



Minneapolis Consortium

Prepared by Minneapolis Consortium
for Minnesota State FY23-24 Strengthening Career and Technical Education for the 21st Century Act (Perkins V)

Submitted by Paul Klym

Submitted on 06/07/2022 5:09 PM Central Standard Time

Opportunity Details

Opportunity Information

Title

FY23-24 Strengthening Career and Technical Education for the 21st Century Act (Perkins V)

Description

THE APPLICATION OPENS MARCH 15, 2022.

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.

Awarding Agency Name

Minnesota State

Agency Contact Name

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Opportunity Manager

Karl Ohm

Assistance Listings Number

84.048A

Public Link

<https://www.gotomygrants.com/Public/Opportunities/Details/f24b4a02-9bbc-42b1-9966-386a5544efcd>

Award Information

Award Period

07/01/2022 - 06/30/2023

Submission Information

Submission Window

Closes 10/01/2022 9:00 PM

Technical Assistance Session

Technical Assistance Session

No

Eligibility Information

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

Minneapolis Consortium

Award Requested

\$1,392,130.77

Total Award Budget

\$1,392,130.77

Primary Contact Information

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Project Description

Consortium Membership List

Consortium Membership List

Consortium Membership

List the college(s) and all of the secondary school districts and charter schools in your consortium. Please use the full, legal name for each entity.

Narrative 1: Comprehensive Local Needs Assessment (CLNA)

CLNA Results

Upload a completed copy of the Comprehensive Local Needs Assessment (CLNA) Framework document and provide the following information in the space below:

- A brief summary of the overall results of your consortium's CLNA, including a high-level description of the process used to gather and review data and the resulting conclusions that drive the strategies identified in the local application;
- Identify priorities from your CLNA that will be supported by Perkins funding.

[Download a .doc CLNA Framework Template](#)

Enter response to CLNA here:

The Minneapolis Consortium over the next two to four years, in alignment with information collected from our FY22 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, which for FY23 will include creating learning environments with high quality equipment to industry standards, adequate for class sizes and student practice.

Highlight of Consortium Projects. Data from the Consortia's 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
- Faculty from both institutions will meet to discuss and develop a course focusing on allied healthcare careers as well as nursing career preparation
- Redesign of secondary healthcare lab space for better utilization of virtual simulation equipment and projected program expansion capacity
- Incorporate additional opportunities for high school students to learn about finance and marketing concepts in our **business/administrative support** program of study
- Continue development of the **agriculture** program of study at MPS with the support of our industry partners and the Minnesota Agriculture Centers of Excellence
- Continue expansion of new **law and public safety** programming aligned to Minneapolis College School of Public and Human Service programs
- Minneapolis College will continue efforts to increase awareness of criminal justice programs and careers
- MPS will continue to review the school district's investment in the web & digital communications program of study with thoughts toward downsizing and realignment to include visual arts and creative media production.
- Minneapolis College will continue to monitor success of its 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
- Continue **education** career pathways through Minneapolis College concurrent enrollment courses at MPS
- Expand the capacity of the **aircraft maintenance** program at Minneapolis College and create intentional connections to MPS engineering, manufacturing, and technology programs with a goal of forming a state-recognized program of study
- Promote student success for 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
- 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

- Centralize CTE opportunities through the creation of three (3) **CTE Tech Centers** alleviating historical inequitable access to all MPS CTE programs of study; 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
- Incorporate Virtual Job Shadow **career exploration activities** in all middle schools, high schools, contract alternative programs and adult basic education.
- Continue to implement the expansion of 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, radio 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

Check which use(s) of funds in section 135 of Perkins V are supported under this narrative:

- 1. Provide career exploration and career development activities through an organized, systematic framework designed to aid students, including in the middle grades, before enrolling and while participating in a CTE program, in making informed plans and decisions about future education and career opportunities.
- 2. Provide professional development for teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals.
- 3. Provide within CTE the skills necessary to pursue career in high-skill, high-wage, or in-demand industry sectors or occupations.
- 4. Support integration of academic skills into CTE programs and programs of study.
- 5. Plan and carry out elements that support the implementation of CTE programs and programs of study and that result in increasing student achievement on performance indicators.
- 6. Develop and implement evaluations of the activities carried out with funds under this part, including evaluations necessary to complete the local needs assessment and the local report.
- Not Applicable

Upload your completed CLNA Framework

FY23-24 Perkins-V-CLNA-Reporting-Framework 4.22.2022.pdf

Narrative 2: Programs of Study

Programs of Study Narrative

Upload a completed copy of the S-R POS (State-Recognized Programs of Study) – Funding POS spreadsheet document.

Additionally, provide the following information in the space below:

- For each S-R POS and any POS that you are funding, briefly summarize how their inclusion in this application is supported by the results of your consortium’s CLNA and the specific actions you will take to support them.
- Identify any new courses/programs or programs of study in development within your consortium (if any; these would not appear on the spreadsheets as they are not yet POS). How does the development of these courses/programs or programs of study align with the top priorities identified in your CLNA?
- What specific actions will be taken to both inform special populations about POS opportunities and to also increase their participation in Career and Technical Education programs?

NOTE: Consortia must identify at least six state-recognized programs of study that represent at least four different career fields and with no more than one brokered with institutions outside the consortium. [Go to Perkins Operational Handbook, page 18.](#)

Enter your responses to Narrative #2 in the space provided below:

Minneapolis Consortium Funded Programs of Study

MPS	Mpls College	State-Recognized Program of Study	Budget Narrative
x		ALL - RESERVE FUND	WIDA and disciplinary literacy training for all CTE teachers in support of learning strategies for English Language Learners.
	x	ALL - RESERVE FUND	Development of CTE courses to provide fundamental knowledge of the cooresponding program of study in terms of vocabulary and skills for success in the program.
WORK-BASED LEARNING expenses are in support of all CTE programs of study outlined in the secondary budget.			
MPS	Mpls College	State-Recognized Program of Study	Budget Narrative
x		ALL: WORK-BASED LEARNING	Work-Based Learning/Career Exploration for grades 6-12, plus Transition Plus and Adult Basic Education
RealTime Talent CLNA findings for INFORMATION TECHNOLOGY:			
- In its 10-year pessimistic forecast, categorized by career cluster, RealTime Talent predicts a growth rate of 7.3 percent for arts, audio/video technology and communications occupations. - Average wages in this career cluster for 2020 were \$64,400. - In 2021Q1, 101,808 positions in all of the arts, communication and information sectors were estimated for the metro area. RealTime Talent forecasts a growth to approximately 102,000 positions within a three year period. - Median wage for Program software and development in the U.S. was reported at \$110,140 in 2020, according to the U.S. Bureau of Labor Statistics. RealTime Talent uses \$67,700 as the bar to categorize a career as high wage.			
MPS	Mpls College	State-Recognized Program of Study	Budget Narrative
x		POS 2: INFORMATION TECHNOLOGY	Professional Development aligned to industry technical knowledge and skills
x		POS 2: INFORMATION TECHNOLOGY	Remote proctoring of technical skill assessments aligned to college credit

RealTime Talent CLNA findings for VISUAL ARTS:

- In its 10-year pessimistic forecast, categorized by career cluster, RealTime Talent predicts a growth rate of 7.3 percent for arts, audio/video technology and communications occupations.
- Average wages in this career cluster for 2020 were \$64,400.
- In 2021Q1, 101,808 positions in all of the arts, communication and information sectors were estimated for the metro area. RealTime Talent forecasts a growth to approximately 102,000 positions within a three year period.
- Graphic arts and photography programs would lead to gateway occupations, according to RealTime Talent. Median wage for graphic artists in the U.S. was reported at \$57,380 in 2020, according to the U.S. Bureau of Labor Statistics. RealTime Talent uses \$67,700 as the bar to categorize a career as high wage.

