety of topics and share insights/lessons learned related to: Informal leadership, organizational change management, adapting to industry/market changes, navigating complexity and ambiguity.

At the secondary level the CTE special projects coordinator, Perkins TOSA, and CTE Director attend and provide support to advisory meeting structure of the various CTE programs of study, 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. MCTC is embarking on an ambassador program in FY19 which will provide increased communication between MCTC Deans, members of the President's Council, and MPS faculty and administration to strengthen communication and streamline decision-making.

Our FY17 State Monitoring visit continues to influence our work in FY19 as we onboard new faculty/staff and work with new institutional leadership. MCTC and MPS will continue to focus on financial accountability and transparency in spending and 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
- Accurate inventory system and resource management
- Documentation of spending practices by G/L codes and program of study
- Collaborative planning between MPS and MCTC
- Increased use of TSAs in post-secondary CTE programs

MCTEC has established a 3-year goal to increase enrollment in our secondary CTE programs of study by 8%, and increase transition enrollment from MPS to MCTC by 3% annually. It is our belief that increased enrollment will have a positive impact on all performance indicators and federally agreed upon performance levels (FAUPL) monitored by the State. As outlined in our opening narrative, all Perkins-funded efforts in FY19 will focus on four priorities: career exploration, equitable access to CTE courses, strategic marketing of our CTE programs of study, and collaborative conversations and learning opportunities.

Goal 5 Budget: Sustain the Consortium of Secondary and Postsecondary Institutions

Goal 5 Objectives

Goal 5 Objectives 1	
Required/Permissive Uses of Funds*	R2 Programs of Study, R7 Initiate/Improve/Modernize Technology , R10 Collaboration
Strategies	
Bi-annual CTE inventory distribution and management practices - improve process and expand procedures to integrate Destiny Inventory Management tool for increased efficiency and accuracy of our auditing/accounting procedures.	
Outcomes	
SY19 state-mandated wall-to-wall inventory report. (G/L 185)	
Measures	
Submission of SY19 state-mandated wall-to-wall inventory report.	
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 Total	\$0.00
Secondary Required Activities	\$6,483.75
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$341.25
Secondary Reserve	\$0.00
Secondary Total	\$6,825.00
Total	\$6,825.00
Goal 5 Objectives 2	
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 305, 366, 368)	
Measures	
Quantitative data collected related to attendance, number of meetings, agendas, and related activities.	
Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$1,500.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$1,500.00
Secondary Required Activities	\$4,987.50
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$262.50
Secondary Reserve	\$0.00
Secondary Total	\$5,250.00
Total	\$6,750.00
Goal 5 Objectives 3	
Required/Permissive Uses of Funds*	R1 , R10 , R11 , P10
Strategies	
Contracted services and support to increase alignment between secondary and post-secondary credit bearing opportunities. Projects include CTECreditMN, collaborative PD between MCTC/MPS, industry certification reviews of CTE programs of study. (G/L 303)	
Outcomes	
Increased acquisition of college-credits by CTE high school students, continuation and expansion of articulated credit agreements with Minnesota State Colleges and Universities.	
Measures	
Quantitative data collected related to number of college credits earned by CTE students, number of articulated credit agreements.	
Post-Secondary Required Activities	\$4,600.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$4,600.00
Secondary Required Activities	\$9,975.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$525.00
Secondary Reserve	\$0.00
Secondary Total	\$10,500.00

Total	\$15,100.00
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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?*

Yes

Budget Goal 1

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Admin Cost	Post-Secondary Reserve	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Admin Cost	Secondary Reserve	Secondary Total	Row Total
Goal 1 Total	\$235,601.41	\$92,559.00	\$33,527.00	\$0.00	\$361,687.41	\$293,970.47	\$0.00	\$15,434.75	\$0.00	\$309,405.22	\$671,092.63

