MINNESOTA STATE
Career and Technical Education

FY21 Minneapolis Consortia

Prepared by Minneapolis Consortium
for Minnesota State FY21-22 Strengthening Career and Technical Education for the 21st Century Act (Perkins V)

Submitted by Sara Etzel

Submitted on 06/19/2020 12:50 PM Central Standard Time

Opportunity Details

Opportunity Information

Title

FY21-22 Strengthening Career and Technical Education for the 21st Century Act (Perkins V)

Description

APPLICATION OPENS MARCH 15, 2020.

The Perkins V Grant for Career and Technical Education provides funds for approved Career and Technical Education (CTE) programs. In Minnesota, funds are distributed on the basis of state-approved career and technical education programs and appropriate teacher licensure. Programs are administered under Minnesota Rules Chapter 3505 and the federal Strengthening Career and Technical Education for the 21st Century Act (Perkins V).

The Minnesota Department of Education (MDE) approves Career and Technical Education Programs (CTE) that meet teacher licensing and other criteria. These programs are eligible to access federal Perkins V funds. Districts that accept these federal dollars must report enrollment and student proficiency for CTE courses and programs to the department.

Opportunity Manager

Yingfah Thao

Public Link

https://www.gotomygrants.com/Public/Opportunities/Details/c8f37cba-6a86-4e88-9d19-1ea1959a2ced

Is Published

Yes

Submission Information

Submission Window

03/15/2020 8:00 AM - 07/10/2020 5:00 PM

Submission Timeline Additional Information

NOTE: SUBMISSION DEADLINE UPDATE COVID-19 has affected us all in many ways and has greatly impacted our work. We recognize these unusual circumstances consortia leaders are facing, including meeting the May 1 deadline for submitting two-year Perkins V applications. Therefore, although we haven't changed the due date of May 1, we would allow consortia to submit applications as late as June 1. This will allow some additional time for those of you who need it due to circumstances caused by COVID-19. If, due to extenuating circumstances, you are unable to meet the May 1, 2020 deadline for submission, contact Jeralyn Jargo at 651-201-1650.

Technical Assistance Session

Technical Assistance Session

Yes

Session Date and Time

04/30/2020 8:00 AM

Conference Info / Registration Link

A link has been sent to all Perkins Consorrtium Coordinators. Contact yingfah.thao@minnstate.edu

Eligibility Information

Eligibility Type

Public

Additional Eligibility Information

Pursuant to Section 134 of the Perkins V Act, to receive funds under Perkins V, a consortium must develop and submit an

annual, unified, local secondary/postsecondary Perkins application and budget. The application must address secondary and postsecondary Career and Technical Education programming. The approved local application—with statement of assurance signatures—serves as the consortium's formal application for receiving Perkins funding.

Additional Information

Additional Information URL

https://minnstate.edu/system/cte/perkins-local-application/index.html

Additional Information URL Description

All forms and instructions related to the Perkins Local Application can be found on our web site

Project Information

Application Information

Application Name
FY21 Minneapolis Consortia

Total Amount of Award Requested
$1,222,568.86

Primary Contact Information

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Project Description

Consortium Membership List

Consortium Membership List

List the college and school districts in your consortium. Be sure to spell out the full, legal names below.

Special School District No. 1 - Minneapolis Public Schools

Minneapolis Community & Technical College

Please score the form as either 1-"complete," or 0-"not complete" (Reviewer Only)

Narrative 1: Comprehensive Local Needs Assessment (CLNA)

CLNA Results

Describe the results of the comprehensive local needs assessment. Use the space below to provide additional information on your CLNA that is not already included in your CLNA Framework attachment. For funds budgeted under this item, describe which use(s) of funds in section 135 of Perkins V is/are supported.

The Minneapolis Consortia over the next two to four years, in alignment with information collected from our SY20 Comprehensive Local Needs Assessment and mandates outlined in Section 2 of the Strengthening Career and Technical Education for the 21st Century Act (Perkins V), will focus the majority of our energy to support Minnesota's efforts to develop challenging academic and technical standards for CTE opportunities in the City of Minneapolis and to assist students to meet such standards, including:

- preparation for high skill, high wage, or in-demand occupations in current and emerging professions of the Twin Cities region;

- promote the development of services and activities that link secondary and postsecondary education for participating CTE students;

- provide services and activities that are designed to develop, implement, and improve career and technical education in the City of Minneapolis;

- improve the quality of CTE teacher, faculty, administrators, and counselors;

- support partnerships in our community among secondary schools, postsecondary institutions, baccalaureate degree granting institutions, area career and technical education schools, local workforce investment boards, business and industry, and our non-profit community partners;

- increase employment opportunities for chronically unemployed or underemployed populations, including individuals with disabilities, individuals from economically disadvantaged families, out-of-workforce individuals, youth who are in or have aged out of the foster care system, and homeless individuals.

The Minneapolis Consortia has set overall priorities to meet the mandates listed above based on joint and individual analysis of CLNA results. Data clearly leads Minneapolis Public Schools to focus on program alignment to meet current and emerging workforce needs, while also supporting student success during an ambitious district redesign. Re-alignment of programs will be designed to fit within the Consortia and strengthen the pipeline of students who enter CTE fields after graduation. CLNA results demonstrated to Minneapolis College that its programs align well with current workforce needs, however, the College has noted the need to improve student retention and performance, and will focus initiatives to support those goals.

Together, the Consortia will also address the new challenges that have arisen from mandatory online/distance learning as a result of the COVID 19 crisis. The Consortia recognizes the continued importance to prepare both teachers and students for successful and effective online/distance learning. Information has already flowed freely between the two institutions during Spring 2020, and the Consortia will support continued mutual support for technology integration, virtual simulations, and online learning in our CTE programs of study as well as undertake new initiatives for improvement.

Highlight of Consortia Projects. Data from the Comprehensive Local Needs Assessment serves as a driving force for the following Consortia projects and goals for the next two years which will include but is not limited to:

- Expand opportunities for students in the **healthcare** fields

  - Both MPS and Minneapolis College will develop shorter certification opportunities in our healthcare program of study and focus on increased enrollment in these programs

- o

  Faculty from both institutions will meet to discuss and develop a course focusing on allied healthcare careers as well as nursing career preparation

- o

  Utilization of virtual simulation equipment purchased in spring of SY20 to expand program capacity for nursing in SY21

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  Incorporate additional opportunities for high school students to learn about finance and marketing concepts in our **business/administrative support** program of study

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  Begin development of a new **agriculture** program of study at MPS with the support of our industry partners and the Minnesota Agriculture Centers of Excellence

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  Expand and strengthen **law and public safety** programming

  - o

    MPS will begin the process to establish a new Law & Public Safety program of study in alignment with the Minneapolis College School of Public and Human Service programs

  - o

    Minneapolis College will expand efforts to increase awareness of law enforcement programs and careers

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  Conduct analysis in **web and digital communications** programs

  - o

    MPS will review the school district's investment in the web & digital communications program of study with thoughts toward downsizing

  - o

    Minneapolis College will monitor success of its newly reorganized program Web Design & Front End Development

- ■

  Continue our Consortia's **informational technology** and **engineering & technology** programs of study in alignment with S.T.E.M. workforce needs

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  Increase connections to **drone technology**

  - o

    MPS will incorporate drone technology within its **engineering & technology** and **information technology** programs of study;

  - o

    Minneapolis College will examine expansion of its drone photography and digital imaging program

- ■

  Continue **education** career pathways through Minneapolis College concurrent enrollment courses at MPS

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  Expand the capacity of the **aircraft maintenance** program at Minneapolis College and create intentional connections to MPS engineering, manufacturing, and technology programs

- ■

  Promote student success for **online/distance learners** through investment into effective course design, virtual simulation equipment/software, training for instructors and support for learners

- ■

  Increase engagement opportunities with our Consortia's **industry and community partners**

- ■

  Increase outreach to and enrollment of **students of color and non-traditional students** in all pathways

■

Support **professional development** for our Consortia's educators and staff. Topics will include: cultural competency, multi-tiered systems of support - specifically short and long-term planning, hybrid instructional practices - technology integration and virtual simulations, Perkins V knowledge trainings for teachers and administrators, quality employer engagement, teacher licensing requirements, online/distance learning pedagogical strategies for special populations, conferences and trainings

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Expand access to **work-based learning** to all MPS high school and contract alternative students; support expansion of work-based learning for our Adult Basic Education and Transition Plus students; and alignment with the City of Minneapolis employability skills training workshops for summer interns

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Work as a Consortia to build a pipeline into Minneapolis College courses for Adult Basic Education students through **alignment of curriculum.**

■

Provide expanded enrollment options for students across the City of Minneapolis to immerse themselves in professional studies related to their personal career interests while preparing them for **career success in the Twin Cities ever-evolving high tech, high skill, local/global economy**.

■

Increase **student performance** at Minneapolis College through specialized help of lab assistants and training for online learning

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Collaborate with Junior Achievement to incorporate **career exploration activities in middle schools** and design a **CTE Guest Speaker Series** for all students in grades 6, 7, and 8.

■

Expand Minneapolis College's **zero-textbook-cost** programming in CTE areas

■

Promote the value of CTE** courses and enrollment options across the City via emails, texts, facebook posts and other social media platforms to current and potential students in the school district and a focus on events, outreach programs, materials and career assessment and advising at the college

Narrative 1: Expenditures align with the following Perkins V Use of Funds Categories
(2) Professional Development. (B) PD - labor market
(2) Professional Development. (D) PD - admin support
(5) Increase Student Achievement in POS. (B) Advisories
(5) Increase Student Achievement in POS. (H) WIOA/Pre-ETS
(5) Increase Student Achievement in POS. (R) Contracted services

Upload your completed CLNA Framework
SY20 CLNA DOC - MinneapolisCTE_Perkins-V-CLNA-Framework 5.11.2020 - Google Docs

Please score the form as either 1-"complete," or 0-"not complete" (Reviewer Only)

Narrative 2: Programs of Study

Programs of Study Narrative

Please describe: • How the results of the comprehensive local needs assessment informed the selection of the specific CTE programs and activities selected to be funded • Any new programs of study your consortium will develop and submit to the state for approval • How students, including students who are members of special populations, will learn about their school's CTE course offerings and whether each course is part of a CTE program of study • How your consortium is moving towards a minimum of six complete state-recognized programs of study. Your response should describe how your consortium will implement the action plan developed in element #3 of the CLNA Framework. For funds budgeted under this item, describe which use(s) of funds in section 135 of Perkins V is/are supported.

The Minneapolis Consortia will utilize the data collected through the Comprehensive Local Needs Assessment process and employer engagement workshops (see attached CLNA employer engagement executive summary document) to re-align our state-approved programs of study with the workforce needs of the City of Minneapolis and Hennepin County. The chart below shows the information summary that determined the career pathway priorities we will use to guide our work over the next two to four years. Through re-alignment of our CTE program priorities (reduce the size of some programs and expand others), our CTE programs will continue to provide opportunities to explore and gain college credit and industry-specific certifications aligned with immediate and future workforce needs of the Twin Cities metro.

CTE Career CLuster	Existing MPS POS	Priority Ranking for CTE	City of Minneapolis Workforce Demand 5 year Projection	Workforce Need Priority Rank Percentage	MPS Current Student FALL 2019 Enrollment	MPS Current Student Enrollment Trends as Percentage	NEW Reality if Student Enrollment aligned with WORK FORCE NEED
Health Science	Yes	1.a	50,476	17.80%	56	2.45%	407
Architecture and Construction	Yes	1.b	46,510	16.40%	86	3.76%	375
Finance	No	1.c	33,960	11.98%	0	0.00%	274
Information Technology (Programming and Software Development)	Yes	1.d	9,882	3.49%	119	5.21%	80
Agriculture, Food and Natural Resources	No	1.e	9,150	3.23%	0	0.00%	74
Manufacturing	Yes	1.f	8,642	3.05%	140	6.12%	70
Transportation, Distribution, and Logistics	Yes	1.g	5,211	1.84%	178	7.79%	42
STEM (Engineering & Technology)	Yes	1.h	3,075	1.08%	581	25.42%	25
Business, Management and Administration	Yes	2.a	68,166	24.04%	288	12.60%	550
Marketing	No	2.b	19,119	6.74%	0	0.00%	154
Education and Training	No	2.c	14,024	4.95%	0	0.00%	113
Law, Public Safety, Corrections & Security	No	2.e	7,592	2.68%	0	0.00%	61
Information Technology / Broadcasting (Web and Digital Communication)	Yes	3.b	7,720	2.72%	838	36.66%	62
			283,527	100.00%	2,286	100.00%	2,286

New Programs of Study and Alignment of CTE in Minneapolis. Based on 5-year projected employment needs across the City of Minneapolis shared in the chart above, the Consortia's investment in the development of new programs of study and re-alignment of others will be a multi-year process. Perkins V funds will be used to review curriculum needs, engage stakeholder

input on course objectives and equipment needs, choose/develop new curriculum for each POS, provide professional development to train instructors, collaborate with school sites to register students into these new course options with a goal of starting these new programs Fall 2021.

New Programs of Study. Based on results of the CLNA and new requirements to expand our program of study offerings, MPS will begin the design and submission process to create two (2) new programs of study; one in Agriculture, Food & Natural Resources and one in Law, Public Safety, Corrections, and Security. We will align the coursework and curriculum with the needs identified through our CLNA industry engagement sessions, the Minnesota Centers of Excellence, and our MN State post-secondary partners.

Human Services. RealTime Talent noted in their Comprehensive Local Needs Assessment that Minneapolis College's Human Services offerings are diverse and aligned to high-shortage career pathways. The college will continue to support those programs, and, like Minneapolis Public Schools, will also seek to increase opportunities for Law Enforcement. The college will seek to build a pipeline from local schools to the law enforcement program both this year and next year when MPS implements law enforcement programming.

Health Science Technology. Minneapolis College plans to revise the Nursing Assistant/Home Health Aide certificate program and shorten the Pharmacy Technician certificate programs for faster completion. Other certificate programs will be reviewed for restructuring as well. MPS will also identify/develop and incorporate short-term certifications and/or transfer coursework aligned to the therapeutics and diagnostic career pathways available at Minneapolis College, with initial thought to include opportunities that align with the pharmacy tech and central services technician programs.

Minneapolis College and MPS will expand on information collected through the CLNA process to create a new introductory course(s) within the Health Careers pathway. The course(s) is intended to help students become better informed of the many career options available in the healthcare field, including allied health careers, and prepare students for the various academic and technical skills sets required to become a successful professional in the field of health science technology.

The nursing program at Minneapolis College will accept more students in the coming academic year. An investment in virtual simulation equipment in spring 2020, along with other structural changes, has positioned the college to expand student enrollment capacity in FY21.

Engineering & Technology. In FY21, the architectural technology program at the college will prepare for expanded offerings with an Advanced Certificate in Architectural Virtual Reality and Rendering. The goal of this program is to provide high quality training for highly-sought after technicians in the new and rapidly expanding area of virtual reality. The department's Advisory Committee has indicated that students with this advanced skill will be more attractive as employees. The college will design the program and become familiar with software during the coming year and it will be offered in Fall 2021.

Additionally, the CLNA indicated a need for support and expansion in aircraft maintenance. While not supported by Perkins funding in FY21, the Consortia will seek to expand the capacity of the aircraft maintenance program at Minneapolis College through intentional connections to MPS engineering, manufacturing, and technology programs (i.e., welding, engine repair, electrical principles and blueprint reading).

Expanded access to CTE in Minneapolis. Based on both the CDD and CLNA, Minneapolis Public Schools plans to pursue the following - with a final vote by the School Board in May 2020:

- Incorporate distance learning strategies (i.e. technology integration, online learning, virtual simulations,) into all of our state-approved programs of study at the secondary level to increase access to CTE for all students; and technology-based professional development for teachers and administrators. Learning from our experiences during COVID-19 school closures we will expand upon the lessons learned to create hybrid learning options associated with all of our Programs of Study. This initiative will expand access to career exploration, CTE course options, and work-based learning for all MPS students. By also incorporating intentional connections to language arts and mathematics in these new curriculum delivery models we anticipate a positive impact on performance indicators 2S1 and 2S2 related to Minnesota Comprehensive Assessment (MCA) proficiency metrics.

- CTE programming in MPS has historically been unevenly distributed across the school district; the CDD proposes to centralize CTE programming to give more equitable access to all MPS high school students. MPS identified and studied where existing space in schools could be used. The following locations were identified based on space, existing infrastructure and MPS's commitment to increasing programs in North Minneapolis: • North High School, which would host the North Tech Center • Roosevelt High School, which would host the South Tech Center • Edison High School, which would host the Northeast Tech Center

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  Each Tech Center will embrace citywide access and strive to remove systemic barriers that have historically prevented all students from having the opportunity to enroll in CTE programming. Tech Centers will provide MPS high school students with opportunities to explore their career interests and prepare them for success in the ever evolving high-tech, high-skill local/global economy. Students will also be able gain industry-specific certifications and college credit that match the workforce needs of the Twin Cities and beyond.

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  The North Tech Center will include career pathways in Computer Science (such as coding and cybersecurity), Engineering and Robotics, as well as Web & Digital Communications. The South Tech Center will include career pathways in Automotive, Construction, Manufacturing and Healthcare. The Northeast Tech Center will include Business, Law & Public Safety, and Agriculture. Any student may choose to pursue the International Baccalaureate Career Programme (IBCP) certificate and will be able to meet the IBCP requirements at any Tech Center location.

- o

  An introductory career exploration option will remain at all high schools. Transportation to and from the Tech Centers during the school day will be provided by an MPS shuttle system and/or Metro Transit. Due to infrastructure upgrades and space requirements, the North Tech Center would not be available until the 2022-23 school year at the earliest. The South Tech Center will undergo infrastructure upgrades but can continue with proposed offerings. The Northeast Tech Center infrastructure upgrades are under review.

Awareness of CTE programs. In order to expand awareness of CTE programming, Minneapolis Consortia will:

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  Hold Information Nights to give potential students and community members detailed information about the college's CTE programs.

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  Promote the value of CTE courses and enrollment options across the City via emails, texts, facebook posts and other social media platforms to current and potential students.

- ■

  Create promotional brochures, catalogs, handouts, mailers, and videos

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  Develop on-campus events to host interested high school students to view and tour college CTE programs, focusing on hands-on experiences whenever possible to help students better understand potential careers.

- ■

  Host FY21 summer camps on Minneapolis College campus that feature CTE programs from Information Technology and the School of Visual Arts and Design.

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  Support a Minneapolis College Career Navigator position. This position provides career exploration and navigation support to high school students enrolled in career and technical education programs

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  Expand career exploration activities to middle school students - grades 6, 7, 8; raise awareness of high school CTE programs of study and high school course taking options.