MPS	Mpls College	State-Recognized Program of Study	Budget Narrative
x	x	POS 3: VISUAL ARTS	Purchase of updated industry-grade equipment and software for Visual Arts Program
	x	POS 3: VISUAL ARTS	Increased promotion for students and parents highlighting opportunities to prepare for a career in visual arts.
	x	POS 3: VISUAL ARTS	A purchase of LED lighting to industry standards allowing students to expand size/scope of projects to the level of commercial use in the photography and motion program.

RealTime Talent CLNA findings for ENGINEERING & TECHNOLOGY - ARCHITECTURE & DESIGN:

- In its 10-year pessimistic forecast, categorized by career cluster, RealTime Talent predicts a growth rate of 3.9 percent for architecture and construction.
- Average wages in the architecture and construction sector for 2020 were \$70,400.
- In 2021Q1, 394,037 positions in all of the engineering, manufacturing and technology sectors were estimated for the metro area. RealTime Talent forecasts a growth to approximately 395,000 positions within a three year period.
- Architectural and Engineering positions are considered high-wage, high-need and high-skill by RealTime Talent.

MPS	Mpls College	State-Recognized Program of Study	Budget Narrative
x	x	POS 4: ENGINEERING & TECHNOLOGY	Purchase of updated training equipment for Engineering & Technology Program
x		POS 4: ENGINEERING & TECHNOLOGY	Professional Development aligned to industry technical knowledge and skills
x		POS 4: ENGINEERING & TECHNOLOGY	Remote proctoring of technical skill assessments aligned to college credit
	x	POS 4: ENGINEERING & TECHNOLOGY	Increased promotion for students and parents highlighting opportunities to prepare for a career in architecture and construction.
	x	POS 4: ENGINEERING & TECHNOLOGY	A second-year position for an Architectural Technology lab tutor to help students at Minneapolis College who struggle with some of the skills or who need extra practice to successfully complete the program. (Narrative 9)
	x	POS 4: ENGINEERING & TECHNOLOGY	Computer monitors to increase capacity for the new and growing Architectural Virtual Reality and Rendering certificate program at Minneapolis College.
x		POS 5: CONSTRUCTION	Purchase of updated training equipment and software for Construction Program

RealTime Talent CLNA findings for MANUFACTURING:

- In its 10-year pessimistic forecast, categorized by career cluster, RealTime Talent predicts a growth rate of 1.5 percent for manufacturing.
- Average wages in the manufacturing sector for 2020 were \$52,500.
- In 2021Q1, 394,037 positions in all of the engineering, manufacturing and technology sectors were estimated for the metro area. RealTime Talent forecasts a growth to approximately 395,000 positions within a three year period.
- The apparel technology program at Minneapolis College also falls under this program of study for manufacturing. External data shows apparel technology positions can include work such as operation of fabric cutting machinery or sewing machines. While evidence does not indicate these jobs as high need or high salary, the college's apparel technology program trains students in the direction of fashion design. The college puts on a highly popular fashion show each year and refers to students as designers. Common end goal careers at the close of the program include fashion designer, fashion/visual merchandiser and brand ambassador. RealTime Talent refers to fashion designers as a target occupation in the metro area, as high demand, high skill and high salary.

MPS	Mpls College	State-Recognized Program of Study	Budget Narrative
x	x	POS 6: MANUFACTURING	Support services and updated training equipment and software for Manufacturing/Welding/Apparel Program
	x	POS 6: MANUFACTURING	Increased promotion for students and parents highlighting opportunities to prepare for a career in manufacturing production.
	x	POS 6: MANUFACTURING	A purchase of new welding machines to increase capacity and the learning experience for welding students at Minneapolis College. Currently students in full classes need to share welding machines. The increased number of machines will allow students to work individually, gaining more time on the machine, increased practice and a more efficient process for learning skills
	x	POS 6: MANUFACTURING	A first-year position for an Apparel Technology lab tutor to help students at Minneapolis College who struggle with some of the skills or who need extra practice to successfully complete the program. (Narrative 9)

RealTime Talent CLNA findings for TRANSPORTATION, DISTRIBUTION and LOGISTICS:

- In its 10-year pessimistic forecast, categorized by career cluster, RealTime Talent predicts a growth rate of 12 percent for transportation, distribution and logistics.
- Average wages in the transportation, distribution and logistics sector for 2020 were \$52,800.
- In 2021Q1, 394,037 positions in all of the engineering, manufacturing and technology areas were estimated for the metro area. RealTime Talent forecasts a growth to approximately 395,000 positions within a three year period.
- Automotive Service Technicians and Mechanics are considered gateway occupations by RealTime Talent as high skill occupations. The aircraft maintenance technician career is considered a target occupation, as a high-skill, high-wage and high-demand career.

MPS	Mpls College	State-Recognized Program of Study	Budget Narrative
x		POS 7: AUTO-COLLISION	Purchase of updated training equipment for Auto-Collision Repair Program
x		POS 7: AUTO-MLR	Purchase of updated training equipment and software for Auto-Maintenance Light Repair Program
	x	POS 7: AIRCRAFT MAINTENANCE	Purchase of updated training equipment for the Aircraft Maintenance Technician program
	x	POS 7: AIRCRAFT MAINTENANCE	Increased promotion for students and parents highlighting opportunities to prepare for a career in transportation, distribution and logistics occupations.
	x	POS 7: AIRCRAFT MAINTENANCE	Aircraft training systems driven by new FAA regulations.

RealTime Talent CLNA findings for HEALTHCARE:

- In its 10-year pessimistic forecast, categorized by career cluster, RealTime Talent predicts a growth rate of 11.9 percent for health science.
- Average wages in the health science sector for 2020 were \$80,500.
- In 2021Q1, 159,600 positions in all health science technology positions were estimated for the metro area. RealTime Talent forecasts a growth to 162,500 positions within a three year period.
- The predicted annual growth rate for the health science career cluster is 396 positions.
- RealTime Talent predicts the top talent shortages in the metro area for business in the next 10 years will be for general operations managers (avg salary of \$130,000), financial managers (avg. salary of \$151,000) and project management specialists/business operations specialists (\$80,600).
- The human services sector is expected to grow by approximately 5,000 in the next three years.

MPS	Mpls College	State-Recognized Program of Study	Budget Narrative
x		POS 8: THERAPEUTIC SERVICES	Healthcare simulation software and equipment
x		POS 8: THERAPEUTIC SERVICES	Technical Skill Assessments
	x	POS 8: THERAPEUTIC SERVICES	Increased promotion for students and parents highlighting opportunities to prepare for a healthcare career
	x	POS 8: THERAPEUTIC SERVICES	Equipment purchases to ensure learning experiences conform to industry standards.