Budget Goal 2

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Admin Cost	Post-Secondary Reserve	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Admin Cost	Secondary Reserve	Secondary Total	Row Total
Goal 2 Total	\$86,804.00	\$135,344.00	\$0.00	\$15,935.78	\$238,083.78	\$64,868.39	\$0.00	\$3,414.11	\$0.00	\$68,282.50	\$306,366.28

Budget Goal 3

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Admin Cost	Post-Secondary Reserve	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Admin Cost	Secondary Reserve	Secondary Total	Row Total
Goal 3 Total	\$9,000.00	\$17,045.00	\$0.00	\$0.00	\$26,045.00	\$49,875.00	\$0.00	\$3,201.98	\$10,962.72	\$64,039.70	\$90,084.70

Budget Goal 4

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Admin Cost	Post-Secondary Reserve	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Admin Cost	Secondary Reserve	Secondary Total	Row Total
Goal 4 Total	\$38,625.00	\$0.00	\$0.00	\$0.00	\$38,625.00	\$108,727.50	\$0.00	\$5,722.50	\$0.00	\$114,450.00	\$153,075.00

Budget Goal 5

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Admin Cost	Post-Secondary Reserve	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Admin Cost	Secondary Reserve	Secondary Total	Row Total
Goal 5 Total	\$4,600.00	\$1,500.00	\$0.00	\$0.00	\$6,100.00	\$21,446.25	\$0.00	\$1,128.75	\$0.00	\$22,575.00	\$28,675.00

Goal Totals

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Admin Cost	Post-Secondary Reserve	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Admin Cost	Secondary Reserve	Secondary Total	Row Total
Goal Total	\$374,630.41	\$246,448.00	\$33,527.00	\$15,935.78	\$670,541.19	\$538,887.61	\$0.00	\$28,902.09	\$10,962.72	\$578,752.42	\$1,249,293.61

Secondary Supplemental Budget Sheet

Description	File Name	File Size
Loaded by Michelle K.	Minneapolis FY18-19 Allocation.xlsx	53 KB
Loaded by Michelle K.	Minneapolis FY18-19 Allocation.xlsx	53 KB
Loaded by Michelle K.	Minneapolis FY18-19 Allocation.xlsx	53 KB
MCTEC Secondary Budget Sheets for FY19	MinneapolisFY18-19Allocation Updated 5.11.2018swe.xlsx	53 KB
Revised Secondary Supplemental Budget 5.23.18	MinneapolisFY18-19Allocation Updated 5.23.2018swe.xlsx	50 KB
Revised Secondary Supplemental Budget 5.23.18	MinneapolisFY18-19Allocation Updated 5.23.2018swe.xlsx	50 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	\$85,256.00
(POSTSECONDARY) Estimated expenditures/in-kind contributions used in collaboration with WorkForce Centers	\$0.00
Totals	\$93,256.00