Complete list of state-approved Programs of Study in the Minneapolis Consortia as of May 2020:

Minneapolis Consortia Programs of Study	MDE Program Code(s)	High School Sites
HEALTH SCIENCE TECHNOLOGY Health Science: Therapeutic Services	070300, 070907	Roosevelt
HUMAN SERVICES Human Services: Personal Care Services	090204	Edison

BUSINESS, MANAGEMENT & ADMINISTRATION Business, Management & Administration: Administrative Support	140710	Edison, Southwest
ENGINEERING, MANUFACTURING & TECHNOLOGY Transportation, Distribution & Logistics:Facility and Mobile Equipment Maintenance	170301, 170302, 170303	Roosevelt
ENGINEERING, MANUFACTURING & TECHNOLOGY Architecture & Construction: Construction	171000, 171016, 171300	Roosevelt
ENGINEERING, MANUFACTURING & TECHNOLOGY Science, Technology, Engineering & Math: Engineering and Technology	171502, 171500	Henry, South, Washburn
ARTS, COMMUNICATIONS & INFORMATION SYSTEMS Arts, Audio/Video Technology & Communications: Journalism and Broadcasting	171502	North
ARTS, COMMUNICATIONS & INFORMATION SYSTEMS Information Technology:Programming and Software Development	171502, 171500	North, Southwest, Transition Plus
ARTS, COMMUNICATIONS & INFORMATION SYSTEMS Information Technology: Web and Digital Communications	171502, 170900	Edison, Henry, North, South, Southwest, Washburn
ENGINEERING, MANUFACTURING & TECHNOLOGY Manufacturing: Manufacturing Production Process Development	172302, 172306	South (machine tool) Roosevelt (welding)
WORK-BASED LEARNING Work-Experience: Disadvantaged & Handicapped, Diversified Occupations	000745, 000750, 009090	District-wide, including Contract Alternative Programs

Narrative 2: Expenditures align with the following Perkins V Use of Funds Categories
(2) Professional Development. (A) PD - CTE aligned to academic standards
(2) Professional Development. (B) PD - labor market
(2) Professional Development. (C) PD - POS training support
(2) Professional Development. (G) PD - Universal design, spec ed accomodations
(2) Professional Development. (H) PD - MTSS, PBIS, cultural competency
(3) Technical Skill Development.
(4) Integration of Academic Skills. (A) Secondary - academic skills
(5) Increase Student Achievement in POS. (A) Curriculum alignment
(5) Increase Student Achievement in POS. (B) Advisories
(5) Increase Student Achievement in POS. (C) College credit
(5) Increase Student Achievement in POS. (D) Purchase mat'ls/equipment/software
(5) Increase Student Achievement in POS. (E) Work-based learning
(5) Increase Student Achievement in POS. (I) Online/distance learning/tech integration
(5) Increase Student Achievement in POS. (J) Credit by assessment or standards based grading?
(5) Increase Student Achievement in POS. (M) STEM connection
(5) Increase Student Achievement in POS. (N) Special pops/ABE/HHH
(5) Increase Student Achievement in POS. (O) Student organizations
(5) Increase Student Achievement in POS. (P) Equitable access - online/distance learning/tech integration
(5) Increase Student Achievement in POS. (Q) Alignment to media art/visual arts standards
(5) Increase Student Achievement in POS. (R) Contracted services

Please score the form as either 1-"complete," or 0-"not complete" (Reviewer Only)

Narrative 3: Workforce Innovation Opportunity Act (WIOA) and other workforce agencies

WIOA Narrative

In collaboration with local workforce development boards and agencies, describe how the consortium will provide: • Career exploration and career development coursework, activities or services • Career information on employment opportunities that incorporate the most up-to-date information on high-skill, high-wage, or in-demand industry sectors or occupations as determined by the comprehensive local needs assessment • An organized system of career guidance and academic counseling to students before enrolling and while participating in a CTE program. For funds budgeted under this item, describe which use(s) of funds in section 135 of Perkins V is/are supported.

Minneapolis Public Schools and Minneapolis College will expand our work with Adult Basic Education and Transition Plus, and the local Careerforce centers to embed quality learning experiences associated with work-based learning and career readiness/employability skills for students aged 18 and older.

In Adult Basic Education, we will engage work-based learning teacher coordinators and multilingual staff to align our 99201 Career Readiness Seminar course with the language development needs of our ABE/ELL students, and provide curriculum that will encourage adult learners to identify career interests, explore career opportunities, and develop important key documents that will assist as they navigate the employment process. Key aspects of this work will include: translating curriculum to be friendly in multiple languages, align activities with ABE skill sets that can be taught by non-CTE teachers, differentiate activities for the adult learner.

At Transition Plus, a school that serves students over 18 years of age who are determined by a State educational agency or a local public educational agency of a State to be mentally or physically handicapped and who participate in a public or nonprofit private school program established for the mentally or physically handicapped, we will continue to provide services to students with educational disabilities and transition needs in post-secondary education and training, employment, and independent living to promote a successful transition from high school to adult life. This work will include access to our work-based learning career readiness seminar course, internship opportunities, and information technology/computer science courses.

In collaboration with MInnesota's Department of Employment and Economic Development (DEED) and the MPS special education division, the MPS CTE division will work with our local Pre-Employment Transition Services (Pre-ETS) provider to support special education students to navigate the following career exploration opportunities in alignment with their individual educational plans (IEP): job exploration counseling, worked-based learning experiences, post-secondary education counseling, workplace readiness training, and self-advocacy and align these efforts with the new FAUPL associated with work-based learning.

Minneapolis College will seek to expand interactions with workforce agencies:.

- The college will send the Assistant Director for Career Services to the National Association of Colleges and Employers (NACE) Conference as an opportunity to learn about best practices to engage in workforce agency and employer collaboration; and learn about program opportunities that can be customized for veterans, students enrolled in ESOL courses, and first year students enrolled in CTE courses.

- The job description for the Career Navigator includes coordination of recruitment opportunities for employer partners within the nursing, health, wellness, education & public and human service, trade technologies, and art and design industries.

- The college collaborates with workforce development agencies to promote Information Nights for CTE programs.

Narrative 3: Expenditures align with the following Perkins V Use of Funds Categories
(1) Career Exploration/Career Development Activities. (E) Career research/exploration/planning activities
(5) Increase Student Achievement in POS. (H) WIOA/Pre-ETS
(5) Increase Student Achievement in POS. (N) Special pops/ABE/HHH

Please score the form as either 1-"complete," or 0-"not complete" (Reviewer Only)

Narrative 4: Integrated Academic and Technical Skills

Integrated Academic and Technical Skills Narrative

Describe how your consortium will improve the academic and technical skills of students participating in your CTE programs through the integration of rigorous content aligned with challenging academic standards. Content should ensure learning that constitutes a well-rounded education (as defined by ESEA). For funds budgeted under this item, describe which use(s) of funds in section 135 of Perkins V is/are supported.

Technical Skill Assessments. Minneapolis Public Schools will continue to utilize end-of-course assessments and technical skill attainment as metrics of proficiency for students enrolled in our CTE programs of study. Though no longer a federally agreed upon performance level and accountability metric for the State of Minnesota, use of TSAs has proven to be a valuable strategy to align curriculum and expectations across teachers and locations in our large school district that serves 3,000-4,000 students enrolled in CTE courses each year. As our work moves forward over the next two years, MPS will work diligently to align CTE curriculum with additional state-recognized academic standards in science, math, language arts, health and/or social studies - where feasible and in alignment with other content delivery expectations and teacher licensure. Our two-year plan is to increase access to Language Arts through work-based learning, physics credit through our engineering program, and life science credit through a "to-be-created" Agriculture program of study. Other courses are also under review, but have significant teacher licensing barriers to overcome at the state and local level prior to implementation.

Short-term Certifications. MPS and Minneapolis College will continue to review and create opportunities for students to earn short-term certifications through high school hosted programs of study; creating more on-ramps to employment at an earlier age. Our initial focus of this effort will be in the Information Technology/Computer Science, Construction, and Health Science Technology related career fields.

Industry Standard Equipment/Software. Perkins funding will continue to support emerging technologies, software and equipment that will bring the technical abilities of our students to industry standards and beyond for both online and on-campus CTE courses. Examples include:

- Materials related to sustainable building to help Minneapolis College faculty address the topic in a forward-thinking manner with Architectural Technology students..

- Software needed for the planned Architectural Virtual Reality and Rendering certificate program at Minneapolis College.

- Adobe Creative Cloud for Web & Digital Design students.

- Automotive diagnostic software to troubleshoot and identify repair recommendations.

- Virtual Job Shadow career exploration software for middle school and high school students.

- Knowledge Matters virtual simulations (entrepreneurship, accounting, management, personal finance, etc.) in support of our Business, Administration and Management program of study.

- Southbend Lathes for our Manufacturing program of study.

Online CTE Instruction at Minneapolis College. Administration at Minneapolis College has determined to support efforts to prevent the spread of COVID 19 for months to come by committing to online/distance learning for the long-term. Specifically, Academic Affairs leadership has determined to move as many Fall '20 courses as possible to online and blended delivery. This will free up campus facilities to offer a select number of lecture and lab-based courses using social distancing and health and safety measures. To support this shift, Minneapolis College is taking measures to ensure student performance will be enhanced by using proven and effective approaches for online learning in CTE courses:

- An instructional design position to help establish effective curriculum

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Training for CTE instructors to successfully manage online learning

■

Investment into resources to make online learning successful

■

Expansion of a student support position to help students who struggle with online learning (supported by the College with non-Perkins funding)

In an endeavor to transition college coursework to an online delivery format in support of virtual simulations and distance learning, Minneapolis College will hire an instructional designer to support CTE faculty as they transition curriculum delivery into effective online formats. Technology integration support will be paired with training for CTE instructors on use of successful online pedagogy. Perkins will fund .75 of this full-time position. Funds will also be used to support necessary curriculum upgrades, simulation models and related supports.

Technology Integration in Secondary CTE. In FY20, much was learned through the COVID-19 school closures. As a result, Minneapolis Public Schools will invest 100% of its reserve funds to hire a CTE Teacher on Special Assignment to research, design, and implement increased technology integration and virtual simulations within our state-approved CTE programs of study and career exploration activities - including curriculum development for students and professional development for teachers and administrators. The creation of a technology-rich infrastructure for our CTE programs of study that is accessible to students no matter the learning environment (traditional classroom, flipped classrooms, online, home school) will benefit all five elements reviewed through the CLNA process: student performance; size, scope and quality; implementation of new programs, retention and training of CTE professionals, and equitable access for students. Technology integration and virtual simulations will improve access to CTE for students in our traditional community-based high schools, contract alternative settings, homebound, and home schooled - grades 6-12.

Narrative 4: Expenditures align with the following Perkins V Use of Funds Categories
(3) Technical Skill Development.
(4) Integration of Academic Skills. (A) Secondary - academic skills
(4) Integration of Academic Skills. (B) Postsecondary - academic skills
(5) Increase Student Achievement in POS. (A) Curriculum alignment
(5) Increase Student Achievement in POS. (C) College credit
(5) Increase Student Achievement in POS. (D) Purchase mat'ls/equipment/software
(5) Increase Student Achievement in POS. (I) Online/distance learning/tech integration
(5) Increase Student Achievement in POS. (J) Credit by assessment or standards based grading
(5) Increase Student Achievement in POS. (P) Equitable access - online/distance learning/tech integration
(5) Increase Student Achievement in POS. (Q) Alignment to media art/visual arts standards

Please score the form as either 1-"complete," or 0-"not complete" (Reviewer Only)

Narrative 5: Special Populations

Special Populations Narrative

Describe how your consortium will: • Provide activities to prepare special populations for high-skill, high-wage, or in-demand industry sectors or occupations that will lead to self-sufficiency • Prepare CTE participants for non-traditional fields • Provide equal access for special populations to CTE courses, programs and programs of study • Ensure that members of special populations will not be discriminated against on the basis of their status as members of special populations. Your response should describe how your consortium will implement the action plan developed in element #5 of the CLNA Framework. For funds budgeted under this item, describe which use(s) of funds in section 135 of Perkins V is/are supported.

Equitable Access. The Minneapolis Consortium recognizes some students are particularly vulnerable to frustration or "giving up" during their transition from high school to college as they attempt to navigate college-going processes. Students from special populations are often among those who most often fall through the cracks. Minneapolis Public Schools and Minneapolis College are embarking upon a joint project to identify students who need additional help with follow-through to apply to college, complete financial aid applications, understand course placement and register for courses. While not requiring Perkins funding, a data-sharing agreement will allow the district to share information with the college identifying students who may need additional help. Also, the college will be able to report student outcomes after their first semester to help the district identify areas of weakness for college preparation.

Based on both the CDD and CLNA that identifies disparities in access to opportunities and proficiency outcomes based on socio-economic status, cultural background, home language, and students with special needs, Minneapolis Public Schools plans to (as outlined in Narrative 2) pursue the the creation of three (3) districtwide Career and Technical Education (CTE) centers. In SY20, LHB Corporation and Loeffler Construction & Consulting performed a feasibility study to: determine cost implications should the school district choose to undertake the centralization of the CTE programs, develop a narrative description of the programs to be part of CTE including square foot counts of each pathway, identify the required physical changes to existing school sites to create adequate learning environments for a consolidated CTE Center. The intended impact of centralizing our CTE course options for MPS students is to:

- Create equitable access to all CTE programs of study.

- Design agile learning spaces with flexibility to change/evolve with workforce needs of the region; Accessible to all MPS students - an destination learning environment that is an extension to our community high schools.

- Use the newly designed and renovated classroom and lab spaces to showcase our CTE programs.

- Focus on what is best for students and career connected learning; outlive individual advocates and leadership changes; and compelling enough to transcend any perceived bias of location and logistics.

Should the plan to centralize CTE move forward in MPS, the district will invest over $27 million in non-Perkins funding to reconfigure existing MPS buildings and infrastructure.

Pedagogy. Minneapolis College is expanding on efforts to implement pedagogical methods that reach all populations and backgrounds. Training for CTE instructors for the next two years will incorporate:

- poverty responsive pedagogy

- trauma responsive pedagogy

- mindfulness-toward-equity pedagogy

- culturally responsive pedagogy

- drawing on the knowledge and skills all students bring into the classroom

-

creating supportive relationships that allow students to take learning risks

- identifying interconnections between implicit bias, microaggressions, trauma, structural racism, stereotype threat, and course success,

The goal of this initiative to improve pedagogical practices will be to increase student success and decrease equity gaps for <u>all</u> CTE students at the college.

Z-Degree project for CTE. Minneapolis College is seeking to expand use of Open Education Resources (OERs) in Perkins eligible programs. This initiative helps all CTE students, but has the greatest impact on low-income students. Open Educational Resources are high-quality teaching, learning, and research resources that reside in the public domain or have been released under an intellectual property license that permits their free use and repurposing by others. The college has already received a grant from Minnesota State to create a "Z-degree," an Associates of Arts degree with no textbook costs. This proposal would fund a new, but parallel, push for OER use in CTE classes.

Assistant Director of Career Services. This will be the third year of support for the Assistant Director of Career Services position. This position has been providing services to special populations, including veterans and students with English as a second language.

- Serves on the Yellow Ribbon Committee and has facilitated a variety of events and services for veterans.

- Charged with helping students who speak English as a second language with career exploration and job search assistance.

- Position description has been updated to include career guidance work with summer scholars. These scholars are those who receive scholarships to take developmental courses before attending college in the fall. Often the students are those several years out of high school.

Narrative 5: Expenditures align with the following Perkins V Use of Funds Categories
(2) Professional Development. (A) PD - CTE aligned to academic standards
(2) Professional Development. (C) PD - POS training support
(2) Professional Development. (E) PD - close achievement gaps
(2) Professional Development. (F) PD - pedagogical practices
(2) Professional Development. (G) PD - universal design, spec ed accomodations
(2) Professional Development. (H) PD - MTSS, PBIS, cultural competency
(5) Increase Student Achievement in POS. (C) College credit
(5) Increase Student Achievement in POS. (D) Purchase mat'ls/equipment/software
(5) Increase Student Achievement in POS. (I) Online/distance learning/tech integration
(5) Increase Student Achievement in POS. (J) Credit by assessment or standards based grading
(5) Increase Student Achievement in POS. (K) Counseling/career guidance
(5) Increase Student Achievement in POS. (P) Equitable access - online/distance learning/tech integration
(5) Increase Student Achievement in POS. (Q) Alignment to media art/visual arts standards

Please score the form as either 1-"complete," or 0-"not complete" (Reviewer Only)

Narrative 6: Work-based Learning

Work-based Learning Narrative

Describe the work-based learning opportunities that will be provided to students participating in CTE programs and how your consortium will work with representatives from employers to develop or expand work-based learning opportunities. For funds budgeted under this item, describe which use(s) of funds in section 135 of Perkins V is/are supported.

Access to the MPS Work-based Learning. The foundation course for work-based learning in MPS is a career readiness seminar course that is available to all students in 9th - 12th grade via traditional classroom setting, online, and via a credit by assessment portfolio process. No matter the structure of the course delivery the content of this course develops student self-awareness, career interests, leadership and employability skills aimed to prepare and equip students to succeed in the workplace. In Minneapolis Public Schools work-based learning courses students create personal portfolios that document their mastery in key topic areas. Career readiness artifacts are often created in conjunction with our community partners and other co-curricular experiences: My Life Plan/Naviance, City of Minneapolis STEP-UP program, Career and Technical Education (CTE) courses, GEAR-UP, Jobs for America's Graduates (JAG), AVID, Upward Bound, or one of many other MPS Community Partners.

Minneapolis Public Schools CTE programs have also incorporated opportunities for experiential learning in each of their state-recognized CTE programs of study in the form of guest speakers, field trips, worksite tours, mentors, and internships. The combination of these co-curricular experiences and our career-readiness seminar learning opportunities has created equitable access for all learners in MPS to explore career-connected learning in grades 6-12.

Virtual Job Shadow. MPS will continue to invest in access for all students, teachers, and content areas in grades 6-12 to have access to Virtual Job Shadow and develop strong connections between core academic subject areas, career exploration, and access to quality high school CTE programming. This investment will include "train the trainer" and a co-teaching model of support to our middle school and high school teachers as they learn to embed this valuable tool in their classrooms and explore the world of work with their students.

Odysseyware Online and Blended Learning opportunities. To enrich the work-based learning experience for our students MPS will expand the use of Odysseyware CTE lessons and courses within our CTE programs of study. With over 80 CTE courses aligned to each of the 16 national career clusters, Odysseyware curriculum prepares students for postsecondary success. Courses can be delivered fully online or as a part of a blended learning model to supplement a district's existing CTE program. Access to the learning that Odysseyware provides when guided by our highly-qualified CTE teachers will equip our students with the skills and knowledge needed to succeed in postsecondary education, advanced career training, or immediate entry into jobs whatever career path they may choose.