RealTime Talent CLNA findings for LAW ENFORCEMENT SERVICES

- In its 10-year pessimistic forecast, categorized by career cluster, RealTime Talent predicts a growth rate of 6.3 percent for law, public safety corrections and security positions with a need of 80 new officers each year for the next 10 years.
- Average wages of Minnesota police and sheriff's patrol officers in 2021 was \$76,960 - \$102,920.
- RealTime Talent predicts the greatest talent shortage in law enforcement services will be for firefighters, police and sheriff's patrol officers, and lawyers.
- The human services sector is expected to grow by approximately 5,000 in the next three years.
- The average salary for law enforcement officers is listed as \$82,700.

MPS	Mpls College	State-Recognized Program of Study	Budget Narrative
x	x	POS 9: LAW ENFORCEMENT SERVICES	Purchase of updated training equipment for Law & Public Safety Program
	x	POS 9: LAW ENFORCEMENT SERVICES	Increased promotion for students and parents highlighting opportunities to prepare for a healthcare career

RealTime Talent CLNA findings for BUSINESS MANAGEMENT

- In its 10-year pessimistic forecast, categorized by career cluster, RealTime Talent predicts a growth rate of 0.5 percent for business, management and administration.
- Average wages in the business management career cluster for 2020 were \$72,300.
- In 2021Q3, Real Time Talents anticipates an annual demand in this sector of 6,926 positions in the City of Minneapolis.
- The predicted annual growth rate for the business management career cluster is 35 positions.
- RealTime Talent predicts the top five talent shortages in the City of Minneapolis related to business management over the next 10 years will be financial managers (\$153,800), general and operations managers (\$135,100), management analysts (\$103,900), project management specialists (\$82,600), and market research analysts (\$83,300).

MPS	Mpls College	State-Recognized Program of Study	Budget Narrative
x		POS 10: BUSINESS MANAGEMENT	Technical Skill Assessments
x		POS 10: BUSINESS MANAGEMENT	Business simulation software
	x	POS 10: BUSINESS MANAGEMENT	Increased promotion for students and parents highlighting opportunities to prepare for a healthcare career

The funded items below are in support of all programs of study identified in the secondary budget.

x		ALL	Fringe related to reserve teachers, extended time and TOSAs
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x		ALL	In-State and Out-State Conferences
x		ALL	InDirect Expenses (maximum 5%)
x		ALL	Reserve Teachers, Extended Time and TOSA support for professional development and quality implementation of all SRPOS.
x		ALL	Contracted Services to support articulated college credit agreements, marketing and community engagement to create equitable access to CTE opportunities, career exploration, updated and innovative equipment and virtual field trips and industry connections for all SRPOS.
x		ALL	Transportation for field trips and experiential learning
x		ALL	Purchase of updated or innovative equipment in support of all programs of study.

Developing programs of study

- The Minneapolis Consortia is dedicating time and efforts to develop a pathway into the aircraft maintenance technician program at Minneapolis College. Currently this stands as a POS under facility and mobile equipment maintenance. The development work for this program will create it as an SRPOS under the same career field, cluster and pathway trajectory, leveraging motor repair, electrical and welding skills students learn at MPS. RealTime Talent lists aircraft maintenance as a target occupation with high wage, high demand and high skill characteristics.
- While not likely to become a SRPOS, the Minneapolis Consortia has targeted environmental science as an area that merits strengthened connections. RealTime Talent projects an 8 percent shortfall for environmental scientists within the next 10 years. Potential ties include concurrent enrollment opportunities, classroom visits and efforts to increase awareness for career opportunities.
- Similarly, the Consortia hopes to respond to the CLNA-reported need in human services by creating stronger relationships in related programs, even though these are not likely to become SRPOS pathways. RealTime Talent projects a 44 percent shortfall in social work and a 66 percent shortfall in various specialized counseling areas within the next 10 years. Activities would focus on building faculty relationships at both institutions in gateway courses such as psychology and communications.
- The Consortium will expand its Facility and Mobile Equipment Maintenance SRPOS to include power sports equipment, bicycle and e-bike repair to improve alignment and possible articulated credit with Minneapolis College's new bicycle maintenance program.
- MPS and Minneapolis College have developed a pathway into Education, though not managed as part of the district's CTE programming. The pathway has been successful in helping students explore education as a career and earn up to 15 concurrent enrollment credits toward a future program of study in education.
- Similarly, a certificate program as a personal trainer and group exercise leader has been developed at Southwest High School, with plans to expand to Henry High School. The program, offered through the schools' physical education programs, is based on concurrent enrollment credits.

POS awareness

- As mentioned for each of the programs of study, the Minneapolis Consortia intends to invest in efforts to increase community awareness of career opportunities. Examples include:

-

Minneapolis College will create a series of videos highlighting the different programs of study and career benefits

- Minneapolis College will utilize geofencing to target messaging to identified populations, including those likely to be categorized as special populations.
- Develop other social media and specific digital messaging to target underrepresented students and special populations and increase their access to CTE programs.
- Create a video campaign aimed at program completion to encourage CTE students to identify barriers for completion and seek support to finish their programs of study.
- Minneapolis College will fund open houses, formerly called Info Nights, dedicated to spreading information about various CTE programs to interested and curious attendees. The college will promote the open houses to the community and intends to add more interactive features to the informational programs.
- After much anticipation, the college is excited to revive summer camps intended to give middle and high school-age students the opportunity for hands-on projects and learning in a variety of career fields. The camps are purposely inclusive of low-income students by charging a fee of only \$15. FY22 monies funded pre-camp registration and supply acquisition costs. FY23 monies will fund camp personnel and camp activity costs for summer 2022, and then pre-camp registration and supplies in anticipation of summer 2023. Camps will be offered for these programs in Summer 2022, with the possibility of growing into other programs for Summer 2023:
 - Graphic Design
 - Architectural Technology
 - Photography and Motion
 - Apparel Technology
 - Education
 - Early Childhood Education
- A new position description has been developed for a Minneapolis College Career Exploration Coordinator who will help prospective students, including middle and high school, concurrent enrollment, and PSEO initially explore major and career options at Minneapolis College. This individual will engage students early on the onboarding process, as well as providing incoming students career assessments and exploration support. This position aligns with the enrollment goals (SEM) of engaging students early in the onboarding process to declare a major. This coordinator will help incoming students by providing them with career assessments and exploration support to guide them into program pathways that align with their interests and goals. This position also supports goals for Narratives 7 and 9. This position has been revised from a previous career navigator position and approved as a new position needing a new PCN number.
- Minneapolis College will continue to support the transition of its highly popular Fashion Show into a live virtual event as well as an in-person event. In FY22, Perkins funding helped support the many new technological equipment and processes needed for this transition. The department believes that one more year of support will make the transition complete. As indicated above, students in the college's Apparel Technology program are primarily designers and work in many facets of the fashion industry.

Check which use(s) of funds in section 135 of Perkins V are supported under this narrative:

1. Provide career exploration and career development activities through an organized, systematic framework

designed to aid students, including in the middle grades, before enrolling and while participating in a CTE program, in making informed plans and decisions about future education and career opportunities.

- 2. Provide professional development for teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals.
- 3. Provide within CTE the skills necessary to pursue career in high-skill, high-wage, or in-demand industry sectors or occupations.
- 4. Support integration of academic skills into CTE programs and programs of study.
- 5. Plan and carry out elements that support the implementation of CTE programs and programs of study and that result in increasing student achievement on performance indicators.
- 6. Develop and implement evaluations of the activities carried out with funds under this part, including evaluations necessary to complete the local needs assessment and the local report.
- Not Applicable

Upload your S-R POS - Funding POS spreadsheet document here.