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:* 45.0%

Coordinator Budget:* \$38,684.00

Perkins Dollars

Perkins-Funded Positions

Person's Name	Position	File Folder # (secondary)	Amount	Upload Position Description
Paul Klym	TOSA - Perkins	366150	\$100,605.00	FY19PerkinsTOSA1.0FTE.pdf
Jill Bjorklund	CTE Special Projects Coordinator	n/a	\$100,605.00	FY19CareerDevelopmentSpecialProjectsCoordinator-Nonlicenseprojectcoord1.0FTE(1).pdf
Lisa Merrill	Architectural Technology Lab Assistant		\$9,000.00	Merrill, Lisa - ARCH SWPP (PT Temp) - Position Description.docx
Jeff Langdon	HVAC Lab Assistant		\$36,911.00	Langdon, Jeffory - HVACR CLA 1 (FT Temp) - Position Description.docx
Khou Vue	Student Parent Support Staff (.35 FTE)		\$17,045.00	Position Description - Outreach Coordinator - updated 10.13.17.docx
Brent Olsonawski	Asst. to Dir., Academic Operations		\$38,625.00	Olsonawski Brent - Mgmt Analyst 1, Curriculum Course Scheduling, 2-2018.docx
Kimberly Klein	CTE Associate Director for Advising & Retention		\$85,964.00	FY19MCTCAdvisingandPerkinsPosition.docx
Anthony Goetti	Internship and Employer Development Coordinator		\$67,125.00	Goettl, Anthony - MAPE 1, Internship and Employer Development Coordinat...docx
Kristine Gyolai	Director/Dean of Instruction		\$45,619.00	Gyolai Kristine - MnSCU Admin 6 - Interim Dean of School of Art Desig...pdf
Rob Brace	Education Pathway Navigator - Cedar Riverside		\$85,256.00	Career Navigator_3.28.2018.docx
Wingrove Dwamina	CTE Navigator #1 - nursing		\$57,934.00	Wingrove PD.pdf
Jared Scharpen	CTE Career Coordinator		\$59,719.00	CTE Position 6.15.2017. Updated for Jared Scharpen.doc
Susan Krause	Asst Director of Career Services		\$34,625.00	Kraus Susan - MnSCU Academic Professional 2 - Asst. Director.pdf
Sara Etzel	In-Kind Director of CTE / Perkins Coordination	431021	\$0.00	Director, STEM and CTE.PDF
Coversheet for MCTC positions	coversheet for MCTC positions		\$0.00	Coversheet for all FY 19 positions.docx
			\$739,033.00	

Improvement Plan Action Steps

Indicator Number (i.e. 1S1 or 2P1)	Action Steps to improve the performance	Resources Needed	Timeline	Person(s) Responsible	How will progress be documented?	Sub-populations or groups	Describe any contextual factors	Further Information
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						where gap exists:	that might contribute to this gap:	
1S1 ? Academic Attainment in Reading/ Language Arts	<p>MPS teachers to participate in district-wide "writing across the curriculum" professional development opportunities based on: Critical Reading Strategies, Writing Enriched Curriculum, Critical Questioning, Academic Feedback, Oral Language Structured Interactions. This professional development will be designed and coordinated by the school district's Professional Development department and led by content specialists from the school district's Teaching & Learning department.</p> <p>This approach will allow students to see the connection to the value and importance of language arts and literacy in a variety of contexts including core subject areas, other elective courses (i.e. world language, special education, arts, pe/health, etc.) and the world of work via enrollment in Career & Technical Education courses.</p>	School Improvement Plans outlined by High School administrative teams. Research and Evaluation data of past and current student performance.	School Year 2018-2019 (November and January PD sessions)	MPS Teaching & Learning Department, MPS Professional Learning Department, and CTE team	Participation logs, post-PD survey responses, agendas and session outlines are developed, analyzed, and archived by the MPS Professional Learning Department	Students who identify as Free and Reduced Lunch or Students of Color and took 2+ CTE courses outperform their non-CTE coursetaking peers.	MPS Data Dashboard provides quarterly data related factors include, but are not limited to: behavior and discipline, access to out of school programs, graduation rates, MCA scores, and school climate.	<p>https://staff.mpls.k12.mn.us/Depts/ProfessionalLearning/Pages/Writing-Across-the-Disciplines.aspx</p> <p>http://insights.mpls.k12.mn.us/SchoolBoardPortal/behavior.html</p>
1S2 ? Academic Attainment in Math	<p>In alignment with the MPS Strategic Plan: Acceleration 2020, the mPS Professional Learning division will support CTE educators to intentionally contextualize mathematics within their courses. This PD and support will include a five step process related to the MTSS Framework: REVIEW MCA assessment results, incorporate MTSS multi-tiered instruction and preventions strategies, monitor progress, site-based team support groups, design and implement need-based infrastructure changes to support implementation.</p>	School Improvement Plans outlined by High School administrative teams. Research and Evaluation data of past and current student performance.	School Year 2018-2019	MPS Teaching & Learning Department, MPS Professional Learning Department, and CTE team	Participation logs, post-PD survey responses, agendas and session outlines are developed, analyzed, and archived by the MPS Professional Learning Department	Students who identify as Free and Reduced Lunch or Students of Color and took 2+ CTE courses outperform their non-CTE coursetaking peers on MCA math tests.	MPS Data Dashboard provides quarterly data related factors include, but are not limited to: behavior and discipline, access to out of school programs, graduation rates, MCA scores, and school climate.	<p>http://fundedprograms.mpls.k12.mn.us/sip</p> <p>http://www.mpls.k12.mn.us/uploads/priority_presentation_-_key_leaders.pdf</p> <p>http://insights.mpls.k12.mn.us/SchoolBoardPortal/behavior.html</p>
3P1 ? Student retention or transfer	<p>We met 89% of our goal. While acknowledging the strong need for improvement and accepting accountability for making changes that will result in improvement, MCTC nonetheless believes an adjustment in calculating retention should be considered. Because program completers are not included in the numerator -- our performance on this indicator was significantly and negatively affected by our nursing aide/home assistant NAHA program, which actually has strong indicators of success. To illustrate, in FY 16, 124 of our</p>	The FY19 Perkins plan includes staff resources to implement the Retention Committee plan and to purchase alternative assessments for the multiple measures plan.	MCTC measures retention during and after each semester. Re-examine performance on this indicator with submission of next year's Perkins budget.	MCTC's Advising & Retention Director, Heidi Aldes	Fall to fall, year to year retention comparison.	By far, students who test into developmental courses have the greatest risk of dropping out of their studies. MCTC also tracks retention data by program, by language and other variables.	The majority of MCTC's student population is composed of students who are considered of minority status. It also has high numbers of students with economic needs. These factors traditionally result in lower retention numbers. MCTC is combating these with a strong emphasis on cultural competency	MCTC's Advising & Retention Director, Heidi Aldes, heidi.aldes@minneapolis.edu .