The Expo. The MPS Career & Technical Education team will continue to host a Career Exploration Expo for 8th grade middle school students in collaboration with the MPS Academic department and the division of Career & College Readiness. At this capstone event, students explore a variety of career options that require a strong academic foundation in science, math, technology, engineering, design thinking, and problem-solving skills. Business professionals provide short demonstrations related to their careers and talk in this small group setting about the realistic steps and obstacles in pursuing their career dreams. Students visit exhibitor displays to learn more about after-school and community STEM activities, post-secondary college and career readiness options, and Minnesota STEM-related businesses.

In alignment with recommended best practices of the American School Counselors Association (ASCA), the primary mission of The Expo is to broaden student perceptions of career possibilities available to them in the Twin Cities metro, and share the information re: educational pathways required to realize those opportunities. All Minnesota career fields are represented with especially strong ties to the Minnesota Centers of Excellence career paths: Healthcare, Information Technology, Agriculture, Engineering and Manufacturing. The Expo is designed as a community-wide endeavor to create critical connections between the design of personal learning plans, access to contextual learning opportunities in the classroom, and exploration of the world of work.

Expanded Middle School Career Exploration Activities. In accordance with the SEC. 135 Local Uses of Funds (b)(1)(A), MPS will be designing more intentional career exploration activities for students enrolled in grades 6, 7, and 8. In SY21, the Consortium will incorporate a career speaker series in collaboration with Junior Achievement (JA) that will assist middle school students to identify skills and interests, recognize career clusters, and make connections between core academics and the world of work. Guest speakers will share their job experiences and stories to offer insight and guidance for career education and make strong connections to core language arts and mathematics skills used in their profession. The guest speaker event series will include teacher-led pre and post activities, including activities that require students to research jobs and

background related to each guest speaker's profession, create a career cluster scavenger hunt for their peers, report out on the most significant things they learned from the speaker event, and how to communicate using proper business letter writing communication skills. Research is also underway to determine if middle school career exploration activities could be expanded to include Junior Achievement's BizTown and Finance Park in FY22 and beyond. Only ⅓ of the total cost for this collaborative endeavor with Junior Achievement to provide career exploration opportunities for MPS middle school students will be funded by the Perkins grant, the remaining ⅔ will be funded through JA philanthropic funds (value approx. $71,760).

Overview of potential expansion of middle school career exploration in FY22:

> **Junior Achievement's BizTown** is a 12,000 square foot simulated city where several weeks of classroom learning culminates in a day-long visit to this experiential learning lab where students become adults for a day. By working in one of 18 JA BizTown shops - that represent careers from all six Minnesota career fields - students learn what it takes to run a successful business, manage a debit card and checking account, and work as a team. Volunteers are paired with small groups of students to help them make important business and personal finance decisions in their assigned JA BizTown shop. Through daily lessons, hands-on activities, and active participation in this simulated economy, students develop a strong understanding of the relationship between what they learn in school and how it can be applied in the "real world."
>
> **Junior Achievement's Finance Park** will give middle school students an opportunity to develop personal money management skills, acquire personal finance knowledge and prepare for financial decisions and challenges in their adult lives. JA Finance Park introduces students to personal finance and career explorations through classroom instruction complemented by a day long hands-on experience where students apply learned concepts in a life-like community. During this one-day experience, students assume family and income scenarios and visit businesses to gather information for their personal financial decision-making. They use bank services; contribute to charities; purchase housing, transportation, furnishings, food, health care, and other expenses; and make investment decisions, while working to balance their budgets.

High School Guest Speaker Series. Similar to the Guest Speaker Series proposed for the middle grades (6, 7, 8) MPS will collaborate with Junior Achievement to design a Program of Study specific guest speaker opportunities for students currently enrolled in our CTE programs. Approximately 3,000 9th - 12th grade CTE students across the district will engage in a guest speaker 2.5 - 3 hour event each semester. Each event will be hosted on-site within our CTE classrooms and labs with hands-on activities, engaging conversations with business professionals, and a focus on expanding students' understanding of the most in-demand workforce needs of the region. Intentional connections to core mathematics and/or language arts academic skills as well as career-specific technical skills will be made through pre- and post- lessons led by the classroom teacher and interactive activities led by the guest speaker on the day of the event. Only ⅓ of the total cost of this collaborative endeavor with Junior Achievement to provide career exploration opportunities for MPS high school students will be funded by the Perkins grant, the remaining ⅔ will be funded through JA philanthropic funds (value approx. $60,000).

Work-based Learning Continues Beyond High School. Similar to our work with the workforce centers and in support of the workforce for innovation and opportunity act (WIOA) Minneapolis College Career Services have identified these goals for the coming year:.

- Build new employer partnerships for internships, which often turn into jobs for students after graduation. Goals for the coming year focus on new partners for Business, Accounting, Graphic Design, and Trades students.

- Plan a Part-Time Job Fair in September for those seeking and needing part-time positions while pursuing a college education. In some cases these will relate to majors, while in other cases simply be a means of financial support.

- Continue Internship Fair in October for students seeking internship opportunities

- Increase virtual events such as Zoom Meet-ups with employer partners and agencies.

- Work with instructors to expand classroom assignments for resume and interview preparation for CTE programs

including: Trades, Addiction Counseling, Education, etc. i

- Seek innovative ways to help students meet requirements for clinical work, internships and practicums during times of social distancing.

Narrative 6: Expenditures align with the following Perkins V Use of Funds Categories
(1) Career Exploration/Career Development Activities. (A) Intro career exploration
(1) Career Exploration/Career Development Activities. (B) Labor market data
(1) Career Exploration/Career Development Activities. (C) Graduation/career planning
(1) Career Exploration/Career Development Activities. (D) Graduation/career planning
(1) Career Exploration/Career Development Activities. (E) Career research/exploration/planning activities
(1) Career Exploration/Career Development Activities. (F) Career exploration / All aspects of industry
(2) Professional Development. (A) PD - CTE aligned to academic standards
(5) Increase Student Achievement in POS. (D) Purchase mat'ls/equipment/software
(5) Increase Student Achievement in POS. (E) Work-based learning
(5) Increase Student Achievement in POS. (H) WIOA/Pre-ETS
(5) Increase Student Achievement in POS. (I) Online/distance learning/tech integration
(5) Increase Student Achievement in POS. (J) Credit by assessment or standards based grading
(5) Increase Student Achievement in POS. (L) Work-based learning/employability skills
(5) Increase Student Achievement in POS. (N) Special pops/ABE/HHH
(5) Increase Student Achievement in POS. (P) Equitable access - online/distance learning/tech integration
(5) Increase Student Achievement in POS. (R) Contracted services

Please score the form as either 1-"complete," or 0-"not complete" (Reviewer Only)

Narrative 7: Early College

Early College Narrative

Describe how high school students participating in CTE programs will be provided with the opportunity to gain postsecondary credit, such as through dual or concurrent enrollment programs or early college high school, as practicable. Examples could include dual enrollment, PSEO, and concurrent enrollment, etc. For funds budgeted under this item, describe which use(s) of funds in section 135 of Perkins V is/are supported.

Articulated College Credit Transfer Agreements. Though this is no longer a measured federally agreed upon performance level under Perkins V, MPS Career and Technical Education will continue to maintain formal agreements with certain Minnesota colleges and universities for high school courses comparable to college courses. To receive Articulated College Credit for a high school course, a student must meet requirements (usually earn a B grade or better) <u>and</u> take at least one course at a college or university on an agreement. Minneapolis Public Schools partners with over twenty colleges and universities in Minnesota and nationwide to award college credit to students who successfully complete the requirements associated with college-credit eligible CTE coursework.

Minnesota Colleges and Universities that currently honor MPS CTE Articulated College Credits:

- Anoka Technical College

- Anoka Ramsey Community College

- Central Lakes College

- Dakota County Technical College

- Dunwoody Technical College

- Hennepin Technical College

- Minneapolis College

- Minnesota West Community and Technical College

- Normandale Community College

- Ridgewater College

- Riverland College

- Rochester Community College

- South Central College

- St. Cloud Technical & Community College

- St. Cloud State University

- St. Paul College

■

University of Minnesota

Minneapolis College has several credit transfer agreements that allow students to move from the college's two-year program into a four-year program at another postsecondary institution. For example, Minneapolis College's architectural tech program has an agreement with Dunwoody Institute to facilitate student transfers into the Bachelor of Architecture program after students complete their two-year degree.

Expand Articulation Agreements within our Consortium. MCTEC will seek articulation agreements for new awards planned at Minneapolis College, and other Minnesota State Institutions. Current articulation agreements between MPS and Minneapolis College cover students who enter these CTE program areas at Minneapolis College: Architectural Technology, Graphic Arts, Machine Tool Technology, Welding and Metal Fabrication, Information Technology, Central Services Technician, Dental Office Support, Pharmacy Technician, and Photography and Digital Imaging. In FY21-22 this work will expand to include marketing, career-readiness skill development and certificate award opportunities to adults across the city enrolled in MPS Adult-Basic Education programs.

MCTEC will continue its subscription to CTECreditMN to allow an easy format for students and parents to learn about articulation opportunities as well as to document the completion of courses under articulation agreements.

PSEO and Concurrent Enrollment at Minneapolis College. MCTEC will continue to offer concurrent enrollment opportunities for students in Informational Technology at Transitions Plus and in Business courses at Southwest and Edison High School. Students at Patrick Henry High School will have the opportunity to gain college credit in Minneapolis College for Education courses toward a transfer degree program in Education, under a Grow Your Own program with MPS. In addition, MCTEC will also expand its effort to promote 10th grade PSEO course taking options in CTE programs at Minneapolis College and research possibilities of offering on-site PSEO/Concurrent Enrollment classes at MPS high school locations via contracting services with a local post-secondary institution.

New Strategies to Earn College Credit While Still in High School. In alignment with research that demonstrates students who earn concurrent enrollment credits have significantly higher success rates in their postsecondary careers than students who do not take concurrent enrollment, Minneapolis College will launch an initiative to develop deep and meaningful CTE pathways to support expansion of concurrent enrollment and early credit opportunities, in addition to the many articulated college credit earning opportunities that are currently aligned to CTE courses in MPS. Through this expansion initiative, opportunities will be developed for students to earn a minimum of nine to twelve college credits within a specific chosen pathway before graduating from high school.

Narrative 7: Expenditures align with the following Perkins V Use of Funds Categories
(1) Career Exploration/Career Development Activities. (E) Career research/exploration/planning activities
(2) Professional Development. (B) PD - labor market
(2) Professional Development. (C) PD - POS training support
(2) Professional Development. (F) PD - pedagogical practices
(4) Integration of Academic Skills. (A) Secondary - academic skills
(4) Integration of Academic Skills. (B) Postsecondary - academic skills
(5) Increase Student Achievement in POS. (A) Curriculum alignment
(5) Increase Student Achievement in POS. (B) Advisories
(5) Increase Student Achievement in POS. (C) College credit
(5) Increase Student Achievement in POS. (K) Counseling/career guidance

Please score the form as either 1-"complete," or 0-"not complete" (Reviewer Only)

Narrative 8: Support to Professionals

Support to Professionals Narrative

Describe how your consortium coordinates with the state and institutions of higher education or alternative programs to support the recruitment, preparation, retention, training, and professional development of education professionals to ensure applicable state certification and licensure requirements are met. Education professionals include teachers, faculty, administrators, and specialized instructional support personnel and para-professionals, including individuals from groups underrepresented in the teaching profession. Your response should describe how your consortium will implement the action plan developed in element #4 of the CLNA Framework. For funds budgeted under this item, describe which use(s) of funds in section 135 of Perkins V is/are supported.

Teacher Hiring, Retention and Professional Development. Due to the limited availability of licensed CTE teachers in the state of Minnesota, MPS will continue to focus their training and retention efforts on professional development related to topics that can serve a dual purpose: increase use of research-based pedagogical practices to improve student success and qualify as teacher relicensure hours, as evidence within a CTE Tier 3 License Portfolio, or certifications aligned to their curriculum. In FY21 we will focus on the following topics through a CTE lens:

- cultural competency,

- multi-tiered systems of support - specifically short and long-term planning,

- hybrid instructional practices - technology integration and virtual simulations,

- Perkins V knowledge for teachers and administrators, and

- quality employer engagement.

The MPS CTE team will also work with the HR division to recruit and hire (when possible) individuals of a diverse cultural and linguistic background and/or are dual licensed; have a science, math, and/or english language arts teaching license <u>and</u> a state-recognized CTE license. This strategy, if successful, will expand student course-taking options (i.e., engineering classes that also count as a science graduation requirement, work-based learning classes that embed language arts standards, and robotics classes that qualify for math credit). MPS will also work with MPS Human Resources on establishing early hire protocols for all CTE teacher openings.

At the postsecondary level, professional development includes professional memberships, conferences, sabbaticals, participation on advisory groups and other activities as part of faculty and staff contracts to retain staff and to ensure faculty remain current in their discipline. Ongoing training is provided through faculty in-service days. Staff receive training in student support, updated policies and procedures, as well as best practices. Examples of planned professional development at Minneapolis College include:

- recertification training for Career Services staff in the Strong Interest Inventory, a career interest tool that has recently been updated;

- training for CTE instructors on managing online course instruction;

- online access to bundled courses and subscriptions to keep college instructors updated on the latest versions and applications of Photoshop, Illustrator, VRay and 3DS Max;

- training and practice with the technology and curriculum for the new Architectural Technology & Architectural Virtual Reality & Rendering program;

- conference attendance by Career Services staff;

-
  specialized training in state-of-the-industry building science in wood-framed residential construction. This is to support the first semester of the Architectural Technology Diploma program, which targets wood-framed residential design, detailing and energy efficiency.

Narrative 8 - Teacher Support: Expenditures align with the following Perkins V Use of Funds Categories
(2) Professional Development. (A) PD - CTE aligned to academic standards
(2) Professional Development. (B) PD - labor market
(2) Professional Development. (C) PD - POS training support
(2) Professional Development. (D) PD - admin support
(2) Professional Development. (E) PD - close achievement gaps
(2) Professional Development. (F) PD - pedagogical practices
(2) Professional Development. (G) PD - universal design, spec ed accomodations
(2) Professional Development. (H) PD - MTSS, PBIS, cultural competency
(4) Integration of Academic Skills. (A) Secondary - academic skills
(5) Increase Student Achievement in POS. (A) Curriculum alignment
(5) Increase Student Achievement in POS. (B) Advisories
(5) Increase Student Achievement in POS. (C) College credit
5) Increase Student Achievement in POS. (G) Recruit/retain teachers
(5) Increase Student Achievement in POS. (I) Online/distance learning/tech integration
(5) Increase Student Achievement in POS. (P) Equitable access - online/distance learning/tech integration

Please score the form as either 1-"complete," or 0-"not complete" (Reviewer Only)

Narrative 9: Performance Gaps

Performance Gaps Narrative

Describe the process for how disparities or gaps in student performance will be addressed each year, and if no meaningful progress has been achieved prior to the third program year, what additional actions will be taken to eliminate those disparities or gaps. For funds budgeted under this item, describe which use(s) of funds in section 135 of Perkins V is/are supported.

Data Collection and Data Sharing. MPS and Minneapolis College will focus on data collection and data sharing for subgroups of students as a necessary aspect of improving equity. Perkins V requires data disaggregation on several indicators, including race gender, course enrollment and proficiency. By increasing data collection on advanced academic and technical classes and sharing that information on a regular basis with institutional leaders, counselors, educators, and the public, this Perkins V requirement can help our consortia illuminate and narrow existing opportunity gaps. This intentional and consistent review of enrollment and proficiency data will create opportunity and an accountability system that avoids tracking students of color into lower-track career preparation and exposes institutional biases that might otherwise be overlooked.

Decrease Opportunity Gaps. Based on analysis of our employer engagement sessions and 5-year projection data associated with the workforce needs of the City of Minneapolis, the MPS secondary CTE program will begin work to re-align our staffing, programs of study, and marketing of CTE course offerings to better align with the city's workforce needs. This will include, but not be limited to the following:

- With the support of Minnesota's Centers of Excellence, MPS will research, design and develop a new state-approved program of study associated with Agriculture, Food & Natural Resources

- Expand our CTE programs to include a new secondary Law and Public Safety CTE program of study

- Incorporate online learning options to broaden CTE course taking accessibility to all MPS students

- Review and possibly re-classify our welding program of study to align with our Construction POS

- Review our Business program of study to incorporate more finance and marketing course options

- Review and possibly re-classify our Web & Digital Communications program of study to Visual Arts

- Incorporate more short-term industry recognized credentials and certificates within our existing programs of study

- Add Drone technology to our engineering and information technology courses

- Add Cybersecurity to our Information Technology programs of study

- If approved by the MPS School Board, create a more centralized delivery model of CTE courses for all MPS high school students where all students can access each of our state-approved CTE programs of study no matter their zip code or location of their community high school

- Align CTE coursework with required high school graduation standards

Student Assistance. Minneapolis College will hire assistants to help students who are struggling or need extra help, particularly in lab work. These positions will supplement tutoring support available to all students.

- For Aircraft Maintenance, both the demand for graduates and student interest are driving a need for expanding capacity.

A lab assistant will help ensure student performance and retention will not lag with an expected influx of new students. This new position will not require Perkins support.

-

A new paraprofessional position for Architectural Technology, supported by Perkins, will work directly with faculty to create and implement tactics for at-risk students. This position will help identify students who are struggling, provide regular tutoring and hold live sessions to address student concerns.

Career Aptitude Tools. According to the National Center for Education, more than 80% of students will change their major at least once in college. More than 50% of students will change their major 2-3 times during their college experience. Each time a student changes a major, their likelihood for persistence decreases. Minneapolis College plans to help students start their academic careers on the right foot by increasing their access to multiple tools to help them gain a deeper understanding of their strengths and develop an educational and career plan that leverages their strengths in a positive and enriching way. Tools include MBTI assessments, Clifton Strengths, Strong Interest Survey and a career assessment app developed by Career Services.

Online Learning Support for Students. The college has designated Perkins funds to support faculty through training, will hire an instructional design position and will increase support for materials and software, as part of its response to the COVID 19 crisis. However, it recognizes that online learners need as much support as online educators. The College will use other funding sources to expand the services of a digital literacy tutor to give personal help to students who are struggling with online/hybrid formats. The intent is to avoid or diminish performance gaps as more courses move to an electronic format.

Satisfactory Academic Progress. Minneapolis College is expecting improved student performance and retention rates by implementing a new policy brought forward by the Retention Committee. It is related to research conducted by CTE staff and faculty and supported by Perkins during the present year. The college adjusted its quantitative measure of progress for Satisfactory Academic Progress (SAP) based on research demonstrating that lowering the completion rate and extending the maximum time frame would allow students in their first or second terms of attendance to have a higher likelihood of completing their programs without harm.