FY23 FINALMinneapolis Consortium SRPOS and Funding Priorities-6.7.2022.xlsx

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

WIOA Narrative

Describe the CTE activities the consortium will provide to students and adult learners in collaboration with local workforce development boards and agencies. These could include:

- Career exploration and career development activities
- Career information related to high-skill, high-wage, or in-demand industry sectors as identified by the comprehensive local needs assessment
- Career guidance and academic counseling
- Work-based learning or apprenticeship opportunities
- Pre-Employment Transition Services (Pre-ETS) with Vocational Rehabilitation Services (DEED VRS) and adult education programs
- Partnerships that prepare all special populations for successful transition to postsecondary and/or employment

Enter response below.

Minneapolis Public Schools will expand work-based learning opportunities with Adult Basic Education (ABE) and Transition Plus 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 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 to assist them 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, provide access to Virtual Job Shadow career exploration resources to Adult Basic Education staff and students.

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. Students at Transition Plus have access to college credit-bearing opportunities through an articulation agreement and the information technology program of study.

800 West Broadway - North Minneapolis Workforce Center. Minneapolis Public Schools Adult Basic Education (and by extension MPS CTE), the NorthPoint Health and Wellness Center, and the Minnesota Department of Employment and Economic Development Careerforce Center are co-located at 800 West Broadway. As the three (3) core tenants of this building their programs are aligned to bring together employment services, education, health care, and community services under one roof to increase employment, educational opportunities, and access to an array of healthcare services. MPS CTE TOSAs and the Director of CTE provide coordination and program input associated with Career Readiness and Experiential learning for the adult students pursuing their GED. The Director of CTE also works closely with the Adult Basic Education team identifying opportunities for collaboration with an approximate in-kind value of \$8,000 dollars. (See attached file for shared costs and additional ABE-related in-kind costs that lend value to our CTE work.)

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.

At Minneapolis College, WIOA programming is conducted through the Continuing Education and Workforce Development

department, though other college administrators do attend meetings and give guidance.

In addition, the Career Services department at the college works with industry to help match students with internship opportunities. Last year, it arranged 52 internships, as well as 42 volunteer opportunities. It was noted that many companies had canceled internship openings last year during the pandemic, making the numbers lower than usual. The Perkins grant supports the Assistant Director of Career Services, who does assist with some of the internships. Several CTE departments require internships as part of their program of studies and in those cases, faculty and staff from those departments are normally the ones who help facilitate the internships.

Check which use(s) of funds in section 135 of Perkins V are supported under this narrative:

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- 2. Provide professional development for teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals.
- 3. Provide within CTE the skills necessary to pursue career in high-skill, high-wage, or in-demand industry sectors or occupations.
- 4. Support integration of academic skills into CTE programs and programs of study.
- 5. Plan and carry out elements that support the implementation of CTE programs and programs of study and that result in increasing student achievement on performance indicators.
- 6. Develop and implement evaluations of the activities carried out with funds under this part, including evaluations necessary to complete the local needs assessment and the local report.
- Not Applicable

Narrative 4: Integrated Academic and Technical Skills

Integrated Academic and Technical Skills Narrative

Based on the data analysis conducted as part of your CLNA, describe the strategies your consortium will employ to improve the integration of rigorous content aligned with challenging academic standards into CTE programs:

- How will your consortium bring CTE, core academic, and postsecondary instructors together for planning to improve the academic and technical skills of students?
- How will your consortium inform districts and postsecondary institutions about opportunities to integrate academic standards into CTE frameworks/industry standards?
- How do your efforts constitute a well-rounded education as defined by ESEA: "courses, activities, and programming in subjects...with the purpose of providing all students access to an enriched curriculum and educational experience" (Section 8101(52) of Perkins Guide, p. 224)?

Enter your response here:

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 between 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. In support of Minnesota Statute 120B.024 CREDITS our two-year plan is to increase access to 1) Language Arts through work-based learning and visual arts program, physics credit through our engineering program, and life science credit through our agriculture program of study; and 2) establishing credit equivalency for coursework in our business program of study to be counted towards the state graduation requirement to complete .5 credit of economics. 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. Several of these are found under Narrative 2. Examples include:

- Updated Adobe Creative Cloud for Web & Digital Design students.
- Automotive diagnostic software to troubleshoot and identify repair recommendations.
- Safety training software aligned to needs in the Automotive, Construction and Manufacturing programs.
- Simulation software that will allow students to create and navigate realistic workplace scenarios and companies.
- Allied Health certification curricular resources (i.e. pharmacy tech, patient care technician)

Professional development and related SRPOS support. MPS will utilize two (2) CTE TOSAs to support innovative changes and

increase efficiencies to our state-recognized programs of study including but not limited to: curriculum review, infusion of work-based learning opportunities, recruitment and retention of teachers and students, increased technology integration and virtual simulations aligned to short-term industry recognized certifications, credentials and/or college credit, and professional development for teachers and administrators. This investment 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. **Funding for both TOSA positions is listed under Narrative 2: Programs of Study within the secondary budget because each position is designed to target multiple areas of teacher need that will improve the overall quality of all secondary programs of study including technical skill development of students.**

Online curriculum design. Minneapolis College will partially fund an online instructional curriculum position for the second year. This is funded at 75 percent, as the majority of work is done with CTE courses. The curriculum designer works with faculty to design effective CTE classes in an online format, integrating academic and technical skills. The need for this position has been clear. The number of students in online courses jumped from 4,869 students in FY20 to 8,927 in FY21, representing 94 percent of the student headcount. Data for FY22 is expected to decline as on campus restrictions have eased. However, prior to the COVID pandemic, the college had been seeing increasingly higher numbers of online students, and the number is expected to remain significantly higher than pre-pandemic years as the college offers significantly more online sections.

Digital Badging. The Assistant Director of Career Services position was rewritten last year to oversee the college's new digital badge program, which allows students to integrate all of their academic and technical abilities and competencies into a graphical representation based on a verifiable description of the knowledge and activities required to earn it. Digital badges can be aligned with industry standards and provide an opportunity for employers to take a deeper dive into their candidate pools. It also helps students recognize and appreciate the intersection of academic and technical skills. Minneapolis College used Perkins funds to kick off this program in FY22, and will continue to fund the oversight for the program through the assistant director position at 35 percent.

Communication about academic integration opportunities. The Minneapolis Consortia partners work seamlessly with academic departments within their institutions, both sharing and learning about opportunities for teacher training to integrate academic and technical skills. External opportunities for training and curriculum updating also are widely shared. Communication is eased for the Minneapolis Consortia by virtue of having one district and one postsecondary institution.

Check which use(s) of funds in section 135 of Perkins V are supported under this narrative:

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- 3. Provide within CTE the skills necessary to pursue career in high-skill, high-wage, or in-demand industry sectors or occupations.
- 4. Support integration of academic skills into CTE programs and programs of study.
- 5. Plan and carry out elements that support the implementation of CTE programs and programs of study and that result in increasing student achievement on performance indicators.
- 6. Develop and implement evaluations of the activities carried out with funds under this part, including evaluations necessary to complete the local needs assessment and the local report.
- Not Applicable

Narrative 5: Special Populations

Special Populations Narrative

Describe the specific, coordinated actions and efforts your consortium will take to:

- Address the barriers to access and success for special populations within CTE programs identified in your CLNA; include a description of how these barriers were identified.
- Prepare special populations for high-skill, high-wage, or high-demand occupations that will lead to self-sufficiency.
- Develop new initiatives to better prepare CTE participants for non-traditional fields.
- Ensure members of special populations will not be discriminated against.