	<p>NAHA students completed the program--124 out of 124. This relates to Perkins performance indicator 2P1. However, for retention (Perkins Performance indicator 3P1) because program completers are not included in the numerator -- the data indicates that 0 out of 124 NAHA students were retained. One could make a fair argument that this lacks logic and that these NAHA students should either be excluded from the retention calculation - - or that if they completed the program, then, one could argue that they also were retained in the program. Unfortunately, it seems neither of these options is viable under the definition that Minnesota requires for its calculation of retention. We understand that the state does recognize this discrepancy and sought a lower target for retention to compensate.</p> <p>For FY17, if one could count the program completers as also being retained in the program, then our revised actual rate would be 43.06%, or 109% of our goal.</p> <p>MCTC has a Retention Committee which discusses progress, or lack thereof, for all students. It recently submitted a five-page communication and action plan for improving retention for FY19. Highlights include:</p> <ul style="list-style-type: none"> • Introductory class visits to ensure students begin building a sense of belonging, know how to access their academic advisor and other college resources (over 30 courses) • Degree Audit Review class visits that include academic advising reviewing and providing feedback on entire class list and disbursing degree audits in class (Over 50 sections) • Registration labs inside the classroom or arranged with instructor (10 sections) • During open registration, 						<p>and support systems for students.</p>	
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	<p>unregistered students are contacted via phone for registration.</p> <p>Two large initiatives for MCTC for FY19 both are expected to have a positive outcome related to retention. The multiple measures project will allow more students to more quickly gain access to their program courses. Studies show clearly that those students who are required to take remedial courses first are much less likely to be retained.</p> <p>The meta-majors initiative also has proven to help with retention as it gives students the opportunity to begin taking courses that will apply to a variety of programs of study. Research shows that students who change their minds about majors - and lose the progress that they have already made - are much less likely to be retained.</p>							
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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: *	83.87%
General strategies planned to improve performance:	
<p>MCTC had included additional licensure exam preparation through ATI in our FY18 improvement plan for technical skill attainment for the nursing program. This initiative did help our nursing students improve their exam performance. We had required all nursing students to get supplemental help from ATI. During FY17, 76.5 percent of the nursing students passed the exam, and this year the passing rate increased by 10 percent to 83.87 percent. As a result of the success of this program, the College expects greater improvement by increasing its emphasis on requiring students to use the resource. The ATI site offers practice exams and a three-day exam preparation program.</p> <p>In addition, the College recognizes the support of Nursing College Lab Assistant in helping with student success. This is a position that had been previously supported by the Perkins program, but the College will continue to fund the position from general funds in FY19.</p>	
Comments or context for actual performance (optional):	
We met 95% of our goal. See strategies for more information.	
Improvement Report 2	
Indicator Not Met:*	1S1 ? Academic Attainment in Reading/ Language Arts
Negotiated Performance: *	51.87
Actual Performance: *	34.24
General strategies planned to improve performance:	
<p>MPS CTE teachers to participate in district-wide "writing across the curriculum" professional development opportunities based on: Critical Reading Strategies, Writing Enriched Curriculum, Critical Questioning, Academic Feedback, Oral Language Structured Interactions. Additional PD will be delivered in FY19 associated with MTSS and connections to core skills that CTE classes can help students develop and raise proficiency.</p> <p>PD presenters in our Teaching & Learning department will be determined once new staff is onboarded in August and planning begins.</p>	