Narrative 9 - Performance Gaps: Expenditures align with the following Perkins V Use of Funds Categories
(1) Career Exploration/Career Development Activities. (B) Labor market data
(2) Professional Development. (A) PD - CTE aligned to academic standards
(2) Professional Development. (B) PD - labor market
(2) Professional Development. (C) PD - POS training support
(2) Professional Development. (D) PD - admin support
(2) Professional Development. (E) PD - close achievement gaps
(2) Professional Development. (F) PD - pedagogical practices
(2) Professional Development. (G) PD - universal design, spec ed accomodations
(2) Professional Development. (H) PD - MTSS, PBIS, cultural competency
(5) Increase Student Achievement in POS. (A) Curriculum alignment
(5) Increase Student Achievement in POS. (G) Recruit/retain teachers
(5) Increase Student Achievement in POS. (H) WIOA/Pre-ETS
(5) Increase Student Achievement in POS. (I) Online/distance learning/tech integration
(5) Increase Student Achievement in POS. (J) Credit by assessment or standards based grading
(5) Increase Student Achievement in POS. (N) Special pops/ABE/HHH
(5) Increase Student Achievement in POS. (P) Equitable access - online/distance learning/tech integration

Please score the form as either 1-"complete," or 0-"not complete" (Reviewer Only)

Narrative 10: Consortium Governance

Consortium Governance Narrative

In the Minnesota 4-year State Plan, a consortium is defined as having:

·   Minimum of 1 school district and 1 postsecondary Minnesota State College
·   Minimum of 6 programs of study
      o Of these 6 programs of study, a minimum of 4 career fields must be represented
      o All components of 3 of the 4 POS by career field must be provided within the consortium (In other words, only 1 of the 4 POS can be brokered)
·   Greater than 1000 CTE participants at the secondary level (based on 2018 definitions and data) OR greater than 1800 FYE at the postsecondary level (based on 2018 definitions and data)

Describe your consortium's configuration, systems, and operations. Putting students' needs first, what actions will your consortium take to address consortia criteria, especially size, scope, and quality? Your response should describe how your consortium will implement the action plan developed in element #2 of the CLNA Framework. For funds budgeted under this item, describe which use(s) of funds in section 135 of Perkins V is/are supported.

Minneapolis Consortia Governance - Employment and Economic Alignment of CTE Programs of Study. The Minneapolis Consortia Perkins leadership is dedicated to the harmonious functioning of CTE education in the district and the college to ensure positive results for our students and the local and regional workforce.

The Perkins leadership at MPS coincides with the CTE leadership for the school district and works collaboratively with all academic divisions to align CTE with the strategic plan of the school district. This team ensures coordination of all state-recognized CTE programs of study, CTE teachers and administrators at all MPS high schools, plus city-wide contract alternative programs; creating alignment of curriculum to the industry-recommended workforce needs across the region. This work will expand significantly in SY21 to include additional career exploration opportunities for approximately 7,000 middle school students in grades 6, 7, and 8. Each high school CTE program hosts a minimum of two (2) site-based advisory meetings each year with industry partners, community leaders, students, and staff with the goal of continuous improvement to the student experience aligned with career-connected learning. A full list of community stakeholders can be found in the opening section of the Minneapolis CLNA Framework document.

The Perkins leadership at Minneapolis College is based in the Academic Affairs division and ensures alignment within this division and amongst CTE efforts across Student Affairs, Information Technology Services, Finance and operations and Communications Divisions. The entirety of the team convenes for twice-monthly leadership meetings for planning, information sharing and general coordination. In the 2019-20 school year, the consortium's leadership worked in a special mode to convene stakeholders towards the CLNA.

In the 2020-21 school year, our CLNA-related employer engagement workshop format was a great success and will influence how we re-structure and engage the community in the development and on-going support of the CTE programs of study in our city. In SY21 we plan to continue our relationship with Real-Time Talent to continue this work and assist the Minneapolis Consortia leadership team with the development of a new format for our consortia-wide advisory work - and smaller site-based advisory sub-groups. The Consortia leadership team will work to develop and model consistent agendas, engaging activities, incorporate student voice, and use online-forums as they plan and carry out elements to support the implementation of CTE programs that result in increased student achievement on state and federally-identified performance indicators. It is believed that this new structure will be generative, as it ensures top-to-bottom alignment of strategic priorities and tactical decisions within- and between- the district and the college. The larger consortia-wide advisory committee will be convened at least three (3) times over the course of the year.

Through data collection and analysis of past student successes and gaps in performance the secondary CTE team will also work with the MPS multilingual, special education district program facilitators and site-based personnel to increase support to our district's special populations (current students and potential students) to increase completion and proficiency rates in our CTE courses. When possible we will leverage other district resources to incorporate multi-tiered systems of support and social emotional learning pedagogical strategies in CTE teacher professional development opportunities; including the expertise of our special education colleagues work in the area Universal Design for Learning.

The Minneapolis Consortia leadership team and related community stakeholders will work together in SY21 to develop a seamless connection from the law enforcement program under development at the secondary level into the existing law enforcement and criminal justice programs at Minneapolis College. College faculty will offer consult support for the high school curriculum. Credit-bearing opportunities will be developed either through concurrent enrollment or articulation agreements.

Additional certificate programs to be developed at Minneapolis College will help students access shorter pathways to degree completion, resulting in faster entrance into the workforce. The Nurse Assistant/Health Aide certificate will be revised for a shorter and less expensive completion, and a new certificate will address the growing field of virtual reality in architectural design.

Analysis of college data and workforce outlooks have also sparked plans to expand capacity in the aircraft maintenance programs at the college. This effort will not require Perkins funding for the coming year, but will be considered for support in SY22, as the college monitors enrollment and student needs. Meanwhile, the college and school district will seek connections for the program in related skills, such as engine repair, blueprint reading, electrical systems, and welding.

New Communication Strategies. Another area of expansion will be in communication strategies to keep our students, staff, families, and community partners informed about the great things happening in CTE classrooms every day. Increased outreach and communication strategies will be especially important as the school district expands access to all of our CTE programs and courses through a district-wide CTE program model that allows students to take the majority of their high school coursework at their community high school, and be transported to a centralized CTE tech center to engage in career and technical education programs of study.

The college's marketing department will work with CTE departments to expand knowledge with the goal to increase the size of CTE programs, with special emphasis given to law enforcement and accounting. Specific projects include support and planning for Information Nights, videos and publications. MPS will continue to use facebook, KBEM radio, and in-person presentations to reach students, parents and other community members to raise awareness of the value of CTE-related opportunities for the City of Minneapolis

Transitions. The college and the school district are working together to limit summer "melt" for both liberal arts and CTE students. A data-sharing agreement between the institutions will allow the district to share information with the college regarding students who have indicated intent to attend Minneapolis College. The college will send supporting information specifically to those students to help them with follow-up application, financial aid and registration processes. The college will send non-individualized information back to the district to provide feedback on student successes, helping the district to identify areas of strength and challenges on student preparedness. This initiative does not include Perkins funds for this first year of implementation, but will help CTE students overcome obstacles to continue in their career pathways.

Perkins Coordination. In FY21 Minneapolis College will use funds to hire a new .5 FTE Perkins Coordinator. Among duties, the coordinator will be charged with developing data management and reporting systems and practices to ensure compliance with local, state and national requirements – and to implement programming to meet the stated goals and strategic initiatives of the industry-driven Minneapolis Perkins Consortium and college administration.

The Consortium will also support logistics for continued advisory meetings, as described above, and attendance at CTE Works, MACTA and other trainings for Perkins leaders.

Narrative 10 - Consortia Governance: Expenditures align with the following Perkins V Use of Funds Categories
(2) Professional Development. (B) PD - labor market
(2) Professional Development. (D) PD - admin support
(5) Increase Student Achievement in POS. (B) Advisories

Please score the form as either 1-"complete," or 0-"not complete" (Reviewer Only)

Narrative 11: Reserve Funds

Reserve Funds Narrative

Section 112(c)—The State may award Reserve funds to consortia for career and technical education activities described in Section 135--

(1) in—

(A) rural areas;

(B) areas with high percentages of CTE concentrators or CTE participants;

(C) areas with high numbers of CTE concentrators or CTE participants; and

(D) areas with disparities or gaps in performance as described in section 113(b)(3)(C)(ii)(II); and

(2) in order to—

(A) foster innovation through the identification and promotion of promising and proven career and technical education programs, practices, and strategies, which may include programs, practices, and strategies that prepare individuals for nontraditional fields; or

(B) promote the development, implementation, and adoption of programs of study or career pathways aligned with State-identified high-skill, high-wage, or in-demand occupations or industries.

Describe your consortium's proposed use of reserve funds in compliance with Perkins V, Section 135. Include budget details in your description. Describe which use(s) of funds in section 135 of Perkins V is/are supported.

MPS and Minneapolis College are both dedicating reserve funds to support new formats for CTE learning.

Technology Integration and other Hybrid CTE Instructional Models. In FY20, much was learned through the COVID-19 school closures. As a result, Minneapolis Public Schools will invest 100% of its reserve funds to hire a CTE Teacher on Special Assignment to research, design, and implement increased technology integration and virtual simulations within our state-approved CTE programs of study and career exploration activities - including curriculum development for students and professional development for teachers and administrators. The creation of a technology-rich infrastructure for our CTE programs of study that is accessible to students no matter the learning environment (traditional classroom flipped classrooms, online, home school) will benefit all five elements reviewed through the CLNA process: student performance; size, scope and quality; implementation of new programs, retention and training of CTE professionals, and equitable access for students. Technology integration and virtual simulations will improve access to CTE for students in our traditional community-based high schools, contract alternative settings, homebound, and home schooled - grades 6-12. This staff position will also lead the work to design and develop two new CTE programs of study in Agriculture and Law/Public Safety.

CTE instructor training. Minneapolis College will invest 100% of its reserve funds to support its goal for all CTE instructors (just under 100) to receive training on how to develop and manage successful online and hybrid course models. Several instructors in the most urgently needed areas have already received training, and the training will continue on a staggered basis with priority courses/instructors targeted first. This investment will support the college's overall goal to increase online learning opportunities after COVID-19 measures terminate and allow more CTE courses to have the same online flexibility as liberal arts courses.

Narrative 11 - Reserve funds: Expenditures align with the following Perkins V Use of Funds Categories
(2) Professional Development. (E) PD - close achievement gaps
(4) Integration of Academic Skills. (A) Secondary - academic skills
(4) Integration of Academic Skills. (B) Postsecondary - academic skills
(5) Increase Student Achievement in POS. (A) Curriculum alignment
(5) Increase Student Achievement in POS. (G) Recruit/retain teachers

(5) Increase Student Achievement in POS. (I) Online/distance learning/tech integration
(5) Increase Student Achievement in POS. (P) Equitable access - online/distance learning/tech integration

Please score the form as either 1-"complete," or 0-"not complete" (Reviewer Only)

Workforce Center Collaboration

Enter information into this table as it applies to your consortium. This table does not self-tabulate. Add totals from Postsecondary Total (line 3) and Secondary (line 6) and enter that figure in Total (line 7). If there is no total or dollar amount in a line, enter Zero (0) in the corresponding spot.

Workforce Center Collaboration

	Total(s)
(POSTSECONDARY) Total Perkins funds used in collaboration with WorkForce Centers	2,800.00
(POSTSECONDARY) Estimated expenditure/in-kind contributions used in collaboration with Workforce Centers	15,000.00
Postsecondary Subtotal	17,800.00
(SECONDARY) Total Perkins funds used in collaboration with WorkForce Centers	
(SECONDARY) Estimated expenditures/in-kind contributions used in collaboration with WorkForce Centers	8000.00
Secondary Subtotal	8000.00
TOTAL	25,800.00

Please score the form as either 1-"complete," or 0-"not complete" (Reviewer Only)

Perkins-Funded Positions

This section only requires that you provide names and positions for Perkins-funded positions. Upload the position description for each individual you identify in the table. If you have more position descriptions than allowed in the space below, attach them to the end of the application.

List all Perkins partially- and fully-funded positions. Indicate whether each position is secondary or postsecondary, the percentage of time each position is funded by Perkins, and the amount funded by Perkins.

Perkins Funded Positions

Name	Position	Secondary/Postsecondary	File Folder # (Secondary)	Percentage of Time	Amount
Paul Klym	Perkins - TOSA	Secondary	366150	100%	102328
TBD	TOSA - New POS Development	Secondary	TBD	100%	102328
Jennifer Lehmkuhl	Career Navigator	Postsecondary		100%	86070
Susan Krause	Assistant Director of Career Services	Postsecondary		35%	36800
TBD	Perkins Coordinator	Postsecondary		100%	38711
TBD	Instructional Designer	Postsecondary		75%	75000
TBD	Architectural Technology Paraprofessional	Postsecondary		100%	9500

Attach all Position descriptions as .PDF documents prior to submitting this application

Please score the form as either 1-"complete," or 0-"not complete" (Reviewer Only)

Position Description

FY21 Perkins TOSA 1.0 FTE - PDK

Position Description

FY21 CTE Tech Integration - TOSA 1.0 FTE - TBD

Position Description

Jennifer Lehmkuhl - Career Navigator, MAPE 1, 1-2020

Position Description

02-09-2018Kraus Susan - MnSCU Academic Professional 2 - Asst. Director

Position Description

Management Analyst 2 - Perkins Coordinator PD - UPT - PCN 01009968

Position Description

Instructional Designer Job Description (1)

Position Description

ARCH PD Para Position

Position Description

Position Description

Position Description

Position Description

Position Description

State-recognized Program of Study 1

POS 1

Career Field: Select the career field from the drop down menu.

Business, Management, & Administration ▼

Career Pathways: Select the career pathway from the drop down menu.

General Management ▼

Individually list the high school(s) and the associated Minnesota Department of Education (MDE) approved program code from table C that aligns with the career cluster identified above. (Link to program code immediately below.)

https://education.mn.gov/MDE/dse/cte/progApp/

List high school(s) and program code here.

Edison High School
Southwest High School

POS: 140710

Course Codes: 01, 02, 11, 15, 16, 21, 22, 27, 29, 38, 41, 42, 60, 61, 69, 70

List the postsecondary institution(s), postsecondary CTE program, and academic award (certificate, diploma, degree) that aligns with this POS, as it appears in the college catalog. (Catalog in link immediately below.)

https://data2.csvc.mnstate.us/workspace/index.jsp

List institution(s), program, and academic award here.

140710 - Minneapolis Community and Technical College: Business Management, AS; Business Management, A.A.S; Entrepreneurship Certificate

Recognized Secondary Credentials

Enter the Recognized Secondary Credentials here:

- TSA: Enter applicable TSA exams (e.g., NOCTI, Precision Exam, etc.)
- Work-based Learning: Enter the type of Work-based Learning and/or authentic work experiences present in the POS (e.g., Internship, Externship, Practicum, Clinical, and/or Cooperative Education)
- Licensure: Enter the appropriate licensure name (e.g., MN. Residential Contractor License)
- Certification: Enter the appropriate certifications as applicable (e.g., ServSafe Food Handler, OSHA 10, Manufacturing Skills Standards Council, etc.)
- Industry-Recognized Credential: Enter the Industry-Recognized Credential name (e.g., Emergency Medical Technician-Basic)

Recognized Secondary Credential(s):

TSA	17 Precision Exams	2 Certiport Exams	See attached for complete list
Work-based Learning	Career Readiness Seminar and Experience	STEP-Up Internships	Junior Achievement

Licensure			
Certification	Microsoft Office Specialist: Microsoft Office Word 2007	Microsoft Word 2013 Certification	
Industry-Recognized Credential	Microsoft Office Specialist: Microsoft Office Word 2007	Microsoft Word 2013 Certification	

Recognized Postsecondary Credentials

Enter the Recognized Postsecondary Credentials here:

- **Academic Award: Enter any or all academic awards (i.e., Certificate, Diploma, Degree)**
- **Work-based Learning: Enter the type of Work-based Learning and/or authentic work experiences present in the POS (e.g., Internship, Externship, Practicum, Clinical, and/or Cooperative Education)**
- **Licensure: Enter the appropriate licensure name (e.g., MN Residential Contractor License)**
- **Certification: Enter the appropriate certifications as applicable (e.g., ServSafe Food Handler, OSHA 10, Manufacturing Skills Standards Council, etc.)**
- **Industry-Recognized Credential: Enter the Industry-Recognized Credential name (e.g., Emergency Medical Technician-Basic)**

Note: Not all fields are required. At minimum, the academic award field should have an award identified.

Recognized Postsecondary Credential(s):

Academic Award	Entrepreneurship Certificate	Business Management A.A.S. Degree	Associate of Science in Business Management
Work-based Learning			
Licensure			
Certification			
Industry-Recognized Credential			

Other Assessments (only if not previously listed):

N/A

State-Recognized Required Components

Course standards accurately align to the academic, technical, and employability skills learners must master for entry and success in a given career pathway: Content standards, frameworks, and competencies that define what students are expected to know and be able to do to enter and advance in college and/or careers comprise the foundation of a POS.

Component is present?

◉ Yes
◯ No

List of Evidence (if not present, enter "N/A")

All courses are aligned to TSA's. Five of the sixteen secondary course codes in the POS have an ACC agreement. There are a total of sixteen ACC agreements documented in CTECreditMN associated with those courses. Alignment with two industry recognized certificates.

Program of study incorporates active involvement from an integrated network of partners: Ongoing relationships among

education, business, and diverse community stakeholders bolster POS design, implementation, evaluation, and maintenance.

Component is present?

◉ Yes
○ No

List of Evidence (if not present, enter "N/A")

Use of three advisories - Minneapolis Career and Technical Education Consortium and Business at the secondary and postsecondary levels. Students at any high school in consortium are allowed to register for courses in all POS across consortium. Five of the sixteen secondary course codes in the POS have an ACC agreement. There are a total of sixteen ACC agreements documented in CTECreditMN associated with those courses.

Secondary program(s) meets MDE program approval requirements and incorporate courses that lead to postsecondary credits/credentials: Secondary programs have appropriately licensed teachers, advisory committees, develop and ensure access to equitable student leadership opportunities, and provide career exploration activities leading to postsecondary credits/credentials.

Component is present?

◉ Yes
○ No

List of Evidence (if not present, enter "N/A")

All secondary teachers are captured under the CTE Levy. Use of two advisories - Minneapolis Career and Technical Education Consortium and Business. Students at any high school in consortium are allowed to register for courses in all POS across consortium. There are a total of sixteen ACC agreements documented in CTECreditMN associated with those courses.

Postsecondary academic program meets Minnesota State board policy and Higher Learning Commission requirements: A cohesive arrangement of college-level credit courses and experiences, designed to accomplish predetermined objectives, lead to the awarding of a degree, diploma, or certificate.

Component is present?