Enter response below:

Equitable Access. Based on both the Minneapolis Public Schools (MPS) Comprehensive District Design (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, MPS plans to (as outlined in Narrative 1) pursue the the creation of three (3) districtwide Career and Technical Education (CTE) centers plus expansion of online CTE courses available to all 9-12th grade students in our comprehensive and contract alternative high schools. Construction will begin Summer 2022 on the first Technology Center to be co-located at North High School with the Southeast and Northeast Technology Centers still in the capital planning stage, architectural design and infrastructure review and projected to open within the next two to four years. The North CTE Technology Center will house our Engineering and Robotics, Visual Arts, Computer Science, and Creative Media Production (formerly radio broadcasting) programs of study and act as an open campus setting for all MPS high school students to access beginning Fall 2023. 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 be compelling enough to transcend any perceived bias of location and logistics.

MPS also plans to invest in WIDA training and disciplinary literacy for teachers and counselors to develop and provide proven tools and support to help multilingual learners succeed in each of our CTE programs of study; expanded career exploration opportunities for students in grades 6-12 and Adult Basic Education; and increase access to CTE courses via online learning opportunities; and pilot a concept to have designated ELL educational support specialists in three (3) of our CTE locations starting in Fall 2023 through theFY25 using ESSER III funding. The focus of these positions is to assist students in CTE classrooms with educational programs and assignments, provide assistance to CTE Teachers to co-create lessons aligned with WIDA and disciplinary literacy strategies for multilingual and English Learners, and assist CTE students with after-school and special education programs, and special events.

MPS will also invest \$83+ million over the next three years in non-Perkins funding to reconfigure existing MPS buildings and infrastructure.

Using general funds, Minneapolis College is investing in a comprehensive online orientation process that will be much more user-friendly and intuitive than current online orientation materials. This platform allows the college to use "sub"-orientations, which includes specified orientations for specific populations such as English language learners.

Another initiative using general funds includes a new communications system that allows the college to send much more targeted and streamlined information to specific groups of students, ensuring the right information regarding programs, support and progress is sent to the right populations. These more focused emails will receive better attention since the students will not, at the same time, be bombarded with information that is not relevant to their student status or progress.

Minneapolis College will use Perkins funds to hire a coach for English language learners in the Health Sciences programs of study. This population faces particular changes with the advanced vocabulary and medical terminology in their respective courses. This position will work through the college's Academic Success Center.

Check which use(s) of funds in section 135 of Perkins V are supported under this narrative:

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- Not Applicable

Narrative 6: Work-based Learning

Work-based Learning Narrative

Work-Based Learning is a required component of State Recognized Programs of Study. Consortia are strongly encouraged to invest financial resources to proactively address the expansion of work-based learning opportunities.

Provide the following information in the space below:

- Describe the experiential learning opportunities provided to students enrolled in CTE programs at the secondary and postsecondary levels.
- Describe the work-based learning programs available to students which support the consortium's secondary program quality accountability measure.
- Describe how your consortium will partner with employers to develop or expand work-based learning programs for all CTE students, including special populations at both the secondary and postsecondary levels.
- Based on the most recent data, many consortia are close to improvement plan status at the secondary level. Describe how your consortium will invest financial resources to increase work-based learning opportunities.

NOTE: In Minnesota, work-based learning serves as a program quality indicator at the secondary level. Data for this indicator is collected from students enrolled in a Work Experience course (course code 97) that provides at least 40 hours of work experience. Experiential learning activities such as career fairs and job shadows, are not captured in the performance indicator data.

Enter your response here:

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. An example of this is a project to create alignment of MPS AVID (Advancement via Individual Determination) literacy and career preparedness strategies with the CTE WBL career readiness course work. Other opportunities for alignment exist between MPS and My Life Plan/Naviance, City of Minneapolis STEP-UP program, Career and Technical Education (CTE) courses, GEAR-UP, 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 (with expansion to Adult Basic Education) 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.

Virtual Job Shadow will be used to increase both participants and concentrators in alignment with State Determined Performance Level indicator 5S3 Program Quality: Work-Based Learning; provide a continuous set of data for use in completing and updating Element #5: Progress towards equal access to CTE programs for all students of the Consortium's CLNA, and increase awareness of CTE programs of study, and be used to increase CTE course enrollment. Measurement of Virtual Job Shadow will be reviewed through monthly usage reports, and student course completion of courses in program 009090 (WBL). Our goals for usage are for 70% students enrolled in grades 6-12, all students taking a CTE course (especially in program 009090) to use this career exploration tool.

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. We have attempted this, with limited success in SY21, SY22 due to COVID and a month-long teacher strike in March 2022. In SY23 and SY24, the Consortium will continue its collaboration with Junior Achievement (JA) to provide middle school students with the opportunity to identify skills and interests, recognize career clusters, and make connections between core academics and the world of work. **A personal interest survey completed at each grade level will be used to provide a continuous set of data for use in completing and updating Element #5: Progress towards equal access to CTE programs for all students of the Consortium's CLNA, increase awareness of CTE programs of study, and be used as an opportunity to increase CTE course enrollment.** We will also ensure our graduating seniors acquire personal finance knowledge and prepare for financial decisions and challenges they will face in the world of work; including career exploration and post-secondary decision making. Only ⅓ of the total cost for this collaborative endeavor with Junior Achievement to provide career exploration opportunities for MPS middle and high school students will be funded by the Perkins grant.

Work-based Learning at the Postsecondary Level. Several of the college's CTE programs of study have internship work integrated into programming. These are normally arranged and overseen by the individual departments.

In addition, Career Services works to provide work-based learning experiences whether as internships, volunteer work or short-term opportunities.

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 will continue to focus on new partners for Business, Accounting, Graphic Design, and Trades students.
- Plan a Part-Time recruitment event 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.
- Promote employer internship opportunities through various recruitment events in the fall semester for students seeking internship opportunities for spring and summer of the following year
- 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.

Other Career Service work has included, but it not limited to these activities, with 2021 numbers included:

- 1342 student appointments, walks-ins 110 = total 1452 appointments/walk-ins
- 1151 student attendances for classroom presentation; 85 Classroom presentation/workshops
- 358 students employed (based on employers and students communicating placement)
- 99 employer on-campus & virtual visits
- 277 student attendances at career events
- 23 Digital Credential given to students based on Career Readiness Core Competency Skills
- 11 Students matched with Professional Mentors and successfully participated in our Career Ready Mentorship Program

Appointment Breakdown for Most Common Appointments:

- 681 Resumes/Development
- 413 Major Career Exploration Appointments
- 123 Job Search PT/FT
- 76 CliftonStrengths Interpretation Appointments (Assessments)
- 73 Mock Interview Coaching
- 52 Internship Assistance
- 42 Volunteer Assistance
- 19 Myers Briggs Type Indicator (Assessments)
- 18 Strong Interest Inventory Appointments (Assessments)

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- Not Applicable

Narrative 7: Early College

Early College Narrative

Describe the actions and efforts your consortium will take to expand access and promote:

- Postsecondary credit, such dual or concurrent enrollment programs in CTE (e.g., University of Minnesota CIS – College in the Schools, dual enrollment with Minnesota State colleges).
- Articulated credit options for high school coursework matriculation in CTE (e.g., individual agreements between teachers and instructors for articulation).
- CTE coursework that earns credit equivalency for high school graduation requirements (e.g., economics, chemistry, art, math).
- Advanced high school courses and curricula in CTE which provide certifications-by-exams (CASE, Microsoft, Adobe, CompTIA, ServSafe) or credit-by-exams (e.g., AP, IB).