Comments or context for actual performance (optional):

Though our performance for CTE students remains low, as a cohort of students, students who take CTE classes perform better than their non-CTE peers in MPS on their MCA Language Arts assessments.

Though all CTE teachers will participate in these efforts we will especially target CTE teachers that teach 9th grade students, as the MCA language arts assessment is given in 10th grade.

Improvement Report 3

Indicator Not Met:*	1S2 ? Academic Attainment in Math
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Negotiated Performance: *	38.4
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Actual Performance: *	22.77
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General strategies planned to improve performance:

Additional PD will be delivered in FY19 associated with MTSS and connections to core skills that CTE classes can help students develop and raise proficiency.

PD presenters in our Teaching & Learning department will be determined once new staff is onboarded in August and planning begins.

Comments or context for actual performance (optional):

Though our performance for CTE students remains low, as a cohort of students, students who take CTE classes perform better than their non-CTE peers in MPS on their MCA math assessments.

Though all CTE teachers will participate in these efforts we will especially target CTE teachers that teach 9th and 10th grade students, as the MCA math assessment is given in 11th grade.

Improvement Report 4

Indicator Not Met:*	3P1 ? Student retention or transfer
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Negotiated Performance: *	39.67%
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Actual Performance: *	35.14%
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General strategies planned to improve performance:

We will undertake three key strategies to improve our performance on this indicator: (1) Our Retention Committee created an action plan, which is further discussed under the action plan—in our improvement plan for this performance indicator; (2) Our multiple measures initiative, which research shows that students who are required to take remedial courses are much less likely to be retained; and (3) Our meta majors proposal, which also is discussed further under our action plan.

Comments or context for actual performance (optional):

One key contextual factor relates to the exclusion of program completers from the numerator of this performance indicator. The effect of this is discussed in greater detail under our action plan.

Improvement Report 5

Indicator Not Met:*	4P1 ? Student placement
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Negotiated Performance: *	83.70%
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Actual Performance: *	82.49%
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General strategies planned to improve performance:

Our consortium's guidance and career counseling services are provided to our CTE students through a variety of talented, dedicated staff who provide strength, interest and skill assessments for students, advising services and a wide range of experiential opportunities.

Results include::

- 640 online resume reviews
- 220 employer on-campus visits
- 634 students placed into jobs (includes full-time entry level, student employment, and internships)
- Of the 634 students that were placed into jobs – 87% were retained, graduated, or transferred.

The CTE navigator works with our CTE students at the Cedar Riverside Opportunity Center . The Center's found jobs for 321 people, more than twice its goal. This success was covered in a March 12, 2018 news article in the Star Tribune.

Comments or context for actual performance (optional):

We met 94% of our goal. See strategies for more information.