◉ Yes
○ No

List of Evidence (if not present, enter "N/A")

Minneapolis College was re-accredited by the Higher Learning Commission in 2017 based on five criteria: mission; integrity: ethical and responsible conduct; teaching and learning: quality, resources and support; teaching and learning: evaluation and improvement; resources, planning and institutional effectiveness. Students studying business in Minneapolis Public Schools have the opportunity to earn college credit through concurrent enrollment. College NOW, the concurrent enrollment program at Minneapolis College, recently received accreditation from NACEP (National Alliance of Concurrent Enrollment Partnerships) based on 16 quality standards. Credit courses and experiences leading to awards at Minneapolis College are reviewed carefully by the Curriculum Committee, following established procedures and guidelines. All occupational/technical programs are reviewed annually for continuous improvement in program efficiency and effectiveness and in the delivery of instruction.

Materials, Equipment, and Resources: Facilities, equipment, technology, and materials used in the program of study reflect current workplace, industry and/or occupational standards and practices for installation, use, maintenance, and safety.

Component is present?

◉ Yes
○ No

List of Evidence (if not present, enter "N/A")

Comprehensive Local Needs Assessment completed in the 2019-2020 school year shows evidence that the consortium ensures facilities, equipment, technology, and materials used in the program of study reflect current workplace, industry and/or occupational standards and practices for installation, use, maintenance, and safety.

POS captures industry input from two different advisories to ensure facilities, equipment, technology, and materials used in the program of study reflect current workplace, industry and/or occupational standards and practices for installation, use, maintenance, and safety. Advisories used in this program of study are: Minneapolis Career and Technical Education Consortium and Business at the secondary and postsecondary levels.

Incorporates authentic work experiences at the secondary and/or postsecondary level that are valued by industry: POS engages students in authentic work-based learning experiences that demonstrate progressive occupational learning aligned to industry workforce needs.

Component is present?

◉ Yes
○ No

List of Evidence (if not present, enter "N/A")

As noted in the Minneapolis Consortium 2020 CLNA Frameworks, the following details on CTE program strengths were compiled in Fall 2019, based on the MDE Secure Reports Carl D. Perkins p-file data available through SY2018 in regards to Federally Agreed Upon Performance Level 5S3.

"The baseline data for enrollment in Minneapolis Public Schools work-based learning opportunities in in SY2017-18 and SY2018-19 were very strong in both the comprehensive high schools and contract alternative programs; including differentiated curriculum alignment for special education students participating in our Autism, Developmental Cognitive Disability (DCD), Coordinated Learning for Academic and Social Success (CLASS), Life Skills, Deaf/Hard of Hearing (D/HH, Special Program for Students with Social Emotional and Behavioral Needs (SPAN), and our Physically Impaired (PI)DCD programs. In SY2017-18, 486 handicapped disadvantaged students and 560 diversified occupation students earned work-based learning credit. Those numbers increased to 1,798 WBL students (397 handicapped disadvantaged students and 1401 diversified occupation students) in SY2018-19. It is likely that Minneapolis Public Schools will perform well on this new measure in SY2020-21."

Program of study development, improvement, and advocacy are supported by findings from a comprehensive local needs assessment: Systems and strategies for gathering, analyzing, and disseminating needs assessment data are effective for guiding the improvement of POS, and available in plain language to enhance use by stakeholders for POS advocacy.

Component is present?

◉ Yes
○ No

List of Evidence (if not present, enter "N/A")

The Minneapolis Consortia is utilizing the data collected through the 2020 Comprehensive Local Needs Assessment process and employer engagement workshops to re-align our state-approved programs of study with the workforce needs of the City of Minneapolis and Hennepin County. At the secondary level, we will use this data as justification and motivation to:

- expand the course offerings in our Healthcare program of study to include shorter certification opportunities and focus on increased enrollment in this program;

- incorporate additional opportunities for students to learn about finance and marketing in our Business program of study;

- begin development of a new Agriculture program of study with the support of our industry partners and the Minnesota Agriculture Centers of Excellence;

- begin the process to establish a new Law & Public Safety program of study;

- review our investment in the Web & Digital Communications program of study with thoughts toward downsizing;

- add drone technology to our robotics courses;

- continue our engineering & technology program of study in alignment with STEM workforce needs;

- collaborate with and support implementation of education concurrent enrollment career pathway within MPS;

- increase engagement opportunities with our industry and community partners;

- increase outreach to and enrollment of students of color and non-traditional students in all pathways;

- support the professional development of CTE teachers in alignment with multi-tiered systems of support (MTSS) and teacher licensing requirements;

- expand access to work-based learning to all MPS high school and contract alternative students;

- provide MPS students with the opportunity to immerse themselves in professional studies related to their personal career interests while preparing them for career success in the Twin Cities ever-evolving high tech, high skill, local/global economy.

Data is available and accessible to stakeholders at both the district and college levels. Minneapolis College will continue to create initiatives and plans for sustainability and growth of quality CTE programs and student support, based on CLNA results, which includes program reviews, annual and biannual data reporting, surveys, special research through the college's research department, and data analysis provided by RealTime Talent. Administrators, faculty and staff have access to data and results through its Sharepoint site, departmental files and through the college website.

Please score the form as either 1-"complete," or 0-"not complete" (Reviewer Only)

State-recognized Program of Study 2

POS 2

Career Field: Select the career field from the drop down menu.

Engineering, Manufacturing, & Technology ▾

Career Pathways: Select the career pathway from the drop down menu.

Facility and Mobile Equipment Maintenance ▾

Individually list the high school(s) and the associated Minnesota Department of Education (MDE) approved program code from table C that aligns with the career cluster identified above. (Link to program code immediately below.)

https://education.mn.gov/MDE/dse/cte/progApp/

List high school(s) and program code here.

Roosevelt High School:
170301 - 01, 02
170302 - 01, 02, 05, 06, 07, 08

170303 - 05

List the postsecondary institution(s), postsecondary CTE program, and academic award (certificate, diploma, degree) that aligns with this POS, as it appears in the college catalog. (Catalog in link immediately below.)

https://data2.csvc.mnstate.us/workspace/index.jsp

List institution(s), program, and academic award here.

170301: Dakota County Technical College - Auto Body Collision Technology AAS, Dakota County Technical College - Auto Body Collision Technology Diploma, Dakota County Technical College - Body Technician Certificate

170302: Dakota County Technical College - Automotive Maintenance and Light Repair Certificate, Dakota County Technical College - Automotive Technician AAS, Dakota County Technical College - Automotive Technician, Diploma

Recognized Secondary Credentials

Enter the Recognized Secondary Credentials here:

- TSA: Enter applicable TSA exams (e.g., NOCTI, Precision Exam, etc.)
- Work-based Learning: Enter the type of Work-based Learning and/or authentic work experiences present in the POS (e.g., Internship, Externship, Practicum, Clinical, and/or Cooperative Education)
- Licensure: Enter the appropriate licensure name (e.g., MN. Residential Contractor License)
- Certification: Enter the appropriate certifications as applicable (e.g., ServSafe Food Handler, OSHA 10, Manufacturing Skills Standards Council, etc.)
- Industry-Recognized Credential: Enter the Industry-Recognized Credential name (e.g., Emergency Medical Technician-Basic)

Recognized Secondary Credential(s):

TSA	S/P2 Auto	ASE Entry Level Certification	Precision Exams 501 Small Engines 1
Work-based Learning	CAreer Readiness Seminar	Career Experience/Internship	STEP-Up Internships
Licensure			
Certification	ASE Entry Level Certificaiton	Equipment and Engine Training Council - Principles of Small Engine Technology	

Industry- Recognized Credential			

Recognized Postsecondary Credentials

Enter the Recognized Postsecondary Credentials here:

- **Academic Award: Enter any or all academic awards (i.e., Certificate, Diploma, Degree)**
- **Work-based Learning: Enter the type of Work-based Learning and/or authentic work experiences present in the POS (e.g., Internship, Externship, Practicum, Clinical, and/or Cooperative Education)**
- **Licensure: Enter the appropriate licensure name (e.g., MN Residential Contractor License)**
- **Certification: Enter the appropriate certifications as applicable (e.g., ServSafe Food Handler, OSHA 10, Manufacturing Skills Standards Council, etc.)**
- **Industry-Recognized Credential: Enter the Industry-Recognized Credential name (e.g., Emergency Medical Technician-Basic)**

Note: Not all fields are required. At minimum, the academic award field should have an award identified.

Recognized Postsecondary Credential(s):

Academic Award	Certificate		
Work-based Learning			
Licensure			
Certification	Automobile Technician: Service Consultant		
Industry-Recognized Credential			

Other Assessments (only if not previously listed):

State-Recognized Required Components

Course standards accurately align to the academic, technical, and employability skills learners must master for entry and success in a given career pathway: Content standards, frameworks, and competencies that define what students are expected to know and be able to do to enter and advance in college and/or careers comprise the foundation of a POS.

Component is present?
- ◉ Yes
- ○ No

List of Evidence (if not present, enter "N/A")

All 9 courses are aligned to TSA's. All 9 courses in the POS have an ACC agreement. There are a total of 6 different institutions that have ACC agreements with this program of study. Alignment with two industry recognized certificates.

Program of study incorporates active involvement from an integrated network of partners: Ongoing relationships among education, business, and diverse community stakeholders bolster POS design, implementation, evaluation, and maintenance.

Component is present?
- ◉ Yes
- ○ No

List of Evidence (if not present, enter "N/A")

Use of three advisories - Minneapolis Career and Technical Education Consortium, Automotive Service Technician and the recently started Automotive Body Technician. All 9 courses in the POS have an ACC agreement. There are a total of 6 different institutions that have ACC agreements with this program of study.

Secondary program(s) meets MDE program approval requirements and incorporate courses that lead to postsecondary credits/credentials: Secondary programs have appropriately licensed teachers, advisory committees, develop and ensure access to equitable student leadership opportunities, and provide career exploration activities leading to postsecondary credits/credentials.

Component is present?

◉ Yes
○ No

List of Evidence (if not present, enter "N/A")

All secondary teachers are captured under the CTE Levy. Use of three advisories - Minneapolis Career and Technical Education Consortium, Automotive Service Technician and the recently started Automotive Body Technician. Students at any high school in consortium are allowed to register for courses in all POS across consortium. All 9 courses in the POS have an ACC agreement. There are a total of 6 different institutions that have ACC agreements with this program of study.

Postsecondary academic program meets Minnesota State board policy and Higher Learning Commission requirements: A cohesive arrangement of college-level credit courses and experiences, designed to accomplish predetermined objectives, lead to the awarding of a degree, diploma, or certificate.

Component is present?

◉ Yes
○ No

List of Evidence (if not present, enter "N/A")

Dakota County Technical College is accredited by The Higher Learning Commission. (May 11, 2020) Serving as an independent corporation, the HLC is one of two commission members of the NCA, which was founded in 1895 as one of six regional institutional accreditors in the United States. The Higher Learning Commission accredits degree-granting post-secondary educational institutions in the North Central region.

Materials, Equipment, and Resources: Facilities, equipment, technology, and materials used in the program of study reflect current workplace, industry and/or occupational standards and practices for installation, use, maintenance, and safety.

Component is present?

◉ Yes
○ No

List of Evidence (if not present, enter "N/A")

Comprehensive Local Needs Assessment completed in the 2019-2020 school year shows evidence that the consortium ensures facilities, equipment, technology, and materials used in the program of study reflect current workplace, industry and/or occupational standards and practices for installation, use, maintenance, and safety.

POS captures industry input from three different advisories to ensure facilities, equipment, technology, and materials used in the program of study reflect current workplace, industry and/or occupational standards and practices for installation, use, maintenance, and safety. Advisories used in this program of study are: Minneapolis Career and Technical Education Consortium, Automotive Service Technician and the recently started Automotive Body Technician.

Incorporates authentic work experiences at the secondary and/or postsecondary level that are valued by industry: POS engages students in authentic work-based learning experiences that demonstrate progressive occupational learning aligned to industry workforce needs.

Component is present?

◉ Yes
○ No

List of Evidence (if not present, enter "N/A")

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Program of study development, improvement, and advocacy are supported by findings from a comprehensive local needs assessment: Systems and strategies for gathering, analyzing, and disseminating needs assessment data are effective for guiding the improvement of POS, and available in plain language to enhance use by stakeholders for POS advocacy.

Component is present?

◉ Yes
◯ No

List of Evidence (if not present, enter "N/A")

The Minneapolis Consortia is utilizing the data collected through the 2020 Comprehensive Local Needs Assessment process and employer engagement workshops to re-align our state-approved programs of study with the workforce needs of the City of Minneapolis and Hennepin County. At the secondary level, we will use this data as justification and motivation to:

- expand the course offerings in our Healthcare program of study to include shorter certification opportunities and focus on increased enrollment in this program;

- incorporate additional opportunities for students to learn about finance and marketing in our Business program of study;

- begin development of a new Agriculture program of study with the support of our industry partners and the Minnesota Agriculture Centers of Excellence;

- begin the process to establish a new Law & Public Safety program of study;

- review our investment in the Web & Digital Communications program of study with thoughts toward downsizing;

- add drone technology to our robotics courses;

- continue our engineering & technology program of study in alignment with STEM workforce needs;

- collaborate with and support implementation of education concurrent enrollment career pathway within MPS;

- increase engagement opportunities with our industry and community partners;

- increase outreach to and enrollment of students of color and non-traditional students in all pathways;

- support the professional development of CTE teachers in alignment with multi-tiered systems of support (MTSS) and teacher licensing requirements;

-

expand access to work-based learning to all MPS high school and contract alternative students;

-

provide MPS students with the opportunity to immerse themselves in professional studies related to their personal career interests while preparing them for career success in the Twin Cities ever-evolving high tech, high skill, local/global economy.

Data is available and accessible to stakeholders at both the district and college levels. Minneapolis College will continue to create initiatives and plans for sustainability and growth of quality CTE programs and student support, based on CLNA results, which includes program reviews, annual and biannual data reporting, surveys, and data analysis provided by RealTime Talent. Administrators, faculty and staff have access to data and results through its Sharepoint site, departmental files and through the college website.

Please score the form as either 1-"complete," or 0-"not complete" (Reviewer Only)

State-recognized Program of Study 3

POS 3

Career Field: Select the career field from the drop down menu.

| Engineering, Manufacturing, & Technology ▼ |

Career Pathways: Select the career pathway from the drop down menu.

| Manufacturing Production Process Development ▼ |

Individually list the high school(s) and the associated Minnesota Department of Education (MDE) approved program code from table C that aligns with the career cluster identified above. (Link to program code immediately below.)

https://education.mn.gov/MDE/dse/cte/progApp/

List high school(s) and program code here.

South High School:
172302 - 01, 172302 - 02, 172302 -03

Roosevelt High School:
172306 - 01, 172306 - 02, 172306 - 03

List the postsecondary institution(s), postsecondary CTE program, and academic award (certificate, diploma, degree) that aligns with this POS, as it appears in the college catalog. (Catalog in link immediately below.)

https://data2.csvc.mnstate.us/workspace/index.jsp

List institution(s), program, and academic award here.

172302 - Minneapolis Community and Technical College: Machine Tool, Diploma

172306 - Minneapolis Community and Technical College: Machine Tool, Diploma; Welding and Metal Fabrication, Certificate; Welding and Metal Fabrication, AAS

Recognized Secondary Credentials

Enter the Recognized Secondary Credentials here:

- TSA: Enter applicable TSA exams (e.g., NOCTI, Precision Exam, etc.)
- Work-based Learning: Enter the type of Work-based Learning and/or authentic work experiences present in the POS (e.g., Internship, Externship, Practicum, Clinical, and/or Cooperative Education)
- Licensure: Enter the appropriate licensure name (e.g., MN. Residential Contractor License)
- Certification: Enter the appropriate certifications as applicable (e.g., ServSafe Food Handler, OSHA 10, Manufacturing Skills Standards Council, etc.)
- Industry-Recognized Credential: Enter the Industry-Recognized Credential name (e.g., Emergency Medical Technician-Basic)

Recognized Secondary Credential(s):

TSA	Precision Exams 580 Machining 1	Precision Exams 595E, 596, 597 Welding Technician	
Work-based Learning	Career Readiness Seminar and Experience	STEP-UP Internships	Legacy, MN Building Trades Association
Licensure			

Certification	Safety, Certified ProductionTechnician / Mfg Skills Standards Council	Multi-craft Core Curriculum	North America's Building Trades Union
Industry-Recognized Credential			

Recognized Postsecondary Credentials

Enter the Recognized Postsecondary Credentials here:

- **Academic Award: Enter any or all academic awards (i.e., Certificate, Diploma, Degree)**
- **Work-based Learning: Enter the type of Work-based Learning and/or authentic work experiences present in the POS (e.g., Internship, Externship, Practicum, Clinical, and/or Cooperative Education)**
- **Licensure: Enter the appropriate licensure name (e.g., MN Residential Contractor License)**
- **Certification: Enter the appropriate certifications as applicable (e.g., ServSafe Food Handler, OSHA 10, Manufacturing Skills Standards Council, etc.)**
- **Industry-Recognized Credential: Enter the Industry-Recognized Credential name (e.g., Emergency Medical Technician-Basic)**

Note: Not all fields are required. At minimum, the academic award field should have an award identified.

Recognized Postsecondary Credential(s):

Academic Award	CNC Machinist A.A.S.		
Work-based Learning			
Licensure			
Certification			
Industry-Recognized Credential	Certified Machinist		

Other Assessments (only if not previously listed):

State-Recognized Required Components

Course standards accurately align to the academic, technical, and employability skills learners must master for entry and success in a given career pathway: Content standards, frameworks, and competencies that define what students are expected to know and be able to do to enter and advance in college and/or careers comprise the foundation of a POS.

Component is present?

◉ Yes
◯ No

List of Evidence (if not present, enter "N/A")

All courses are aligned to TSA's. Five of the six secondary courses in the POS have an ACC agreement. There are a total of ten ACC agreements associated with those courses. Alignment with two industry recognized certificates.

Program of study incorporates active involvement from an integrated network of partners: Ongoing relationships among education, business, and diverse community stakeholders bolster POS design, implementation, evaluation, and maintenance.

Component is present?

◉ Yes
◯ No

List of Evidence (if not present, enter "N/A")

Use of three advisories - Minneapolis Career and Technical Education Consortium, Construction Welding, and Machine Tool. Students at any high school in consortium are allowed to register for courses in all POS across consortium. Five of the six secondary courses in the POS have an ACC agreement. There are a total of ten ACC agreements associated with those courses.

Secondary program(s) meets MDE program approval requirements and incorporate courses that lead to postsecondary credits/credentials: Secondary programs have appropriately licensed teachers, advisory committees, develop and ensure access to equitable student leadership opportunities, and provide career exploration activities leading to postsecondary credits/credentials.

Component is present?

◉ Yes
○ No

List of Evidence (if not present, enter "N/A")

All secondary teachers are captured under the CTE Levy. Use of three advisories - Minneapolis Career and Technical Education Consortium, Construction Welding, and Machine Tool. Students at any high school in consortium are allowed to register for courses in all POS across consortium. Five of the six secondary courses in the POS have an ACC agreement. There are a total of ten ACC agreements associated with those courses.