Enter your response here:

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) and 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
- IPR - College of Creative Arts
- 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 many 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 is investing funds to support expansion of articulation agreements. 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 (software development and computer support), Sterile Processing and Distribution Technician, Dental Assistant, Pharmacy Technician, Photography and Motion, and Criminal Justice. New articulation agreements will be explored for the Aircraft Maintenance Technician, Bicycle Maintenance Technician, Apparel Technology, and other programs with an intersection of learning and skills between the college and district.

Funds allocated by the college will be used to compensate faculty for their work on articulation agreements. Faculty members review the secondary curriculum, offer input on potential adjustments and create parameters/conditions for students to earn the credits.

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. The Minneapolis Consortium will continue to offer concurrent enrollment opportunities for students in Business courses at Southwest and Edison High School. Under a Grow Your Own program with MPS, students at Patrick Henry High School and South High School will have the opportunity to gain college credit in Minneapolis College for Education courses toward a transfer degree program in Education. Students at Southwest and Patrick Henry will have the opportunity to pursue a Personal Trainer and Group Exercise Leader program through concurrent enrollment. Minneapolis College and Southwest High School also are investigating a potential partnership in Environmental Science.

In addition, students at Roosevelt High School take a specially scheduled section at Minneapolis College designed to accommodate the high school schedule. The course leads to a Nursing Assistant/Home Health Aide certificate.

The Consortium 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 course contracts.

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- 3. Provide within CTE the skills necessary to pursue career in high-skill, high-wage, or in-demand industry sectors or

occupations.

- 4. Support integration of academic skills into CTE programs and programs of study.
- 5. Plan and carry out elements that support the implementation of CTE programs and programs of study and that result in increasing student achievement on performance indicators.
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- Not Applicable

Narrative 8: Support to Professionals

Support to Professionals Narrative

Provide the following information in the space below:

- Describe the specific actions your consortium will take to recruit and prepare education professionals, including individuals from underrepresented groups and nontraditional careers. What partnerships or processes exist (or will be developed) in relation to recruiting new teachers when the need arises?
- Describe the specific actions your consortium will take to retain, train and develop education professionals and ensure applicable state certification and licensure requirements are met. What opportunities do educators have for professional development?
- How do these actions support the needs identified in your CLNA?

NOTE: Education professionals include teachers, faculty, administrators, specialized instructional support personnel and paraprofessionals.

Enter your response here:

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 FY2w 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 district's 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 and 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). The MPS team 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 and system office training events. Staff receive training in student support, updated policies and procedures, as well as best practices.

The college also provides high school concurrent enrollment instructors with discipline-specific professional development and mentorship/guidance for the concurrent enrollment course from an assigned faculty liaison.

The Minneapolis Consortium is dedicated to supporting increased interaction between college and high school faculty. This interaction will lead to greater understanding of each other's programs, curriculums and processes, leading to mutual sharing of best practices and smoother transitions for students.

The Minneapolis Consortium will support its respective administrators and instructors in registration and attendance at the annual CTE Works! conference.

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- Not Applicable

Narrative 9: Performance Gaps

Performance Gaps Narrative

Based on the analysis of disaggregated data for both secondary and postsecondary:

- What specific student group(s) were identified as having significant disparities or performance gaps?
- What specific actions will the consortium take at both the secondary and postsecondary level each year of the local plan to eliminate these disparities or close performance gaps?
- What financial resources will be leveraged to support these actions?

Enter your response here:

The Minneapolis Consortium continues to show improvement in addressing disparities in CTE program performance for student subgroups and special populations. However, CTE participation and concentration for students of color does not maintain a consistent proportional level the same as the total enrolled student population at Minneapolis Public Schools and the overall community demographics of youth in the City of Minneapolis overall.

Performance gaps - Minneapolis College

- **The college has consistently struggled with student retention and completion of programs. Despite numerous initiatives, the 2P1 indicator percentage has moved only slightly -- both up and down -- for the last several years. The state-set goal for 2021 was 40.49 percent and the result was 40.25 percent. The college is also currently slightly below the 2020 baseline of 41.10 percent.**
- **The career cluster that produces significantly higher results in this area is health science, with an indicator percentage of 73.01 percent. The career cluster with the lowest results for earning a credential is Business Management and Administration, at 16.5 percent.**
- **In addition, this indicator percentage is lower than the average for nearly every category of special populations. For students of color, the percentage of students earning a recognized credential is also significantly lower than the average, at 36.6 percent.**
- **Hispanic/Latino students achieved the lowest percentages in terms of placement (79.63 percent) and program completion (31.67 percent) at Minneapolis College, and represent the subpopulation that overall most could most benefit from additional services or support.**
- **While more black/African students participated in non-traditional careers than white students, white students fared better than black/African-American students at 43.26 for program completion, compared to 34.71 percent. Overall, students of color were less likely to complete their programs of study.**
- **One of the most consistent performance gaps are for low-income students compared to not-low-income students. In most CTE programs, low-income students have a 3-8 percent lower course success rate than in not-low-income students. A few programs have a very low differential, such as apparel, nursing and library technology. Significant gaps occur in machine tooling, education and cinema programs. It should be noted that for most programs, a high percentage of students are identified as "not known" in terms of income status.**
- Minneapolis College data indicates females fare better than males in all indicator areas.
- Males are less likely to participate in non-traditional career trajectories than females.

Performance Gaps- Minneapolis Public Schools

Based on secondary performance indicator gap analysis, MPS plans to focus a significant portion of our allocation on equitable access initiatives that will increase student and community awareness of the value of Career & Technical Education as a means to influence the outcomes associated with on-time graduation, career awareness, and career preparedness. Both macro and micro messaging will be created using a variety of communications (web, radio, email, print, influencers, engagement sessions, etc) to share data and opportunities in support of the following identified disparities:

- Secondary CTE participation and concentration of students who are Black, Hispanic/Latinx, American Indian, English Learners or identifying with two or more races;
- Female student enrollment and concentration rates overall;
- Male student concentration in non-traditional career fields;
- 4-year graduation rates of English learner students;
- Post-program placement of students enrolled in special education;
- Postsecondary enrollment of CTE completers with disabilities, students in nontraditional career fields by gender, American Indian students, and Hispanic/Latinx students;
- Work-based learning participation for American Indian, Hispanic/Latinx, White, and multiple race students, as well as students experiencing homelessness, or students from single parent households.

Steps to close performance gaps

MPS also plans to invest in WIDA training and disciplinary learning for teachers and counselors to develop and provide proven tools and support to help multilingual learners succeed in each of our CTE programs of study; expanded career exploration opportunities for students in grades 6-12 and Adult Basic Education; and increase access to CTE courses via online learning opportunities; and pilot a concept to have designated ELL educational support specialists in three (3) of our CTE locations starting in Fall 2023 through the FY25 using ESSER III funding. The focus of these positions is to assist students in CTE classrooms with educational programs and assignments, provide assistance to CTE Teachers to co-create lessons aligned with WIDA and disciplinary literacy strategies for multilingual and English Learners, and assist CTE students with after-school and special education programs, and special events.