Improvement Report 6

Indicator Not Met:*	5P1 ? Nontraditional participation
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Negotiated Performance: *	31.10%
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Actual Performance: *	30.71%
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General strategies planned to improve performance:

One strategy the College will implement for FY19 is to increase the numbers of non-traditional students who enroll in CTE programs by using our non-traditional students as the face of many of our recruitment efforts - for example, in promotional materials as well as in site visits and coordinated activities with our Consortia partner.

Comments or context for actual performance (optional):

We met 99% of our goal. See strategies for more information.

Improvement Report 7

Indicator Not Met:*	5P2 ? Nontraditional completion
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Negotiated Performance: *	23.10%
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Actual Performance: *	22.81%
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General strategies planned to improve performance:

By far our biggest program of study under this indicator is our nursing aide program, with 104 participants. The next biggest program is our nursing program, with 38 participants. Focus on these programs will have the most dramatic affect on this indicator. Programs are being asked to plan events that use panels of students that include non-traditional students for frank question-answer sessions.

Comments or context for actual performance (optional):

We met 99% of our goal. See strategies for more information.

Statement of Assurances & Certifications

Description	File Name	File Size
MPS signed Statement of Assurance	FY19 MPS signed Statement of Assurance 5.4.2018.pdf	459 KB
MPS signed Statement of Assurance	FY19 MPS signed Statement of Assurance 5.4.2018.pdf	459 KB
MPS signed Statement of Assurance	FY19 MPS signed Statement of Assurance 5.4.2018.pdf	459 KB
MN Charter School Statement of Assurance	MN Transitions Charter School Statement of Assurances.pdf	133 KB
MN Charter School Statement of Assurance	MN Transitions Charter School Statement of Assurances.pdf	133 KB
MN Charter School Statement of Assurance	MN Transitions Charter School Statement of Assurances.pdf	133 KB
MPS Supt. and MCTC Pres. signed Assurances Statement FY 19, 5-14-18	MPS and MCTC signed Assurances Statement FY 19, 5-14-18.pdf	86 KB
MPS Supt. and MCTC Pres. signed Assurances Statement FY 19, 5-14-18	MPS and MCTC signed Assurances Statement FY 19, 5-14-18.pdf	86 KB
MPS Supt. and MCTC Pres. signed Assurances Statement FY 19, 5-14-18	MPS and MCTC signed Assurances Statement FY 19, 5-14-18.pdf	86 KB