Postsecondary academic program meets Minnesota State board policy and Higher Learning Commission requirements: A cohesive arrangement of college-level credit courses and experiences, designed to accomplish predetermined objectives, lead to the awarding of a degree, diploma, or certificate.

Component is present?

◉ Yes
○ No

List of Evidence (if not present, enter "N/A")

Minneapolis College was re-accredited by the Higher Learning Commission in 2017 based on five criteria: mission; integrity: ethical and responsible conduct; teaching and learning: quality, resources and support; teaching and learning: evaluation and improvement; resources, planning and institutional effectiveness. Credit courses and experiences leading to awards at Minneapolis College are reviewed carefully by the Curriculum Committee, following established procedures and guidelines. All occupational/technical programs are reviewed annually for continuous improvement in program efficiency and effectiveness and in the delivery of instruction.

Materials, Equipment, and Resources: Facilities, equipment, technology, and materials used in the program of study reflect current workplace, industry and/or occupational standards and practices for installation, use, maintenance, and safety.

Component is present?

◉ Yes
○ No

List of Evidence (if not present, enter "N/A")

Comprehensive Local Needs Assessment completed in the 2019-2020 school year shows evidence that the consortium ensures facilities, equipment, technology, and materials used in the program of study reflect current workplace, industry and/or occupational standards and practices for installation, use, maintenance, and safety.

POS captures industry input from three different advisories to ensure facilities, equipment, technology, and materials used in the program of study reflect current workplace, industry and/or occupational standards and practices for installation, use, maintenance, and safety. Advisories used in this program of study are: Minneapolis Career and Technical Education Consortium, Construction Welding, and Machine Tool.

Incorporates authentic work experiences at the secondary and/or postsecondary level that are valued by industry: POS engages students in authentic work-based learning experiences that demonstrate progressive occupational learning aligned to industry workforce needs.

Component is present?

◉ Yes
◯ No

List of Evidence (if not present, enter "N/A")

As noted in the Minneapolis Consortium 2020 CLNA Frameworks, the following details on CTE program strengths were compiled in Fall 2019, based on the MDE Secure Reports Carl D. Perkins p-file data available through SY2018 in regards to Federally Agreed Upon Performance Level 5S3.

"The baseline data for enrollment in Minneapolis Public Schools work-based learning opportunities in in SY2017-18 and SY2018-19 were very strong in both the comprehensive high schools and contract alternative programs; including differentiated curriculum alignment for special education students participating in our Autism, Developmental Cognitive Disability (DCD), Coordinated Learning for Academic and Social Success (CLASS), Life Skills, Deaf/Hard of Hearing (D/HH, Special Program for Students with Social Emotional and Behavioral Needs (SPAN), and our Physically Impaired (PI)DCD programs. In SY2017-18, 486 handicapped disadvantaged students and 560 diversified occupation students earned work-based learning credit. Those numbers increased to 1,798 WBL students (397 handicapped disadvantaged students and 1401 diversified occupation students) in SY2018-19. It is likely that Minneapolis Public Schools will perform well on this new measure in SY2020-21."

Program of study development, improvement, and advocacy are supported by findings from a comprehensive local needs assessment: Systems and strategies for gathering, analyzing, and disseminating needs assessment data are effective for guiding the improvement of POS, and available in plain language to enhance use by stakeholders for POS advocacy.

Component is present?

◉ Yes
◯ No

List of Evidence (if not present, enter "N/A")

The Minneapolis Consortia is utilizing the data collected through the 2020 Comprehensive Local Needs Assessment process and employer engagement workshops to re-align our state-approved programs of study with the workforce needs of the City of Minneapolis and Hennepin County. At the secondary level, we will use this data as justification and motivation to:

- expand the course offerings in our Healthcare program of study to include shorter certification opportunities and focus on increased enrollment in this program;

- incorporate additional opportunities for students to learn about finance and marketing in our Business program of study;

- begin development of a new Agriculture program of study with the support of our industry partners and the Minnesota Agriculture Centers of Excellence;

- begin the process to establish a new Law & Public Safety program of study;

- review our investment in the Web & Digital Communications program of study with thoughts toward downsizing;

- add drone technology to our robotics courses;

- continue our engineering & technology program of study in alignment with STEM workforce needs;

- collaborate with and support implementation of education concurrent enrollment career pathway within MPS;

-

increase engagement opportunities with our industry and community partners;

■

increase outreach to and enrollment of students of color and non-traditional students in all pathways;

■

support the professional development of CTE teachers in alignment with multi-tiered systems of support (MTSS) and teacher licensing requirements;

■

expand access to work-based learning to all MPS high school and contract alternative students;

■

provide MPS students with the opportunity to immerse themselves in professional studies related to their personal career interests while preparing them for career success in the Twin Cities ever-evolving high tech, high skill, local/global economy.

Data is available and accessible to stakeholders at both the district and college levels. Minneapolis College will continue to create initiatives and plans for sustainability and growth of quality CTE programs and student support, based on CLNA results, which includes program reviews, annual and biannual data reporting, surveys, and data analysis provided by RealTime Talent. Administrators, faculty and staff have access to data and results through its Sharepoint site, departmental files and through the college website.

Please score the form as either 1-"complete," or 0-"not complete" (Reviewer Only)

State-recognized Program of Study 4

POS 4

Career Field: Select the career field from the drop down menu.

[Arts, Communications, & Information Systems ▼]

Career Pathways: Select the career pathway from the drop down menu.

[Programming and Software Development ▼]

Individually list the high school(s) and the associated Minnesota Department of Education (MDE) approved program code from table C that aligns with the career cluster identified above. (Link to program code immediately below.)

https://education.mn.gov/MDE/dse/cte/progApp/

List high school(s) and program code here.

North High School:
171500 - 35, 90; 171502 - 54, 55, 81, 82

Southwest High School:
171500 - 35, 171502 - 54, 55, 81, 82, 83

Transition Plus:
171500 - 35, 171502 - 37, 38, 49, 50, 54, 66, 81, 82

List the postsecondary institution(s), postsecondary CTE program, and academic award (certificate, diploma, degree) that aligns with this POS, as it appears in the college catalog. (Catalog in link immediately below.)

https://data2.csvc.mnstate.us/workspace/index.jsp

List institution(s), program, and academic award here.

171502: Minneapolis Community and Technical College -
Computer Support and Network Administration, AAS
Software Development, AAS
Computer Support and Network Administrator, Diploma
Microsoft Mobile Application Developer, Diploma
Software Developer, Diploma
Database Specialist, Certificate
Information Technology Fundamentals, Certificate
Java, Certificate
Open Source Developer, Certificate
VB .Net Developer, Certificate

Visual C# Developer, Certificate

Recognized Secondary Credentials

Enter the Recognized Secondary Credentials here:

- TSA: Enter applicable TSA exams (e.g., NOCTI, Precision Exam, etc.)
- Work-based Learning: Enter the type of Work-based Learning and/or authentic work experiences present in the POS (e.g., Internship, Externship, Practicum, Clinical, and/or Cooperative Education)
- Licensure: Enter the appropriate licensure name (e.g., MN. Residential Contractor License)
- Certification: Enter the appropriate certifications as applicable (e.g., ServSafe Food Handler, OSHA 10, Manufacturing Skills Standards Council, etc.)
- Industry-Recognized Credential: Enter the Industry-Recognized Credential name (e.g., Emergency Medical Technician-Basic)

Recognized Secondary Credential(s):

TSA	See attachment for full list		
Work-based Learning	Career Readiness Seminar and Experience	STEP-Up Internships	
Licensure			
Certification	Internet Computing Core (IC3)	Microsoft Office Specialist for Microsoft Office Excel	Microsoft Office Specialist for Microsoft Office Access
Industry-Recognized Credential	Internet Computing Core (IC3)	Microsoft Office Specialist for Microsoft Office Excel	Microsoft Office Specialist for Microsoft Office Access

Recognized Postsecondary Credentials

Enter the Recognized Postsecondary Credentials here:

- **Academic Award: Enter any or all academic awards (i.e., Certificate, Diploma, Degree)**
- **Work-based Learning: Enter the type of Work-based Learning and/or authentic work experiences present in the POS (e.g., Internship, Externship, Practicum, Clinical, and/or Cooperative Education)**
- **Licensure: Enter the appropriate licensure name (e.g., MN Residential Contractor License)**
- **Certification: Enter the appropriate certifications as applicable (e.g., ServSafe Food Handler, OSHA 10, Manufacturing Skills Standards Council, etc.)**
- **Industry-Recognized Credential: Enter the Industry-Recognized Credential name (e.g., Emergency Medical Technician-Basic)**

Note: Not all fields are required. At minimum, the academic award field should have an award identified.

Recognized Postsecondary Credential(s):

Academic Award	Software Development A.A.S. degree	Software Developer diploma	Open Source Developer Certificate
Work-based Learning			
Licensure			
Certification			
Industry-Recognized Credential			

Other Assessments (only if not previously listed):

State-Recognized Required Components

Course standards accurately align to the academic, technical, and employability skills learners must master for entry and success in a given career pathway: Content standards, frameworks, and competencies that define what students are expected to know and be able to do to enter and advance in college and/or careers comprise the foundation of a POS.

Component is present?
- ◉ Yes
- ○ No

List of Evidence (if not present, enter "N/A")

Eleven of the twelve courses are aligned to a TSA. Eight of the twelve secondary courses in the POS have an ACC agreement. There are a total of twenty ACC agreements associated with those courses. There is also alignment with three industry recognized certificates.

Program of study incorporates active involvement from an integrated network of partners: Ongoing relationships among education, business, and diverse community stakeholders bolster POS design, implementation, evaluation, and maintenance.

Component is present?

◉ Yes
○ No

List of Evidence (if not present, enter "N/A")

Use of three advisories - Minneapolis Career and Technical Education Consortium, Computer Science and Information Technology at the postsecondary level. Eight of the twelve secondary courses in the POS have an ACC agreement. There are a total of twenty ACC agreements associated with those courses. There is also alignment with three industry recognized certificates.

Secondary program(s) meets MDE program approval requirements and incorporate courses that lead to postsecondary credits/credentials: Secondary programs have appropriately licensed teachers, advisory committees, develop and ensure access to equitable student leadership opportunities, and provide career exploration activities leading to postsecondary credits/credentials.

Component is present?

◉ Yes
○ No

List of Evidence (if not present, enter "N/A")

All secondary teachers are captured under the CTE Levy. Use of two advisories - Minneapolis Career and Technical Education Consortium, Computer Science. Eight of the twelve secondary courses in the POS have an ACC agreement. Students at any high school in consortium are allowed to register for courses in all POS across consortium. Eight of the twelve secondary courses in the POS have an ACC agreement. There are a total of twenty ACC agreements associated with those courses. There is also alignment with three industry recognized certificates.

Postsecondary academic program meets Minnesota State board policy and Higher Learning Commission requirements: A cohesive arrangement of college-level credit courses and experiences, designed to accomplish predetermined objectives, lead to the awarding of a degree, diploma, or certificate.

Component is present?

◉ Yes
○ No

List of Evidence (if not present, enter "N/A")

Minneapolis College was re-accredited by the Higher Learning Commission in 2017 based on five criteria: mission; integrity: ethical and responsible conduct; teaching and learning: quality, resources and support; teaching and learning: evaluation and improvement; resources, planning and institutional effectiveness. Credit courses and experiences leading to awards at Minneapolis College are reviewed carefully by the Curriculum Committee, following established procedures and guidelines. All occupational/technical programs are reviewed annually for continuous improvement in program efficiency and effectiveness and in the delivery of instruction.

Materials, Equipment, and Resources: Facilities, equipment, technology, and materials used in the program of study reflect current workplace, industry and/or occupational standards and practices for installation, use, maintenance, and safety.

Component is present?

◉ Yes
○ No

List of Evidence (if not present, enter "N/A")

Comprehensive Local Needs Assessment completed in the 2019-2020 school year shows evidence that the consortium ensures facilities, equipment, technology, and materials used in the program of study reflect current workplace, industry and/or

occupational standards and practices for installation, use, maintenance, and safety.

POS captures industry input from three different advisories to ensure facilities, equipment, technology, and materials used in the program of study reflect current workplace, industry and/or occupational standards and practices for installation, use, maintenance, and safety. Advisories used in this program of study are - Minneapolis Career and Technical Education Consortium and Computer Science and Information Technology at the postsecondary level.

Incorporates authentic work experiences at the secondary and/or postsecondary level that are valued by industry: POS engages students in authentic work-based learning experiences that demonstrate progressive occupational learning aligned to industry workforce needs.

Component is present?

◉ Yes
○ No

List of Evidence (if not present, enter "N/A")

As noted in the Minneapolis Consortium 2020 CLNA Frameworks, the following details on CTE program strengths were compiled in Fall 2019, based on the MDE Secure Reports Carl D. Perkins p-file data available through SY2018 in regards to Federally Agreed Upon Performance Level 5S3.

"The baseline data for enrollment in Minneapolis Public Schools work-based learning opportunities in in SY2017-18 and SY2018-19 were very strong in both the comprehensive high schools and contract alternative programs; including differentiated curriculum alignment for special education students participating in our Autism, Developmental Cognitive Disability (DCD), Coordinated Learning for Academic and Social Success (CLASS), Life Skills, Deaf/Hard of Hearing (D/HH, Special Program for Students with Social Emotional and Behavioral Needs (SPAN), and our Physically Impaired (PI)DCD programs. In SY2017-18, 486 handicapped disadvantaged students and 560 diversified occupation students earned work-based learning credit. Those numbers increased to 1,798 WBL students (397 handicapped disadvantaged students and 1401 diversified occupation students) in SY2018-19. It is likely that Minneapolis Public Schools will perform well on this new measure in SY2020-21."

Program of study development, improvement, and advocacy are supported by findings from a comprehensive local needs assessment: Systems and strategies for gathering, analyzing, and disseminating needs assessment data are effective for guiding the improvement of POS, and available in plain language to enhance use by stakeholders for POS advocacy.

Component is present?

◉ Yes
○ No

List of Evidence (if not present, enter "N/A")

The Minneapolis Consortia is utilizing the data collected through the 2020 Comprehensive Local Needs Assessment process and employer engagement workshops to re-align our state-approved programs of study with the workforce needs of the City of Minneapolis and Hennepin County. At the secondary level, we will use this data as justification and motivation to:

- expand the course offerings in our Healthcare program of study to include shorter certification opportunities and focus on increased enrollment in this program;

- incorporate additional opportunities for students to learn about finance and marketing in our Business program of study;

- begin development of a new Agriculture program of study with the support of our industry partners and the Minnesota Agriculture Centers of Excellence;

- begin the process to establish a new Law & Public Safety program of study;

- review our investment in the Web & Digital Communications program of study with thoughts toward downsizing;

- add drone technology to our robotics courses;

- continue our engineering & technology program of study in alignment with STEM workforce needs;

- collaborate with and support implementation of education concurrent enrollment career pathway within MPS;

- increase engagement opportunities with our industry and community partners;

- increase outreach to and enrollment of students of color and non-traditional students in all pathways;

- support the professional development of CTE teachers in alignment with multi-tiered systems of support (MTSS) and teacher licensing requirements;

- expand access to work-based learning to all MPS high school and contract alternative students;

- provide MPS students with the opportunity to immerse themselves in professional studies related to their personal career interests while preparing them for career success in the Twin Cities ever-evolving high tech, high skill, local/global economy.

Data is available and accessible to stakeholders at both the district and college levels. Minneapolis College will continue to create initiatives and plans for sustainability and growth of quality CTE programs and student support, based on CLNA results, which includes program reviews, annual and biannual data reporting, surveys, and data analysis provided by RealTime Talent. Administrators, faculty and staff have access to data and results through its Sharepoint site, departmental files and through the college website.

Please score the form as either 1-"complete," or 0-"not complete" (Reviewer Only)

State-recognized Program of Study 5

POS 5

Career Field: Select the career field from the drop down menu.

| Health Science Technology | ▼ |

Career Pathways: Select the career pathway from the drop down menu.

| Therapeutic Services | ▼ |

Individually list the high school(s) and the associated Minnesota Department of Education (MDE) approved program code from table C that aligns with the career cluster identified above. (Link to program code immediately below.)

https://education.mn.gov/MDE/dse/cte/progApp/

List high school(s) and program code here.

Roosevelt High School:
070300 - 02, 13, 35
070907 - 27

List the postsecondary institution(s), postsecondary CTE program, and academic award (certificate, diploma, degree) that aligns with this POS, as it appears in the college catalog. (Catalog in link immediately below.)

https://data2.csvc.mnstate.us/workspace/index.jsp

List institution(s), program, and academic award here.

Minneapolis Community and Technical College
Nursing Assistant/ Home Health Aide Certificate
Pharmacy Technician Certificate
Central Services Certificate

Metropolitan State University, Saint Paul:
Alcohol and Drug Counseling BS
Nursing BSN

Recognized Secondary Credentials

Enter the Recognized Secondary Credentials here:

- TSA: Enter applicable TSA exams (e.g., NOCTI, Precision Exam, etc.)
- Work-based Learning: Enter the type of Work-based Learning and/or authentic work experiences present in the POS (e.g., Internship, Externship, Practicum, Clinical, and/or Cooperative Education)
- Licensure: Enter the appropriate licensure name (e.g., MN. Residential Contractor License)
- Certification: Enter the appropriate certifications as applicable (e.g., ServSafe Food Handler, OSHA 10, Manufacturing Skills Standards Council, etc.)
- Industry-Recognized Credential: Enter the Industry-Recognized Credential name (e.g., Emergency Medical Technician-Basic)

Recognized Secondary Credential(s):

TSA	Precision Exam 704 Medical Terminology	NOCTI - 1141 Healthcare Core Curriculum	See attachment for add'l TSAs
Work-based Learning	Career Readiness Seminar and Experience	STEP-Up Internships	
Licensure			

Certification	American Red Cross CPR		
Industry-Recognized Credential	American Red Cross CPR		

Recognized Postsecondary Credentials

Enter the Recognized Postsecondary Credentials here:

- **Academic Award: Enter any or all academic awards (i.e., Certificate, Diploma, Degree)**
- **Work-based Learning: Enter the type of Work-based Learning and/or authentic work experiences present in the POS (e.g., Internship, Externship, Practicum, Clinical, and/or Cooperative Education)**
- **Licensure: Enter the appropriate licensure name (e.g., MN Residential Contractor License)**
- **Certification: Enter the appropriate certifications as applicable (e.g., ServSafe Food Handler, OSHA 10, Manufacturing Skills Standards Council, etc.)**
- **Industry-Recognized Credential: Enter the Industry-Recognized Credential name (e.g., Emergency Medical Technician-Basic)**

Note: Not all fields are required. At minimum, the academic award field should have an award identified.