The Minneapolis Consortium will also increase accessibility and alignment of our programs of study to regional workforce needs. At the secondary level, based on data from the FY22 CLNA MPS will:

- Further 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 marketing in our Business program of study;
- Continue growing the new Agriculture program of study with the support of industry partners and the Minnesota Agriculture Centers of Excellence;
- Support the expansion of our new Law & Public Safety program of study in alignment with the Minneapolis College School of Public and Human Service programs;
- Review our investment in the Web & Digital Communications program of study with thoughts toward downsizing;

- Continue and expand our engineering & technology program of study in alignment with STEM workforce needs;
- Increase connections to drone technology within our Engineering & Technology and Computer Science program of study;
- 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 schools and contract alternative students; and support expansion of work-based learning for our Adult Basic Education and Transition Plus 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.

At the postsecondary level Minneapolis College will:

- Create a campaign aimed at program completion to encourage CTE students to identify barriers for completion and seek support to finish their programs of study. This is referenced in Narrative 2.
- Support funding a lab tutor for the Apparel program. The Apparel Technology program had one of the higher placement percentages for 2021 (87.5 percent compared to the average of 85 percent), yet one of the lowest indicators for program completion (at 15 percent). The tutor will help students complete their program of study to take advantage of placement opportunities. The RealTime Talent metro report includes fashion designers as one of the top target occupations in the Arts, Communication and Information field, with an average salary of \$75,200.
- Design a process to purchase tools and set up a loan program for low-income students who are not able to afford the tools to complete their studies in the Aircraft Maintenance Technician program. The purchase has been with FY22 funds, but the implementation will take place in FY23. **This initiative is designed to improve completion in the ACMT program, which has high placement rates, but experienced a completion rate of 32.26 percent, significantly below the college's overall 40.25 percent completion rate.**
- Purchase and administer Clifton Strengths evaluations to help students choose career programs that best align with their abilities, thereby improving their probabilities of success and completion.
- Improve student performance through three wide strategies, each with detailed plans, to help improve student performance and eliminate academic gaps. None will be presented for Perkins funding, but they do represent major efforts of the college. The strategies focus on:
 - Trauma Healing
 - Equity by Design

o

Guided Learning Pathways

MPS and Minneapolis College will also 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.

As identified in Narrative 2: Programs of Study and Narrative 11: Reserve Funds, both consortium partners are dedicating their reserve funding for initiatives to improve performance gaps.

Check which use(s) of funds in section 135 of Perkins V are supported under this narrative:

- 1. Provide career exploration and career development activities through an organized, systematic framework designed to aid students, including in the middle grades, before enrolling and while participating in a CTE program, in making informed plans and decisions about future education and career opportunities.
- 2. Provide professional development for teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals.
- 3. Provide within CTE the skills necessary to pursue career in high-skill, high-wage, or in-demand industry sectors or occupations.
- 4. Support integration of academic skills into CTE programs and programs of study.
- 5. Plan and carry out elements that support the implementation of CTE programs and programs of study and that result in increasing student achievement on performance indicators.
- 6. Develop and implement evaluations of the activities carried out with funds under this part, including evaluations necessary to complete the local needs assessment and the local report.
- Not Applicable

Narrative 10: Consortium Governance

Consortium Governance Narrative

Provide the following information in the space below:

- Describe your consortium's formal governance structure, including how the consortium leadership is organized, the processes used for making financial decisions and the communication systems in place to ensure all consortium members are continually updated.
- Describe the actions the consortium is taking to ensure Perkins funding is supporting programs of sufficient size, scope and quality.

NOTE: The required components for a consortium's governance structure are further detailed in the Perkins Operational Handbook (p 11).

Enter your response here:

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. We will continue our work to expand career exploration opportunities for approximately 7,000 middle school students in grades 6, 7, and 8. Each high school CTE program will host a minimum of two (2) program-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.

In FY21 and FY22, 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 SY23 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 two (2) 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 multilingual WIDA and disciplinary literacy strategies.

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 of CTE course and program offerings with the goal to increase the size of CTE programs, with special emphasis given to high need programs. Specific projects include support and planning for Information nights, videos, targeted digital messaging and publications. MPS will utilize multiple social media platforms, KBEM radio, young-adult social media influencers, school district communication tools, 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. Several departments at Minneapolis College and the MPS College and Career Readiness department meet monthly to discuss issues, policies and new developments at the district and college. (MPS CTE leadership are participating members in this work group.) Topics include events at both institutions, processes and supports for students regarding application to the college, financial aid and course registration processes. Student placement requirements and program information is shared with the overall goal to help all students overcome obstacles in pursuit of career pathways. In addition, the college and district have continued with an annual all-morning breakfast meeting.

Perkins Coordination. Minneapolis College supports postsecondary Perkins coordination with a part-time position, while the MPS Director of Career & Technical Education serves the role of secondary Perkins Coordinator and is 100% funded by non-Perkins dollars in a full-time position. Duties shared between both partners include maintaining 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.

Leaders for the Minneapolis Consortium maintain a standing meeting every other week to discuss ongoing Career and Technical Education projects. These meetings have been vital for maintaining smooth communication between the institutions and with Consortium community partners.

Financial Policies and Procedures. Each institution within the Minneapolis Consortia is required to follow detailed policies and procedures in respect to financial planning, decisions and processes. Together, the Minneapolis Consortia discusses potential proposals and expenditures to advance CTE programming and alignment of expenditures to the CLNA Frameworks, while also looking at needs at our respective institutions.

At the college, priority goals are shared and initiatives solicited from faculty, staff and administrators. The Perkins Coordinator filters proposals for allowable expenditures and potential issues. The Perkins Subcommittee reviews and recommends projects based on college and Consortia needs and priority goals, as the Consortia leadership continues to share and discuss proposals. The cost centers for Perkins Narrative areas are overseen by the Vice President of Academic Affairs and the dean supervising Perkins programming (Dean of Information Technology and Mathematics and Science.) The Grants Specialist in Minneapolis College's business office is charged with transactional aspects of the funding. That position, together with the Director of Business Services also provide an additional layer of oversight into proper use of the funds based on the approved Perkins plan.

At the secondary level the results documented in the CLNA Frameworks and the Strengthening Career and Technical Education for the 21st Century (Perkins) plan are shared with and reviewed by teachers, principals and district leadership. Based on program need, when an allowable expense is identified, the CTE teacher completes a purchase approval form and submits it for review to the CTE department for review and potential approval based on priority goals identified in the CLNA and the Perkins plan. If the expense is approved an account specialist assigned by the district Finance department initiates, tracks, and eventually submits payments. Additionally, all expenditures in the Perkins grant are overseen by a federal grants manager in the district's Finance department. The federal grants manager provides another level of oversight to ensure proper use of the funds is in alignment with district, state, and federal requirements associated with the Perkins grant.

Check which use(s) of funds in section 135 of Perkins V are supported under this narrative:

- 1. Provide career exploration and career development activities through an organized, systematic framework designed to aid students, including in the middle grades, before enrolling and while participating in a CTE program, in making informed plans and decisions about future education and career opportunities.
- 2. Provide professional development for teachers, faculty, school leaders, administrators, specialized instructional

support personnel, career guidance and academic counselors, or paraprofessionals.