Attachments

Description	File Name	File Size
Columbia University Community College Research Center-Multiple Measures Assessment Project, 2018	Columbia University Community College Research Center-Multiple Measures Assessment Project, 2018.pdf	119 KB
Columbia University Community College Research Center-Multiple Measures Assessment Project, 2018	Columbia University Community College Research Center-Multiple Measures Assessment Project, 2018.pdf	119 KB
Columbia University Community College Research Center-Multiple Measures Assessment Project, 2018	Columbia University Community College Research Center-Multiple Measures Assessment Project, 2018.pdf	119 KB
FY19 MN Transitions Charter School Invitation to be a MCTEC Partner Organization in our FY19 Perkins application	FY MN Transitions Charter School Invite Email.pdf	198 KB
FY19 MN Transitions Charter School Invitation to be a MCTEC Partner Organization in our FY19 Perkins application	FY MN Transitions Charter School Invite Email.pdf	198 KB
FY19 MN Transitions Charter School Invitation to be a MCTEC Partner Organization in our FY19 Perkins application	FY MN Transitions Charter School Invite Email.pdf	198 KB
MCTEC Available CTE Career Pathways Grid	FY19 MCTEC Common CTE Career Pathways Grid.pdf	339 KB
MCTEC Available CTE Career Pathways Grid	FY19 MCTEC Common CTE Career Pathways Grid.pdf	339 KB
MCTEC Available CTE Career Pathways Grid	FY19 MCTEC Common CTE Career Pathways Grid.pdf	339 KB
Summary of 800 West Broadway WorkForce Center Collaboration	FY19 West Broadway Education and Career Collaborative at NMpls Workforce Ctr.pdf	64 KB
Summary of 800 West Broadway WorkForce Center Collaboration	FY19 West Broadway Education and Career Collaborative at NMpls Workforce Ctr.pdf	64 KB
Summary of 800 West Broadway WorkForce Center Collaboration	FY19 West Broadway Education and Career Collaborative at NMpls Workforce Ctr.pdf	64 KB
MPS Workforce Collaboration InKind Summary	FY19 Workforce Collaboration Documentation 800 West Broadway - In Kind.pdf	169 KB
MPS Workforce Collaboration InKind Summary	FY19 Workforce Collaboration Documentation 800 West Broadway - In Kind.pdf	169 KB
MPS Workforce Collaboration InKind Summary	FY19 Workforce Collaboration Documentation 800 West Broadway - In Kind.pdf	169 KB
H&H Publishing Inc - LASSI (Learning and Study Strategies Inventory) - Multiple Measures Assessment info	LASSI-Learning and Study Strategies Inventory-Multiple Measures Assessment info.pdf	331 KB
H&H Publishing Inc - LASSI (Learning and Study Strategies Inventory) - Multiple Measures Assessment info	LASSI-Learning and Study Strategies Inventory-Multiple Measures Assessment info.pdf	331 KB
H&H Publishing Inc - LASSI (Learning and Study Strategies Inventory) - Multiple Measures Assessment info	LASSI-Learning and Study Strategies Inventory-Multiple Measures Assessment info.pdf	331 KB
How MCTC is trying to help undecided students find, and stick to, a career path, Minnpost article, 3-13-18	Minnpost article, 3-13-18 how MCTC is helping undecided students.pdf	526 KB
How MCTC is trying to help undecided students find, and stick to, a career path, Minnpost article, 3-13-18	Minnpost article, 3-13-18 how MCTC is helping undecided students.pdf	526 KB
How MCTC is trying to help undecided students find, and stick to, a career path, Minnpost article, 3-13-18	Minnpost article, 3-13-18 how MCTC is helping undecided students.pdf	526 KB
.pdf of SY18 Articulation / TSA information for MPS CTE courses	MPS SY18 Articulation Grid.pdf	71 KB
.pdf of SY18 Articulation / TSA information for MPS CTE courses	MPS SY18 Articulation Grid.pdf	71 KB
.pdf of SY18 Articulation / TSA information for MPS CTE courses	MPS SY18 Articulation Grid.pdf	71 KB
Star Tribune article re: Cedar Riverside Center, 3-12-18	Star Tribune article re Cedar Riverside Center, 3-12-18.pdf	2.6 MB
Star Tribune article re: Cedar Riverside Center, 3-12-18	Star Tribune article re Cedar Riverside Center, 3-12-18.pdf	2.6 MB
Star Tribune article re: Cedar Riverside Center, 3-12-18	Star Tribune article re Cedar Riverside Center, 3-12-18.pdf	2.6 MB
Super Bowl LII Draws MCTC Information Technology Students, 3-2-18, MCTC News	Super Bowl LII Draws MCTC Information Technology Students, 3-2-18, MCTC News.pdf	328 KB
Super Bowl LII Draws MCTC Information Technology Students, 3-2-18, MCTC News	Super Bowl LII Draws MCTC Information Technology Students, 3-2-18, MCTC News.pdf	328 KB

8/10/2018

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Super Bowl LII Draws MCTC Information Technology Students, 3-2-18, MCTC News	Super Bowl LII Draws MCTC Information Technology Students, 3-2-18, MCTC News.pdf	328 KB
Informational slides and presentation to MDE/Minnesota State CTE leadership on 5.21.2018.	SY19 Perkins Presentation.pdf	403 KB
Informational slides and presentation to MDE/Minnesota State CTE leadership on 5.21.2018.	SY19 Perkins Presentation.pdf	403 KB