Recognized Postsecondary Credential(s):

Academic Award	Nursing Assistant / Home Health Aide Certificate	Pharmacy Technician Certificate	Central Services Technician Certificate
Work-based Learning			
Licensure			
Certification			
Industry-Recognized Credential	Certified Nursing Assistant		

Other Assessments (only if not previously listed):

State-Recognized Required Components

Course standards accurately align to the academic, technical, and employability skills learners must master for entry and success in a given career pathway: Content standards, frameworks, and competencies that define what students are expected to know and be able to do to enter and advance in college and/or careers comprise the foundation of a POS.

Component is present?
◉ Yes
◯ No

List of Evidence (if not present, enter "N/A")

All courses are aligned to TSA's. Two of the four secondary courses in the POS have an ACC agreement. There are a total of fifteen ACC agreements associated with those courses. There is also alignment with one industry recognized certificate. Advisories give guidance regarding academic, technical and employability skills learners must master.

Program of study incorporates active involvement from an integrated network of partners: Ongoing relationships among education, business, and diverse community stakeholders bolster POS design, implementation, evaluation, and maintenance.

Component is present?
◉ Yes
◯ No

List of Evidence (if not present, enter "N/A")

Use of advisories - Minneapolis Career and Technical Education Consortium and Health Sciences, as well as program advisories at the postsecondary level. Two of the four secondary courses in the POS have an ACC agreement. There are a total of fifteen ACC agreements associated with those courses. There is also alignment with one industry recognized certificate. Internship and practicum providers offer guidance and support on program of study design, iimplementation, evaluation and maintenance.

Secondary program(s) meets MDE program approval requirements and incorporate courses that lead to postsecondary credits/credentials: Secondary programs have appropriately licensed teachers, advisory committees, develop and ensure access to equitable student leadership opportunities, and provide career exploration activities leading to postsecondary credits/credentials.

Component is present?

◉ Yes
◯ No

List of Evidence (if not present, enter "N/A")

All secondary teachers are captured under the CTE Levy. Use of two advisories - Minneapolis Career and Technical Education Consortium and Health Sciences. Two of the four secondary courses in the POS have an ACC agreement. There are a total of fifteen ACC agreements associated with those courses. Students at any high school in consortium are allowed to register for courses in all POS across consortium. There is also alignment with one industry recognized certificate.

Postsecondary academic program meets Minnesota State board policy and Higher Learning Commission requirements: A cohesive arrangement of college-level credit courses and experiences, designed to accomplish predetermined objectives, lead to the awarding of a degree, diploma, or certificate.

Component is present?

◉ Yes
◯ No

List of Evidence (if not present, enter "N/A")

Minneapolis College was re-accredited by the Higher Learning Commission in 2017 based on five criteria: mission; integrity: ethical and responsible conduct; teaching and learning: quality, resources and support; teaching and learning: evaluation and improvement; resources, planning and institutional effectiveness. Credit courses and experiences leading to awards at Minneapolis College are reviewed carefully by the Curriculum Committee, following established procedures and guidelines. All occupational/technical programs are reviewed annually for continuous improvement in program efficiency and effectiveness and in the delivery of instruction.

Materials, Equipment, and Resources: Facilities, equipment, technology, and materials used in the program of study reflect current workplace, industry and/or occupational standards and practices for installation, use, maintenance, and safety.

Component is present?

◉ Yes
◯ No

List of Evidence (if not present, enter "N/A")

Comprehensive Local Needs Assessment completed in the 2019-2020 school year shows evidence that the consortium ensures facilities, equipment, technology, and materials used in the program of study reflect current workplace, industry and/or occupational standards and practices for installation, use, maintenance, and safety.

POS captures industry input from different advisories to ensure facilities, equipment, technology, and materials used in the program of study reflect current workplace, industry and/or occupational standards and practices for installation, use, maintenance, and safety. Advisories used in this program of study are: Minneapolis Career and Technical Education Consortium and Health Sciences, and program advisories at the postsecondary level.

Incorporates authentic work experiences at the secondary and/or postsecondary level that are valued by industry: POS

engages students in authentic work-based learning experiences that demonstrate progressive occupational learning aligned to industry workforce needs.

Component is present?

◉ Yes
○ No

List of Evidence (if not present, enter "N/A")

As noted in the Minneapolis Consortium 2020 CLNA Frameworks, the following details on CTE program strengths were compiled in Fall 2019, based on the MDE Secure Reports Carl D. Perkins p-file data available through SY2018 in regards to Federally Agreed Upon Performance Level 5S3.

"The baseline data for enrollment in Minneapolis Public Schools work-based learning opportunities in in SY2017-18 and SY2018-19 were very strong in both the comprehensive high schools and contract alternative programs; including differentiated curriculum alignment for special education students participating in our Autism, Developmental Cognitive Disability (DCD), Coordinated Learning for Academic and Social Success (CLASS), Life Skills, Deaf/Hard of Hearing (D/HH, Special Program for Students with Social Emotional and Behavioral Needs (SPAN), and our Physically Impaired (PI)DCD programs. In SY2017-18, 486 handicapped disadvantaged students and 560 diversified occupation students earned work-based learning credit. Those numbers increased to 1,798 WBL students (397 handicapped disadvantaged students and 1401 diversified occupation students) in SY2018-19. It is likely that Minneapolis Public Schools will perform well on this new measure in SY2020-21."

The NAHA program, Central Services Technician program and Pharmacy Technician program all incorporate a clinical or internship component at Minneapolis College, as do nearly all of the college's allied health programs.

Program of study development, improvement, and advocacy are supported by findings from a comprehensive local needs assessment: Systems and strategies for gathering, analyzing, and disseminating needs assessment data are effective for guiding the improvement of POS, and available in plain language to enhance use by stakeholders for POS advocacy.

Component is present?

◉ Yes
○ No

List of Evidence (if not present, enter "N/A")

The Minneapolis Consortia is utilizing the data collected through the 2020 Comprehensive Local Needs Assessment process and employer engagement workshops to re-align our state-approved programs of study with the workforce needs of the City of Minneapolis and Hennepin County. At the secondary level, we will use this data as justification and motivation to:

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- incorporate additional opportunities for students to learn about finance and marketing in our Business program of study;

- begin development of a new Agriculture program of study with the support of our industry partners and the Minnesota Agriculture Centers of Excellence;

- begin the process to establish a new Law & Public Safety program of study;

- review our investment in the Web & Digital Communications program of study with thoughts toward downsizing;

- add drone technology to our robotics courses;

- continue our engineering & technology program of study in alignment with STEM workforce needs;

- collaborate with and support implementation of education concurrent enrollment career pathway within MPS;

- increase engagement opportunities with our industry and community partners;

- increase outreach to and enrollment of students of color and non-traditional students in all pathways;

- support the professional development of CTE teachers in alignment with multi-tiered systems of support (MTSS) and teacher licensing requirements;

- expand access to work-based learning to all MPS high school and contract alternative students;

- provide MPS students with the opportunity to immerse themselves in professional studies related to their personal career interests while preparing them for career success in the Twin Cities ever-evolving high tech, high skill, local/global economy.

Data is available and accessible to stakeholders at both the district and college levels. Minneapolis College will continue to create initiatives and plans for sustainability and growth of quality CTE programs and student support, based on CLNA results, which includes program reviews, annual and biannual data reporting, surveys, and data analysis provided by RealTime Talent. Administrators, faculty and staff have access to data and results through its Sharepoint site, departmental files and through the college website.

Please score the form as either 1-"complete," or 0-"not complete" (Reviewer Only)

State-recognized Program of Study 6

POS 6

Career Field: Select the career field from the drop down menu.

Arts, Communications, & Information Systems ▼

Career Pathways: Select the career pathway from the drop down menu.

Communications Technology ▼

Individually list the high school(s) and the associated Minnesota Department of Education (MDE) approved program code from table C that aligns with the career cluster identified above. (Link to program code immediately below.)

https://education.mn.gov/MDE/dse/cte/progApp/

List high school(s) and program code here.

Edison High School: 170900 - 01, 02; 171502 - 41, 42 49, 50, 55, 60, 61, 62, 69, 70, 71
Henry High School: 170900 - 01, 02; 171502 - 41, 42, 49, 50, 60, 61, 62, 65, 69, 70, 71
South High School: 170900 - 01, 02; 171502 - 41, 49, 50, 60, 61, 62, 69, 70, 71
North High School: 171502 - 41, 49, 50, 55, 56, 57, 60, 61, 62
Southwest High School: 170900 - 01, 02; 171502 - 41, 42, 49, 50, 60, 61, 62, 65, 69, 70, 71

Washburn High School: 170900 - 01, 02; 171502 - 41, 42, 49, 50, 60, 61, 62, 69, 70, 71

List the postsecondary institution(s), postsecondary CTE program, and academic award (certificate, diploma, degree) that aligns with this POS, as it appears in the college catalog. (Catalog in link immediately below.)

https://data2.csvc.mnstate.us/workspace/index.jsp

List institution(s), program, and academic award here.

171502: Minneapolis Community and Technical College -
Graphic Design: Digital and Print Media, AAS
Web Design and Front-End Development, AAS
Graphic Design: Digital and Print Media, Certificate
Web Design and Front-End Development, Certificate
Graphic Design: Digital and Print Media Core Certificate
Web Design and Front-End Development, Core Certificate

Recognized Secondary Credentials

Enter the Recognized Secondary Credentials here:

- TSA: Enter applicable TSA exams (e.g., NOCTI, Precision Exam, etc.)
- Work-based Learning: Enter the type of Work-based Learning and/or authentic work experiences present in the POS (e.g., Internship, Externship, Practicum, Clinical, and/or Cooperative Education)
- Licensure: Enter the appropriate licensure name (e.g., MN. Residential Contractor License)
- Certification: Enter the appropriate certifications as applicable (e.g., ServSafe Food Handler, OSHA 10, Manufacturing Skills Standards Council, etc.)
- Industry-Recognized Credential: Enter the Industry-Recognized Credential name (e.g., Emergency Medical Technician-Basic)

Recognized Secondary Credential(s):

TSA	See attached list - 10 TSAs total		
Work-based Learning	Career Readiness Seminar	Career Experience/Internship	STEP-Up Internships

Licensure			
Certification			
Industry-Recognized Credential	Northstar Digital Literacy		

Recognized Postsecondary Credentials

Enter the Recognized Postsecondary Credentials here:

- **Academic Award: Enter any or all academic awards (i.e., Certificate, Diploma, Degree)**
- **Work-based Learning: Enter the type of Work-based Learning and/or authentic work experiences present in the POS (e.g., Internship, Externship, Practicum, Clinical, and/or Cooperative Education)**
- **Licensure: Enter the appropriate licensure name (e.g., MN Residential Contractor License)**
- **Certification: Enter the appropriate certifications as applicable (e.g., ServSafe Food Handler, OSHA 10, Manufacturing Skills Standards Council, etc.)**
- **Industry-Recognized Credential: Enter the Industry-Recognized Credential name (e.g., Emergency Medical Technician-Basic)**

Note: Not all fields are required. At minimum, the academic award field should have an award identified.

Recognized Postsecondary Credential(s):

Academic Award	Web Design & Front-End Development A.A.S.	Web Design and Front-End Development, Certificate	Web Design and Front-End Development Core Certificate
Work-based Learning			
Licensure			
Certification			
Industry-Recognized Credential			

Other Assessments (only if not previously listed):

State-Recognized Required Components

Course standards accurately align to the academic, technical, and employability skills learners must master for entry and success in a given career pathway: Content standards, frameworks, and competencies that define what students are expected to know and be able to do to enter and advance in college and/or careers comprise the foundation of a POS.

Component is present?
- ◉ Yes
- ○ No

List of Evidence (if not present, enter "N/A")

Ten of the seventeen courses are aligned to TSA's. Twelve of the seventeen secondary courses in the POS have an ACC agreement. There are a total of twenty-seven ACC agreements. Advisories give guidance to the academic, technical and employability skills learners must master.

Program of study incorporates active involvement from an integrated network of partners: Ongoing relationships among education, business, and diverse community stakeholders bolster POS design, implementation, evaluation, and maintenance.

Component is present?

◉ Yes
○ No

List of Evidence (if not present, enter "N/A")

Use of advisories - Minneapolis Career and Technical Education Consortium and the Web and Digital Communications advisories at the secondary and postsecondary levels. Twelve of the seventeen secondary courses in the POS have an ACC agreement. There are a total of twenty-seven ACC agreements. Community and business stakeholders support and review student portfolios at an annual exhibition at Minneapolis College.

Secondary program(s) meets MDE program approval requirements and incorporate courses that lead to postsecondary credits/credentials: Secondary programs have appropriately licensed teachers, advisory committees, develop and ensure access to equitable student leadership opportunities, and provide career exploration activities leading to postsecondary credits/credentials.

Component is present?

◉ Yes
○ No

List of Evidence (if not present, enter "N/A")

All secondary teachers are captured under the CTE Levy. Use of two advisories - Minneapolis Career and Technical Education Consortium and the Web and Digital Communications advisories. Students at any high school in consortium are allowed to register for courses in all POS across consortium. Twelve of the seventeen secondary courses in the POS have an ACC agreement. There are a total of twenty-seven ACC agreements.

Postsecondary academic program meets Minnesota State board policy and Higher Learning Commission requirements: A cohesive arrangement of college-level credit courses and experiences, designed to accomplish predetermined objectives, lead to the awarding of a degree, diploma, or certificate.

Component is present?

◉ Yes
○ No

List of Evidence (if not present, enter "N/A")

Minneapolis College was re-accredited by the Higher Learning Commission in 2017 based on five criteria: mission; integrity: ethical and responsible conduct; teaching and learning: quality, resources and support; teaching and learning: evaluation and improvement; resources, planning and institutional effectiveness. Credit courses and experiences leading to awards at Minneapolis College are reviewed carefully by the Curriculum Committee, following established procedures and guidelines. All occupational/technical programs are reviewed annually for continuous improvement in program efficiency and effectiveness and in the delivery of instruction.

Materials, Equipment, and Resources: Facilities, equipment, technology, and materials used in the program of study reflect current workplace, industry and/or occupational standards and practices for installation, use, maintenance, and safety.

Component is present?

◉ Yes
○ No

List of Evidence (if not present, enter "N/A")

Comprehensive Local Needs Assessment completed in the 2019-2020 school year shows evidence that the consortium ensures facilities, equipment, technology, and materials used in the program of study reflect current workplace, industry and/or occupational standards and practices for installation, use, maintenance, and safety.

POS captures industry input from two different advisories to ensure facilities, equipment, technology, and materials used in the program of study reflect current workplace, industry and/or occupational standards and practices for installation, use, maintenance, and safety. Advisories used are: Minneapolis Career and Technical Education Consortium and the Web and Digital Communications advisories.

Incorporates authentic work experiences at the secondary and/or postsecondary level that are valued by industry: POS engages students in authentic work-based learning experiences that demonstrate progressive occupational learning aligned to industry workforce needs.

Component is present?

◉ Yes
○ No

List of Evidence (if not present, enter "N/A")

As noted in the Minneapolis Consortium 2020 CLNA Frameworks, the following details on CTE program strengths were compiled in Fall 2019, based on the MDE Secure Reports Carl D. Perkins p-file data available through SY2018 in regards to Federally Agreed Upon Performance Level 5S3.

"The baseline data for enrollment in Minneapolis Public Schools work-based learning opportunities in in SY2017-18 and SY2018-19 were very strong in both the comprehensive high schools and contract alternative programs; including differentiated curriculum alignment for special education students participating in our Autism, Developmental Cognitive Disability (DCD), Coordinated Learning for Academic and Social Success (CLASS), Life Skills, Deaf/Hard of Hearing (D/HH, Special Program for Students with Social Emotional and Behavioral Needs (SPAN), and our Physically Impaired (PI)DCD programs. In SY2017-18, 486 handicapped disadvantaged students and 560 diversified occupation students earned work-based learning credit. Those numbers increased to 1,798 WBL students (397 handicapped disadvantaged students and 1401 diversified occupation students) in SY2018-19. It is likely that Minneapolis Public Schools will perform well on this new measure in SY2020-21."

Program of study development, improvement, and advocacy are supported by findings from a comprehensive local needs assessment: Systems and strategies for gathering, analyzing, and disseminating needs assessment data are effective for guiding the improvement of POS, and available in plain language to enhance use by stakeholders for POS advocacy.

Component is present?

◉ Yes
○ No

List of Evidence (if not present, enter "N/A")

The Minneapolis Consortia is utilizing the data collected through the 2020 Comprehensive Local Needs Assessment process and employer engagement workshops to re-align our state-approved programs of study with the workforce needs of the City of Minneapolis and Hennepin County. At the secondary level, we will use this data as justification and motivation to:

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- begin the process to establish a new Law & Public Safety program of study;

- review our investment in the Web & Digital Communications program of study with thoughts toward downsizing;

- add drone technology to our robotics courses;

- continue our engineering & technology program of study in alignment with STEM workforce needs;

- collaborate with and support implementation of education concurrent enrollment career pathway within MPS;

- increase engagement opportunities with our industry and community partners;

- increase outreach to and enrollment of students of color and non-traditional students in all pathways;

- support the professional development of CTE teachers in alignment with multi-tiered systems of support (MTSS) and teacher licensing requirements;

- expand access to work-based learning to all MPS high school and contract alternative students;

- provide MPS students with the opportunity to immerse themselves in professional studies related to their personal career interests while preparing them for career success in the Twin Cities ever-evolving high tech, high skill, local/global economy.

Data is available and accessible to stakeholders at both the district and college levels. Minneapolis College will continue to create initiatives and plans for sustainability and growth of quality CTE programs and student support, based on CLNA results, which includes program reviews, annual and biannual data reporting, surveys, and data analysis provided by RealTime Talent. Administrators, faculty and staff have access to data and results through its Sharepoint site, departmental files and through the college website.

Please score the form as either 1-"complete," or 0-"not complete" (Reviewer Only)

![Minnesota State - Career and Technical Education]

State-recognized Program of Study 7

POS 7

Career Field: Select the career field from the drop down menu.

| Engineering, Manufacturing, & Technology | ▼ |

Career Pathways: Select the career pathway from the drop down menu.

| Construction | ▼ |

Individually list the high school(s) and the associated Minnesota Department of Education (MDE) approved program code from table C that aligns with the career cluster identified above. (Link to program code immediately below.)

https://education.mn.gov/MDE/dse/cte/progApp/

List high school(s) and program code here.

Roosevelt High School:

171000 - 01, 02, 03, 04, 09, 12, 36

171016 - 01, 02, 03

171300 - 11

172306 - 01, 02, 03

List the postsecondary institution(s), postsecondary CTE program, and academic award (certificate, diploma, degree) that aligns with this POS, as it appears in the college catalog. (Catalog in link immediately below.)

https://data2.csvc.mnstate.us/workspace/index.jsp

List institution(s), program, and academic award here.

172306 - Minneapolis Community and Technical College: Welding and Metal Fabrication, AAS; Welding and Metal Fabrication, Certificate

Recognized Secondary Credentials

Enter the Recognized Secondary Credentials here:

- TSA: Enter applicable TSA exams (e.g., NOCTI, Precision Exam, etc.)
- Work-based Learning: Enter the type of Work-based Learning and/or authentic work experiences present in the POS (e.g., Internship, Externship, Practicum, Clinical, and/or Cooperative Education)
- Licensure: Enter the appropriate licensure name (e.g., MN. Residential Contractor License)
- Certification: Enter the appropriate certifications as applicable (e.g., ServSafe Food Handler, OSHA 10, Manufacturing Skills Standards Council, etc.)
- Industry-Recognized Credential: Enter the Industry-Recognized Credential name (e.g., Emergency Medical Technician-Basic)

Recognized Secondary Credential(s):

TSA	Precision Exam 510 - Construction Trades	Precision Exam 631 - CAD Architectural Design 1	Precision Exams 595E, 596, 597 - Welding
Work-based Learning	Career Readiness Seminar and Experience	STEP-Up Internships	Legacy, MN Building Trades Association

Licensure			
Certification	Multi-craft Core Curriculum - north America's Building Trades Union		
Industry-Recognized Credential	S/P2 Construction	S/P2 Welding	

Recognized Postsecondary Credentials

Enter the Recognized Postsecondary Credentials here:

- **Academic Award: Enter any or all academic awards (i.e., Certificate, Diploma, Degree)**
- **Work-based Learning: Enter the type of Work-based Learning and/or authentic work experiences present in the POS (e.g., Internship, Externship, Practicum, Clinical, and/or Cooperative Education)**
- **Licensure: Enter the appropriate licensure name (e.g., MN Residential Contractor License)**
- **Certification: Enter the appropriate certifications as applicable (e.g., ServSafe Food Handler, OSHA 10, Manufacturing Skills Standards Council, etc.)**
- **Industry-Recognized Credential: Enter the Industry-Recognized Credential name (e.g., Emergency Medical Technician-Basic)**

Note: Not all fields are required. At minimum, the academic award field should have an award identified.

Recognized Postsecondary Credential(s):

Academic Award	HVACR Generalist Certificate	Heating, Ventilation, Air Conditioning and Refrigeration Diploma	Heating, Ventilation, Air Conditioning and Refrigeration A.A.S.
Work-based Learning			
Licensure			
Certification			
Industry-Recognized Credential			

Other Assessments (only if not previously listed):

State-Recognized Required Components

Course standards accurately align to the academic, technical, and employability skills learners must master for entry and success in a given career pathway: Content standards, frameworks, and competencies that define what students are expected to know and be able to do to enter and advance in college and/or careers comprise the foundation of a POS.

Component is present?
- ◉ Yes
- ○ No

List of Evidence (if not present, enter "N/A")

Seven of the fourteen courses are aligned to TSA's. Three of the fourteen secondary course codes in the POS have an ACC agreement. There are a total of eight ACC agreements documented in CTECreditMN associated with those courses. Alignment with one industry recognized certificates,and two industry recognized credentials.

Program of study incorporates active involvement from an integrated network of partners: Ongoing relationships among education, business, and diverse community stakeholders bolster POS design, implementation, evaluation, and maintenance.

Component is present?

◉ Yes
○ No

List of Evidence (if not present, enter "N/A")

Use of three advisories - Minneapolis Career and Technical Education Consortium, Construction and Welding. Students at any high school in consortium are allowed to register for courses in all POS across consortium.   Three of the fourteen secondary course codes in the POS have an ACC agreement. There are a total of eight ACC agreements documented in CTECreditMN associated with those courses.

Secondary program(s) meets MDE program approval requirements and incorporate courses that lead to postsecondary credits/credentials: Secondary programs have appropriately licensed teachers, advisory committees, develop and ensure access to equitable student leadership opportunities, and provide career exploration activities leading to postsecondary credits/credentials.

Component is present?

◉ Yes
○ No

List of Evidence (if not present, enter "N/A")

All secondary teachers are captured under the CTE Levy. Use of three advisories - Minneapolis Career and Technical Education Consortium, Construction and Welding. Students at any high school in consortium are allowed to register for courses in all POS across consortium. There are a total of eight ACC agreements documented in CTECreditMN associated with those courses.

Postsecondary academic program meets Minnesota State board policy and Higher Learning Commission requirements: A cohesive arrangement of college-level credit courses and experiences, designed to accomplish predetermined objectives, lead to the awarding of a degree, diploma, or certificate.

Component is present?

◉ Yes
○ No

List of Evidence (if not present, enter "N/A")

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Materials, Equipment, and Resources: Facilities, equipment, technology, and materials used in the program of study reflect current workplace, industry and/or occupational standards and practices for installation, use, maintenance, and safety.

Component is present?

◉ Yes
○ No

List of Evidence (if not present, enter "N/A")

Comprehensive Local Needs Assessment completed in the 2019-2020 school year shows evidence that the consortium ensures facilities, equipment, technology, and materials used in the program of study reflect current workplace, industry and/or occupational standards and practices for installation, use, maintenance, and safety.

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Component is present?

◉ Yes
◯ No

List of Evidence (if not present, enter "N/A")

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Component is present?

◉ Yes
◯ No

List of Evidence (if not present, enter "N/A")

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Agriculture Centers of Excellence;

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- provide MPS students with the opportunity to immerse themselves in professional studies related to their personal career interests while preparing them for career success in the Twin Cities ever-evolving high tech, high skill, local/global economy.

Please score the form as either 1-"complete," or 0-"not complete" (Reviewer Only)

Additional Documentation

Additional documentation may be uploaded here. The required uploads are: Statements of Assurance, Secondary Supplemental Budget, and Consortium Consolidated Equipment Inventory. Statements of Assurance should be combined and uploaded as one single PDF. The remaining fields are available as needed if applicants have additional material to share.

Statements of Assurances (Attached as one large PDF file):
Statement-of-Assurances-Form-Fy21 Minneapolis Consortia - MPSandMCTCsigned

Secondary Supplemental Budget:
FY21 MINNEAPOLIS Secondary-Supplemental-Budget-Amplifund-Worksheet Revised 5.22.2020

Consortium Consolidated Equipment Inventory
FY21 Mpls Consortium Consolidated Inventory List

Additional Material
CLNA Employer Engagement Executive Summary - October 2019

Additional Material
Articulation_TSA Grids - SY20 - SY20 Career Pathway Grid w_ACC (1)

Additional Material:
Northside WorkForce Center In-Kind Info 5.4.2020

Additional Material:
Minneapolis

Additional Material:
Minneapolis Application Checklist FY21-22

Additional Material:
Mpls POS review

Additional Material

Additional Material:

Additional Material:

Please score the form as either 1-"complete," or 0-"not complete" (Reviewer Only)

Budget

Proposed Budget

	Grant Funded	Total Budgeted
B) Narrative 2: Programs of Study		
a. secondary personnel	$87,855.00	$87,855.00
b. secondary non-personnel	$172,767.42	$172,767.42
e. Postsecondary Personnel (Salary and Benefits)	$86,070.00	$86,070.00
f. Postsecondary Non-Personnel	$28,000.00	$28,000.00
Subtotal	**$374,692.42**	**$374,692.42**
C) Narrative 3: Workforce Innovation Opportunity Act (WIOA) and other workforce agencies		
f. Postsecondary Non-Personnel	$2,610.00	$2,610.00
Subtotal	**$2,610.00**	**$2,610.00**
D) Narrative 4: Integrated Academic and Technical Skills		
b. secondary non-personnel	$15,512.00	$15,512.00
e. Postsecondary Personnel (Salary and Benefits)	$75,000.00	$75,000.00
f. Postsecondary Non-Personnel	$29,700.00	$29,700.00
g. Postsecondary Equipment	$60,979.38	$60,979.38
Subtotal	**$181,191.38**	**$181,191.38**
E) Narrative 5: Special Populations		
e. Postsecondary Personnel (Salary and Benefits)	$36,800.00	$36,800.00
f. Postsecondary Non-Personnel	$77,000.00	$77,000.00
Subtotal	**$113,800.00**	**$113,800.00**
F) Narrative 6: Work-based Learning		
a. secondary personnel	$3,825.00	$3,825.00
b. secondary non-personnel	$109,473.00	$109,473.00
Subtotal	**$113,298.00**	**$113,298.00**
G) Narrative 7: Early College		
a. secondary personnel	$1,920.00	$1,920.00
b. secondary non-personnel	$6,555.93	$6,555.93
f. Postsecondary Non-Personnel	$5,500.00	$5,500.00
Subtotal	**$13,975.93**	**$13,975.93**
H) Narrative 8: Support to Professionals		
a. secondary personnel	$110,288.00	$110,288.00
b. secondary non-personnel	$4,200.00	$4,200.00

	Grant Funded	Total Budgeted
f. Postsecondary Non-Personnel	$49,510.00	$49,510.00
Subtotal	**$163,998.00**	**$163,998.00**

I) Narrative 9: Performance Gaps

	Grant Funded	Total Budgeted
e. Postsecondary Personnel (Salary and Benefits)	$9,500.00	$9,500.00
f. Postsecondary Non-Personnel	$5,759.00	$5,759.00
Subtotal	**$15,259.00**	**$15,259.00**

J) Narrative 10: Consortium Governance

	Grant Funded	Total Budgeted
a. secondary personnel	$67,830.31	$67,830.31
a. secondary personnel	$6,615.00	$6,615.00
b. secondary non-personnel	$37,327.58	$37,327.58
d. secondary admin	$21,263.28	$21,263.28
e. Postsecondary Personnel (Salary and Benefits)	$38,711.00	$38,711.00
f. Postsecondary Non-Personnel	$1,800.00	$1,800.00
h. Postsecondary Admin (5% max)	$27,797.00	$27,797.00
Subtotal	**$201,344.17**	**$201,344.17**

K) Narrative 11: Reserve Funds

	Grant Funded	Total Budgeted
a. secondary personnel	$21,199.98	$21,199.98
f. Postsecondary Non-Personnel	$21,199.98	$21,199.98
Subtotal	**$42,399.96**	**$42,399.96**
Total Proposed Cost	$1,222,568.86	$1,222,568.86

Proposed Budget Narrative

B) Narrative 2: Programs of Study

Create a budget line item for each of the following elements by copy/pasting each into the Name field. The 'Item Type' drop down may be left as is (Non-Personnel) for each individually created line item. a. Secondary Personnel (Salary and Benefits) b. Secondary Non-Personnel c. Secondary Equipment d. Secondary Admin (5% max) UFARS 895 e. Postsecondary Personnel (Salary and Benefits) f. Postsecondary Non-Personnel g. Postsecondary Equipment h. Postsecondary Admin (5% max)

b. secondary non-personnel

Materials and supplies in support of state-approved POS. Software, field trip transportation, participation fees

a. secondary personnel

Extended time and substitute teachers to upgrade curriculum in alignment with new size, scope, quality requirements. collaboration time between MPS and MCTC CTE staff, and CTE fieldtrips/worksite tours.

e. Postsecondary Personnel (Salary and Benefits)

Career Navigator position; guidance to HS students regarding programs of study; expand awareness/knowledge of career options

f. Postsecondary Non-Personnel

CTE events, summer camps, marketing, building pipelines to programs

C) Narrative 3: Workforce Innovation Opportunity Act (WIOA) and other workforce agencies

Create a budget line item for each of the following elements by copy/pasting each into the Name field. The 'Item Type' drop down may be left as is (Non-Personnel) for each individually created line item. a. Secondary Personnel (Salary and Benefits) b. Secondary Non-Personnel c. Secondary Equipment d. Secondary Admin (5% max) UFARS 895 e. Postsecondary Personnel (Salary and Benefits) f. Postsecondary Non-Personnel g. Postsecondary Equipment h. Postsecondary Admin (5% max)

f. Postsecondary Non-Personnel

Conference to expand and strengthen workforce and workforce agency connections

D) Narrative 4: Integrated Academic and Technical Skills

Create a budget line item for each of the following elements by copy/pasting each into the Name field. The 'Item Type' drop down may be left as is (Non-Personnel) for each individually created line item. a. Secondary Personnel (Salary and Benefits) b. Secondary Non-Personnel c. Secondary Equipment d. Secondary Admin (5% max) UFARS 895 e. Postsecondary Personnel (Salary and Benefits) f. Postsecondary Non-Personnel g. Postsecondary Equipment h. Postsecondary Admin (5% max)

b. secondary non-personnel

Purchase technical skill assessments in support of all state-approved POS. Precision Exams, NOCTI, Certiport

e. Postsecondary Personnel (Salary and Benefits)

Instructional Designer (75% of FT position) to support moving CTE courses to effective online/blended/distance formats.

g. Postsecondary Equipment

Equipment to bring CTE instruction to industry standards and, when needed, to support transition to online instruction

f. Postsecondary Non-Personnel

Educational teaching materials and software connected to emerging skills/knowledge in CTE programs

E) Narrative 5: Special Populations

Create a budget line item for each of the following elements by copy/pasting each into the Name field. The 'Item Type' drop down may be left as is (Non-Personnel) for each individually created line item. a. Secondary Personnel (Salary and Benefits) b. Secondary Non-Personnel c. Secondary Equipment d. Secondary Admin (5% max) UFARS 895 e. Postsecondary Personnel (Salary and Benefits) f. Postsecondary Non-Personnel g. Postsecondary Equipment h. Postsecondary Admin (5% max)

e. Postsecondary Personnel (Salary and Benefits)

35% of Career Services FT position; dedicated to supporting CTE career guidance/experiences focusing on special populations

f. Postsecondary Non-Personnel

Pedagogical training focused for special populations; zero-cost text program, CTE pipeline for ABE students

F) Narrative 6: Work-based Learning

Create a budget line item for each of the following elements by copy/pasting each into the Name field. The 'Item Type' drop down may be left as is (Non-Personnel) for each individually created line item. a. Secondary Personnel (Salary and Benefits) b. Secondary Non-Personnel c. Secondary Equipment d. Secondary Admin (5% max) UFARS 895 e. Postsecondary Personnel (Salary and Benefits) f. Postsecondary Non-Personnel g. Postsecondary Equipment h. Postsecondary Admin (5% max)

a. secondary personnel

Funds to support professional development for the expansion of Work-based Learning/Career exploration in middle school, high school, and adult basic education.

b. secondary non-personnel

Virtual Job Shadow access all students grades 6-12. Junior Achievement Guest Speaker Series grades 6-12. Experiential learning/career exploration bus transportation.

G) Narrative 7: Early College

Create a budget line item for each of the following elements by copy/pasting each into the Name field. The 'Item Type' drop down may be left as is (Non-Personnel) for each individually created line item. a. Secondary Personnel (Salary and Benefits) b. Secondary Non-Personnel c. Secondary Equipment d. Secondary Admin (5% max) UFARS 895 e. Postsecondary Personnel (Salary and Benefits) f. Postsecondary Non-Personnel g. Postsecondary Equipment h. Postsecondary Admin (5% max)

a. secondary personnel

Substitute teachers in support of CTE teachers to attend articulated college credit meetings with post-secondary institutions.

b. secondary non-personnel

Fees associated with state-wide articulated college credit (ACC) portal - CTE Credit MN, ACC meetings between secondary/postsecondary staff, postage and printing to send ACC letters to graduating seniors.

f. Postsecondary Non-Personnel

Support for articulation and concurrent enrollment agreements/pathways

H) Narrative 8: Support to Professionals

Create a budget line item for each of the following elements by copy/pasting each into the Name field. The 'Item Type' drop down may be left as is (Non-Personnel) for each individually created line item. a. Secondary Personnel (Salary and Benefits) b. Secondary Non-Personnel c. Secondary Equipment d. Secondary Admin (5% max) UFARS 895 e. Postsecondary Personnel (Salary and Benefits) f. Postsecondary Non-Personnel g. Postsecondary Equipment h. Postsecondary Admin (5% max)

b. secondary non-personnel

Registration fees associated with local, regional and national conferences. Professional development registration fees.

a. secondary personnel

Extended time and substitute teachers to support CTE teacher participation in professional development and

attendance at local, regional and national conferences. Perkins TOSA 1.0FTE

f. Postsecondary Non-Personnel

Training for effective online teaching, for career service staff, software training.

I) Narrative 9: Performance Gaps

Create a budget line item for each of the following elements by copy/pasting each into the Name field. The 'Item Type' drop down may be left as is (Non-Personnel) for each individually created line item. a. Secondary Personnel (Salary and Benefits) b. Secondary Non-Personnel c. Secondary Equipment d. Secondary Admin (5% max) UFARS 895 e. Postsecondary Personnel (Salary and Benefits) f. Postsecondary Non-Personnel g. Postsecondary Equipment h. Postsecondary Admin (5% max)

e. Postsecondary Personnel (Salary and Benefits)

Paraprofessional to target and support students struggling in Architectural Technology programs

f. Postsecondary Non-Personnel

Materials to improve student initial program success through career assessment

J) Narrative 10: Consortium Governance

Create a budget line item for each of the following elements by copy/pasting each into the Name field. The 'Item Type' drop down may be left as is (Non-Personnel) for each individually created line item. a. Secondary Personnel (Salary and Benefits) b. Secondary Non-Personnel c. Secondary Equipment d. Secondary Admin (5% max) UFARS 895 e. Postsecondary Personnel (Salary and Benefits) f. Postsecondary Non-Personnel g. Postsecondary Equipment h. Postsecondary Admin (5% max)

d. secondary admin

InDirecc\t - UFARS 895

b. secondary non-personnel

Attendance at local, regional and national CTE meetings, conferences, and professional development trainings in support of state-approved POS and Perkins V requirements. RTT Advisory coordination and support.

a. secondary personnel

FRINGE for all personnel related expenses.

e. Postsecondary Personnel (Salary and Benefits)

Perkin's coordinator - .5 FTE position

f. Postsecondary Non-Personnel

Support for Consortia meeting costs, trainings, local conferences

h. Postsecondary Admin (5% max)

Administrative/business support for Consortia plan

a. secondary personnel

Advisory participation, coordination, inventory management, and other Perkins V required POS activities and

duties.

K) Narrative 11: Reserve Funds

Reserve Funds: Create a budget line item for each of the following elements by copy/pasting each into the Name field. The 'Item Type' drop down may be left as is (Non-Personnel) for each individually created line item. a. Secondary Personnel (Salary and Benefits) b. Secondary Non-Personnel c. Secondary Equipment d. Secondary Admin (5% max) UFARS 895 e. Postsecondary Personnel (Salary and Benefits) f. Postsecondary Non-Personnel g. Postsecondary Equipment h. Postsecondary Admin (5% max)

a. secondary personnel

Distance Learning/Technology Integration

f. Postsecondary Non-Personnel

Additional instructor training for effective transition of CTE courses into successful online/blended/distance models