- 3. Provide within CTE the skills necessary to pursue career in high-skill, high-wage, or in-demand industry sectors or occupations.
- 4. Support integration of academic skills into CTE programs and programs of study.
- 5. Plan and carry out elements that support the implementation of CTE programs and programs of study and that result in increasing student achievement on performance indicators.
- 6. Develop and implement evaluations of the activities carried out with funds under this part, including evaluations necessary to complete the local needs assessment and the local report.
- Not Applicable

Narrative 11: Reserve Funds

Reserve Funds Narrative

In compliance with Perkins V, Section 135 and Section 112(c), Perkins Reserve funds must be used to support innovative work in up to two (2) of the following categories:

- CTE teacher/faculty recruitment, retention
- Achievement gaps in math, language arts
- Performance gaps
- Development of new Programs of Study

Please provide the following:

- Identify the category(ies) your consortium has selected and describe the innovations being supported by the Reserve fund.
- Provide specific budget details on how the Reserve fund will support the innovation.
- What are the expected results of this innovation?
- How will this innovative strategy be supported after Perkins funds are expended?

Enter your response here:

Spending Category: Performance Gaps at both the secondary and postsecondary level

100% of secondary CTE reserve funds will be used to fund WIDA (World- Class Instructional Design and Assessment) training for all CTE teachers and counselors to improve pedagogical practices to improve ELL learning experience in CTE classrooms and decrease performance gaps for special population students enrolled in CTE SRPOS.

MPS also plans to invest in WIDA and disciplinary literacy training for teachers and counselors to develop and provide proven tools and support to help multilingual learners succeed in each of our CTE programs of study; expanded career exploration opportunities for students in grades 6-12 and Adult Basic Education; and increase access to CTE courses via online learning opportunities; and pilot a concept to have designated ELL educational support specialists in three (3) of our CTE locations starting in Fall 2023 through the FY25 using ESSER III funding. The focus of these positions is to assist students in CTE classrooms with educational programs and assignments, provide assistance to CTE Teachers to co-create lessons aligned with WIDA and disciplinary literacy strategies for multilingual and English Learners, and assist CTE students with after-school and special education programs, and special events.

Goal: Develop inclusive teaching practices to improve technical language development and acquisition for culturally and linguistically diverse students enrolled in CTE courses resulting in improved metrics on state determined performance indicators.

Rationale for this investment.

Student Group	FY2021 MPS 4-year graduation rates (all students, including CTE)	FY2021 CTE Concentrators 4-year grad rates	CTE Impact
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<p>English Learners</p>	<p>63.3% 372 of 588 EL students</p>	<p>46.60% 89 of 191 students</p>	<p>-16.7% English Learner CTE concentrators have a four-year on-time graduation rate 16.79% lower than the English Learner average school district on-time graduation rate.</p> <p>FY24 GOAL: The Minneapolis Consortium is setting a goal to increase our 1S1: ELL 4-year graduation attainment to meet or exceed the Minneapolis Public Schools average for this special population category. Our goal for the next two years is to increase the number of ELL concentrators who graduate in 4-years by 20%.</p>
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Sustainability: CTE teachers will be asked to incorporate the knowledge they acquire through this professional development into their course outlines as differentiation strategies to serve special populations enrolled in their courses.

100 percent of Postsecondary funds will be for course development.

Several CTE departments have noted students often lack some of the fundamental knowledge and skills needed to be successful in their respective programs of study. These topics are not normally found within developmental courses. The funds will be used to develop courses to be offered within the CTE programs to provide knowledge tailored to the corresponding program including specialized vocabulary, measurement, statistical or math skills.

These courses will be integrated into already established CTE programs. Though this initiative will be at the development stage, it is not likely additional credits will be added to CTE program completion requirements. The courses would not likely be required for all students, though for some programs they could become required in lieu of an elective course for students who fall within established academic parameters.

CTE students showing the most notable performance gaps **by race** are Hispanic or Latino students (8.58% gap) and black or African-American CTE students (5.44% gap). It is hoped this initiative will help all students, including these populations improve in their course success, retention and completion.

FY23 would be a curriculum development year with implementation of the courses in Fall 2023. Additional funding will not be needed for two years, as the college will monitor the performance of students after implementation of the courses for effectiveness to determine whether to fund an expansion into other CTE programs.

Check which use(s) of funds in section 135 of Perkins V are supported under this narrative:

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- 5. Plan and carry out elements that support the implementation of CTE programs and programs of study and that result in increasing student achievement on performance indicators.
- 6. Develop and implement evaluations of the activities carried out with funds under this part, including evaluations necessary to complete the local needs assessment and the local report.
- Not Applicable

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	0
(POSTSECONDARY) Estimated expenditure/in-kind contributions used in collaboration with Workforce Centers	7400
Postsecondary Subtotal	7400
(SECONDARY) Total Perkins funds used in collaboration with WorkForce Centers	7500
(SECONDARY) Estimated expenditures/in-kind contributions used in collaboration with WorkForce Centers	8000
Secondary Subtotal	15500
TOTAL	22900

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
Gabriel Pass	Perkins - TOSA	Secondary	366150	100%	105660
Sara Etzel	Perkins - TOSA	Secondary	431021	100%	105660
Sandra Gonzalez	Perkins Coordinator	Postsecondary		25%	30000
Christina Achroglou	Curriculum Designer	Postsecondary		75%	75000
Susan Kraus	Assistant Director of Career Services	Postsecondary		35%	26000
Unfilled	Lab Tutor - Apparel	Postsecondary		100%	13000
Unfilled	ESOL coach - Health Services	Postsecondary		100%	30000
Unfilled	Career Exploration Coordinator	Postsecondary		100%	85000

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

Position Description

CLA 2 Nursing Sciences TPT.docx

Position Description

APRL PD Para Position - Perkins.docx

Position Description

Gonzalez -PD updated 9.9.20.docx

Position Description

Instructional Designer Job Description (1).docx

Position Description

Kraus Susan - MnSCU Academic Professional 2_Asst. Director_2.1.2021.docx

Position Description

Career Exploration Position_Perkins Funding_5.31.2022.docx

Position Description

FY23 CTE - Perkins TOSA #1 Description.pdf

Position Description

FY23 CTE - Perkins TOSA #2 Description.pdf

Position Description

Position Description

Position Description

Position Description

Additional Documentation

These required documents must be uploaded with your application:

1. **Statements of Assurance (Statements of Assurance should be combined and uploaded as one single PDF). ([Download the .pdf file](#))**
2. **Combined Secondary and Postsecondary Budget Excel Sheet (Download link coming soon)**
3. **Consortium Consolidated Equipment Inventory**
4. **Improvement Plan Template. Only required for those consortia on an improvement plan. ([Download the .doc file](#))**

If you have other Additional Supporting Documents that you want to add to your application, upload them below.

REQUIRED: Statements of Assurances (Attached as one large PDF file):

FY23 Combined Statement of Assurance-Secondary-Postsecondary.pdf

REQUIRED: Combined Secondary and Postsecondary Budget Excel Sheet

FY23 Combined-Secondary-Postsecondary-Budget-6.7.2022 FINAL.xlsx

REQUIRED: Consortium Consolidated Equipment Inventory

FY22 Minneapolis Consortium Combined Inventory 4.28.2022.xlsx

Improvement Plan

Additional Material

FY23 Minneapolis Consortium-Membership-List.docx

Additional Material:

FY23 Northside WorkForce Center In-Kind Info 4.23.2022.docx.pdf

Additional Material:

Additional Material:

Additional Material:

Additional Material

Additional Material:

Additional Material:

