Perkins V Local Application

Strengthening Career and Technical Education
for the 21st Century (Perkins V)

Award Period:	July 1, 2024 – June 30, 2025 (FY25)
Consortium Name:	Minneapolis
Total Award Budget:	$1,463,596.20

Consortium Membership List

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

Special School District No. 1	
Minneapolis College	

Narrative 1: Comprehensive Local Needs Assessment (CLNA)

Submit a completed *Comprehensive Local Needs Assessment (CLNA) Results and Priorities* document with your application materials.

Narrative 2: Programs of Study (POS)

Submit a completed Programs of Study Spreadsheet (*S-R POS – Funding POS*) with your application materials.

Complete the table below for each State-recognized POS and any POS that are being funded. Funded POS must meet two of the three categories (high wage, high skill, in demand). Delete the example entries and insert additional rows as needed.

POS	TYPE	High Wage Y/N	High Skill Y/N	In Demand Y/N	Prior Year's # of Secondary Concentrators (#'s by Field)	Prior Year's # of Postsecondary Concentrators
Plant Systems	Both	Y	Y	Y	5	15
Programming & Software Development	Both	Y	Y	Y	1395	49
Information Support & Services	S-R	Y	Y	Y	1395	39
Visual Arts	Both	Y	Y	Y	1395	62
Audio / Video Technology & Film	Both	Y	Y	Y	1395	0
General Management	Both	Y	Y	Y	345	100
Facility & Mobile Equipment Maintenance	Both	Y	Y	Y	422	21
Engineering & Technology	S-R	Y	Y	Y	422	71
Construction	Both	Y	Y	Y	422	137
Design / Pre-Construction	Both	Y	Y	Y	422	17
Manufacturing Production Process Develop	Both	Y	Y	Y	422	40
Production	Both	Y	Y	Y	422	13
Therapeutic Services	Both	Y	Y	Y	67	217
Law Enforcement Services	Both	Y	Y	Y	152	52
Emergency & Fire Management Services	Both	Y	Y	Y	152	37
Teaching / Training	Both	Y	Y	Y	152	28
Network Systems	Fund	Y	Y	Y	1395	1
WBL ACTE SPED	Both	n/a	n/a	n/a	60	
WBL - Diversified	Both	n/a	n/a	n/a	540	

*Data for this section is taken from Minnesota Department of Education Secure Reports from school year 2023.

POS	Type	High Wage Y/N	High Skill Y/N	In Demand Y/N	Prior Year's # of Secondary Concentrators*	Prior Year's # of Postsecondary Concentrators
Ag, Food, Nat. Res.	Both	Y	Y	Y	5	3
Arts, Comm & Info Sys	Both	Y	Y	Y	1,395	124
Bus, Mgmt, & Admin	Both	Y	Y	Y	345	145
Eng, Mfg & Tech	Both	Y	Y	Y	422	219
Health Sciences	Both	Y	Y	Y	67	239
Human Services	Both	Y	Y	Y	152	164
WBL ACTE SPED	Both	n/a	n/a	n/a	60	
WBL - Diversified	Both	n/a	n/a	n/a	540	

Use the table below to answer questions 1 – 3. Use one table for each CLNA prioritized need. Copy and paste additional tables if more than two priorities will be addressed.

1. Of the consortium's prioritized needs from the *CLNA Results and Priorities*, which one(s) will be addressed in relation to **Programs of Study**?
2. What are the strategies to address these needs?
3. What are the desired measurable outcomes for this strategy? (You will be reporting on these outcomes in the next APR)

Narrative 2: Programs of Study (POS) NEED A:	This Need is in Element(s):				
1. **Prioritized Need Identified in the CLNA** (copy text from CLNA Results & Priorities into field below):	1☐	2☐X	3☐	4☐	5☐

Minneapolis College has a priority need to catch up with advances made in CNC Machining technology to keep students current with skill needs, making them ready candidates to enter the workforce. New innovations mean an increasing array of skills are needed. RealTime Talent indicates this career field (including Manufacturing) is challenged with replacing workers, as 23.2% of the workforce are 55 or older.

2. Strategies to address need:

- Purchase Levil CNC Lathe
- Purchase Duramax CNC Coordinate Measure Machine
- Purchase Flip-HVR100 Bench Top Horizontal Digital Video Measurement System

Purchase of these two items will address the department's two highest priorities for instructional equipment. Only a few other programs offer the new features of the Duramax machine, bringing Minneapolis College's program in line with the other postsecondary programs. The CNC Lathe will offer new features not available in any other metro CNC Machining programs but used in industry. At the same time, the additional lathe will allow an improved balance between the number of students in the course and the number of lathes available. The Digital Measurement System will now allow students to have a finished project inspection equipment.

3. Measurable Outcomes (report results in next APR):

Students will successfully utilize new features in the Duramax machine to create a manufacturing process that simulates industry. The new lathe will successfully correct an imbalance in the ratio between the number of CNC Machinist students and the number of CNC lathes in the lab. In addition, students will successfully utilize new features of the lathe to plug and use into a Fanuc robot.

Flip-HVR100 Bench Top Horizontal Digital Video Measurement System.
The CNC Machinist Program lab does not have this finished project inspection equipment available for students to learn how to compare an item produced on a CNC machine with its blueprint specifications. This equipment uses a vision system - the industry standard method for comparing a completed project to its specifications that is used in the medical device manufacturing industry.

The Course Learning Outcomes for MTTC 2100: CNC Machine Setup and Operation include "inspect finished projects and compare to the blueprint specifications."

The Minneapolis College CNC Machinist Program must improve its ability to teach its students the current industry standards for inspection of finished projects by acquiring necessary instructional equipment it does not already own. In FY24, the Program used Perkins Grant funds to add a new Horizontal Bench Top Comparator – industry standard equipment that is commonly used in every area of manufacturing to compare a finished item to its specifications – to its lab. This Horizontal Digital Video Measurement System will complement that purchase by adding industry standard equipment that is used specifically to measure completed projects that are both smaller in size and more complex.

Employer demand for graduates of our CNC Machinist Program is strong and projected to increase slightly in the next ten years. The U.S. Bureau of Labor Statistics projects employment growth of two percent (approximately 38,000 jobs) nationally from 2022 to 2032. RealTime Talent reports that this career field is challenged with replacing workers, with approximately 23% of the workforce being age 55 or older.

Narrative 2: Programs of Study (POS) NEED B:	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1☐	2☐X	3☐	4☐	5☐

Nursing students represent one of the most critical needs for healthcare workers in the metro area and beyond. Students need to be prepared to jump into the workforce with skills immediately in place. Our program needs upgraded nursing pump software to bring those skills in line with tools currently used in hospitals and clinics.

2. Strategies to address need:

Purchase upgraded nursing IV pump software to help students be able to learn how to use the IV pumps that are currently used in hospitals and clinics.

3. Measurable Outcomes (report results in next APR):

Students will score at least 80% on a practical skills assessment involving the use of IV pumps.

Narrative 2: Programs of Study (POS) NEED C:	This Need is in Element(s):				
1. **Prioritized Need Identified in the CLNA** (copy text from CLNA Results & Priorities into field below): (E2, Need F)	1☐	2☐X	3☐	4☐	5☐

Apparel Technology is a field within manufacturing that focuses on the design, production, and distribution of clothing and fashion items. This program has witnessed a remarkable surge in enrollment, increasing from 500 seats in the academic year 2022 (AY22) to 783 seats in AY24. Students pursuing Apparel Technology have the opportunity to earn various credentials, including certificates, diplomas, or Associate of Applied Science (AAS) degrees. Upon completion of their studies, graduates can immediately join the workforce, which is experiencing a growing demand for skilled professionals in this industry. The apparel and fashion sectors offer promising career prospects for those equipped with the necessary knowledge and skills.

2.   **Strategies to address need:**

Minneapolis College aims to acquire two advanced *cover-stitch sewing machines* to enhance its Apparel Technology program. This investment will address several crucial aspects. Firstly, it will ensure that the program meets industry standards by providing students with hands-on training on the latest equipment used in the apparel manufacturing sector. These <u>industry-standard machines</u> will keep the program up-to-date with advances in Apparel Technology, equipping students with the current skills needed to become job-ready candidates upon graduation.

Secondly, the new machines will create greater capacity for the program, which has experienced significant growth in recent years. With almost all courses being full or near-full capacity in the academic years 2023 and

2024, the addition of more sewing machines will enable the college to educate a larger number of students effectively.

Thirdly, it is important to note that these advanced cover-stitch sewing machines will not replace the existing sewing machines but rather complement them. The program will continue to utilize its current equipment while incorporating the new machines to provide a comprehensive and up-to-date learning experience for students.

Picture of a cover-stitch sewing machine.

3. Measurable Outcomes (report results in next APR):

Increased enrollment and completion of classes that use this technology, allowing students to be ready for entering the workforce.

Narrative 2: Programs of Study (POS) NEED D:	This Need is in Element(s):				
1. **Prioritized Need Identified in the CLNA** (copy text from CLNA Results & Priorities into field below):	1☐	2☐ x	3☐	4☐	5☐X

Very high need areas in Minneapolis and the surrounding areas include Education and Early Childhood Education. Minneapolis College has seen reduced numbers of students in both of these career pathways and needs to bring up the number of students to help meet local demand and keep programs viable. Minneapolis College established through FY24 funding a Spanish track in Early Childhood Education, based on employment needs for the Spanish-only speaking population. With the program established, the college needs to promote the opportunity to the Spanish-speaking community.

2. **Strategies to address need:**

Minneapolis College will grant release credit equivalencies to faculty to recruit students and expand awareness regarding these two programs. The greater focus will be on the Education program. The faculty member will hold biweekly meetings with community organizations, visit concurrent enrollment sites, reach out to past students who have not continued and strengthen the college's relationship with universities for transfer.

3. **Measurable Outcomes (report results in next APR):**

Enrollment in the Education program will increase by 5 percent in Fall 2025 as a result of recruitment activities. Enrollment in Early Childhood Education will increase by 5 percent, with most of the increase in the new Spanish track.

Narrative 2: Programs of Study (POS) NEED E:	This Need is in Element(s):				
1. **Prioritized Need Identified in the CLNA** (copy text from CLNA Results & Priorities into field below):	1☐	2☐ x	3☐	4☐	5☐

The HVAC program at Minneapolis College also has a priority need to keep students current with changing standards within the industry. RealTime Talent lists HVAC workers as a target occupation as a highly skilled, high need and high wage career.

2. **Strategies to address need:**

Purchasing new refrigerant (R407A) to adapt to industry change and environmental demand to lower global warming potential. Other purchases also include an AC and Air Balancing Test kit and combustion analyzer kits, both designed to supplement students' testing skills. Another improved piece of equipment will be a static power flame burner.

Remark: The refrigerant is reused in the teaching lab and should be considered as instructional equipment. It is not a consumable item that needs to be replenished frequently. Some sources cited from HVAC industry sites that clearly state "refrigerant is not consumable."

https://www.missionac.com/blog/can-i-add-freon-to-my-air-conditioner/#:~:text=Refrigerant%20is%20Not%20a%20Consumable%20Item

https://www.airandheat.net/blog/hvac/the-dangers-of-overcharging-hvac-refrigerant/

https://www.coolzoneair.com/blog/hvac/does-refrigerant-expire-or-run-out/

3. **Measurable Outcomes (report results in next APR):**

Students will successfully conduct testing with balancing and combustion analyzer kits and will gain further understanding regarding differences among refrigerants.

Narrative 2: Programs of Study (POS) NEED F:	This Need is in Element(s):				
1. **Prioritized Need Identified in the CLNA** (copy text from CLNA Results & Priorities into field below):	1☐	2☐	3☐X	4☐	5☐

Based on feedback from employment engagement sessions and multiple advisory committees, Minneapolis College has recognized a need to provide applied learning opportunities and entrepreneurial education to students in business management, information technology, the specialized trades, and the arts. Ideally this would include a grant and mentorship program.

2. Strategies to address need:

A Business Management instructor will be paid release credit equivalencies to do the project work necessary to conduct first steps toward establishing an Entrepreneurship Center. This will include building relationships to support a new micro grant and mentorship program for Minneapolis College students who present ideas for starting their own businesses. This will be Phase 1 of the project.

3. Measurable Outcomes (report results in next APR):

Year One measurable goals will include establishment of Entrepreneurship Center Program Advisory Committee and identification of one or more existing Twin Cities micro-grant organizations who would partner with the college for this project.

Remark: This funding is solely on paying the faculty release credits (RCE).

Narrative 2: Programs of Study (POS) NEED F (part 2):	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1☐	2☐	3☐X	4☐	5☐

The Business, Management, and Administration fields are most critically experiencing both talent shortages and shortages of postsecondary awards conferred in the MPSP Metro region. These are target occupations identified as high needs, highly skilled and high demand. The college needs to seek ways to showcase pathways to encourage students to take advantage of expanded opportunities.

Business can take students in a lot of different directions; our business pathway takes them there. Minneapolis College aims to leverage this strategic advantage as it promotes and enhances its associate degree offerings. This is a video that will build awareness of the many career paths that students can take by completing a Business Degree at Minneapolis College.

2. Strategies to address need:

 We will focus on social media and other outreach strategies to illustrate the pathways and expanded opportunities at the Minneapolis campus.

3. Measurable Outcomes (report results in next APR):

 We will measure effectiveness based on how many people register for the event based on email and ad clicks. We also will get click through rate percentages and measure them against performance benchmarks.

Narrative 2: Programs of Study (POS) NEED G:	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1☐	2☐X	3☐	4☐	5☐

 Nursing students represent one of the most critical needs for healthcare workers in the metro area and beyond. Students need to be prepared to jump into the workforce with skills immediately in place. Our program needs upgraded nursing pump software to bring those skills in line with tools currently used in hospitals and clinics.

2. Strategies to address need:

 Purchase upgraded nursing IV pump software to help students be able to learn how to use the IV pumps that are currently used in hospitals and clinics.

3. Measurable Outcomes (report results in next APR):

 Students will score at least 80% on a practical skills assessment involving the use of IV pumps.

Narrative 2: Programs of Study (POS) NEED H:	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1☐	2☐	3☐ x	4☐	5☐

E3-Need E
CTE advisories and participants among all programs at the RealTime Talent employer engagement sessions identified the need to ensure students have access to stackable credentials throughout their journey to a target occupation. Effort should be made to develop and promote such opportunities at the secondary level, when possible, in all CTE programs of study to increase student technical skills, allow students to develop WBL foundational knowledge and skills to function in the workplace, and provide road maps to becoming postsecondary program completers as needed. Stakeholders also recommend the consortium continue to promote expanded access to career exploration opportunities at all grade levels.

2.   Strategies to address need:

- Restructure our advisory sessions to host all industry sectors at all-inclusive advisory events to share common CTE messaging, and address skill sets, and workforce needs shared by multiple industry sectors.
- Expand participation in our SRPOS advisories to include additional community partners from all industry sectors, students, and non-CTE staff.
- Modify our existing advisory focus for 2024-2026 to specifically address questions about industry-valued micro credentials and certifications and training opportunities for CTE students aligned with our local workforce needs that could be embedded into our existing SRPOS.
- Determine funding needs and additional equipment, software, or instructional supplies to successfully incorporate new micro credentials and certifications into our CTE courses.

3.   Measurable Outcomes (report results in next APR):

Add additional, industry-recognized stackable credentials to at least three SRPOS by June 30, 2026.\

Increase secondary CTE participants by 3% in Work-Based learning 9090-95/96/97 and 0750-95/97 by June 30, 2026.

Narrative 2: Programs of Study (POS) NEED I:	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1☐	2☐	3☐ x	4☐	5☐

E3-Need F
Talent and award shortages exist among all Minneapolis Consortia SRPOS origin and gateway occupations identified by RealTime Talent MSP Metro Workforce Trends. To mitigate these workforce trends, in alignment with the secondary consortium partner should focus on the building or revising curriculum aligned to stackable credentials, increased pipelines to the college programs and industry needs in this career field to improve entry level earnings for students yet to attain target level occupations.

2.   Strategies to address need:

- Restructure our advisory sessions to host all industry sectors at all-inclusive advisory events to share common CTE messaging, and address skill sets, and workforce needs shared by multiple industry sectors.
- Expand participation in our SRPOS advisories to include additional community partners from all industry sectors, students, and non-CTE staff.

- Modify our existing advisory focus for 2024-2026 to specifically address questions about industry-valued micro credentials and certifications and training opportunities for CTE students aligned with our local workforce needs that could be embedded into our existing SRPOS.
- Determine funding needs and additional equipment, software, or instructional supplies to successfully incorporate new micro credentials and certifications into our CTE courses.

3.   Measurable Outcomes (report results in next APR):

Add additional, industry-recognized stackable credentials to at least three SRPOS by June 30, 2026.

Narrative 2: Programs of Study (POS) NEED J:	This Need is in Element(s):				
1. **Prioritized Need Identified in the CLNA** (copy text from CLNA Results & Priorities into field below):	1☐	2☐	3☐ x	4☐	5☐

E3-Need G
RealTime Talent, as a part of our CLNA community engagement sessions, confirmed the value of alignment between local employers and educational programming with a recommendation to prioritize collaborative work required to identify certifications and qualifications for workforce needs of our region, preparing students for relevant job opportunities of the future in the Twin Cities metro region.

2.   Strategies to address need:

- Expand participation in our SRPOS advisories (and CLNA data collection) to include additional community partners from all industry sectors, students, and non-CTE staff.
- Restructure our advisory sessions to host all industry sectors at all-inclusive advisory events to share common CTE messaging, and address skill sets, and workforce needs shared by multiple industry sectors.
- Identify industry-valued micro credentials and certifications aligned with our local workforce needs that could be embedded into our existing SRPOS.
- Engage staff and interested stakeholders in research of recommended micro credentials and certifications.
- Determine funding needs and additional equipment, software, or instructional supplies to successfully incorporate the certifications into our CTE courses.

3.   Measurable Outcomes (report results in next APR):

Document student and staff engagement with community partners via advisory participation, and other community-based experiential learning activities. For secondary program advisories the goal is to increase participating membership in each program of study advisory among industry, families, students and community partnerships to represent at least 50% of the total membership by the end of the 2025-26 school year.

4. Provide additional narrative to address the following:

a. Identify any new courses, programs, or programs of study in development within your consortium. POS in development can be reported on the POS Funding Tab of the POS Spreadsheet but should not be listed as a State-recognized POS until all seven required elements are in place.

Minneapolis College is not establishing new programs of study at this time. Minneapolis Public Schools will establish a Teaching/Training program of study and begin offering classes in the 2024-25 school year.

b. How will students, including members of special populations, learn about CTE course offerings and how do you ensure access?

Our advisory team, Career Services at Minneapolis College, and Minneapolis Public Schools (MPS) report that members of special populations have equal access compared to other populations in learning about CTE course

offerings. In general, students learn about CTE offerings through high school counselors, social media, friends and relatives, media outlets. Also notable at the secondary level, students learn of CTE offerings from peers that are participants and/or concentrators. Upon entering Minneapolis College, students are assigned an advisor and can also gain information through programs at Career Services, TRIO or other similar programs.

Minneapolis College and MPS are once again proposing funds to support expanding awareness and understanding of CTE programming. The college support will also go to our CTE open houses, College and Career Day, summer camps, and visits from high school groups, all in an effort to ensure access and learning about CTE programs.

To ensure all students in MPS have multiple opportunities to create and envision their career pathway after graduation MPS funds will be leveraged with Perkins V grant funds to expand awareness and understanding of the secondary CTE programs of study in all grades with all students. This new commitment will use MPS General funds in grades 9-12 to expand staffing in the Work-Based learning program, rely on Perkins V grant funds in grades 5-12 in alignment with MDE requirements, and also take advantage of district investment to create related career awareness activities in grades K-4. The result will provide regular and explicit opportunities for all students in grades K-12 to participate in a connected learning continuum aligned to existing CTE programs of study available to all students in grades 9-14 within the consortium.

Additionally, MPS will continue its use of the district's general funds to support the expanded use of the PAES (Work-Based learning) labs in grades 9-12 that specifically focus on career exploration and preparedness among students that qualify as special populations. The district will use Perkins V grant funds to provide training and support to staff to increase use of the PAES labs that will provide students with the opportunity to identify further course taking sequences within CTE programs of study.

> *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. Review the Minnesota Perkins V Operational Guide for more information.*

Narrative 3: Collaboration with local workforce development boards and other local workforce agencies

Use the table below to answer questions 1 – 3. Use one table for each CLNA prioritized need. Copy and paste additional tables if more than two priorities will be addressed.

1. Of the consortium's prioritized needs from the *CLNA Results and Priorities*, which one(s) will be addressed in relation to collaboration with **local workforce development boards or other local workforce agencies**?
2. What are the strategies to address these needs?
3. What are the desired measurable outcomes for this strategy? (You will be reporting on these outcomes in the next APR)

Narrative 3: Collaboration with local workforce NEED A:	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1☐	2☐	3☐ x	4☐	5☐
E3-Need C Discussion during employment engagement sessions provided clear feedback about the need for employees who have a sense of workplace responsibilities and expectations. RealTime Talent staff indicated it is a refrain they have heard over and over again during engagement sessions throughout the state. Minneapolis College and Minneapolis Public Schools need to increase student engagement with employers through expanded Work-Based learning opportunities and other initiatives to help students gain the experiences that will help them be prepared for a workplace environment.					
2. Strategies to address need:					
- Increase collaboration between secondary program advisories, MPS Adult Education, Achieve Twin Cities and local workforce agencies. - Increased multi-generational career exploration activities related to work- readiness, entrepreneurship, and financial literacy as a recruitment strategy that will increase CTE participants and concentrators in CTE pathways and provide information to under-employed adults in our region. - Increased recruitment and registration activities for students and families. - Increased training re: value of Work-Based learning to counselors, teachers and district administrators. - Increased resources (digital, print, virtual, and in-person) to promote CTE opportunities including post-high school graduation opportunities aligned with SDPL goal 5S1: Work-Based Learning.					
3. Measurable Outcomes (report results in next APR):					
Increase secondary CTE participants by 3% in Work-Based learning 9090-95/96/97 and 0750-95/97 by June 30, 2026. Show continuous, meaningful progress toward improving performance on Perkins V Performance Indicator 5S3: Work-Based Learning. >9.11% by June 30, 2026.					

4. Describe how your consortium, in collaboration with local workforce development boards and other local workforce agencies, one-stop delivery systems, and other partners, will provide:

a. Career exploration and career development coursework, activities, or services including an organized system of career guidance and academic counseling.

Minneapolis College implements a broad array of services to support career exploration, guidance and counseling, most obviously presented through structured academic advising. Other activities from Career Services include College and Career Days for middle school students to explore careers through experiential learning activities. Students are provided career assessments such as Clifton Strengths and Strong Interest Inventory to help students explore their innate talents and interest areas. Career Services also provide career exploration workshops to CTE majors. The college offers summer camps for career exploration in several CTE areas.

To ensure all students in MPS have multiple opportunities to create and envision their career pathway after graduation MPS funds will be leveraged with Perkins V grant funds to expand awareness and understanding of the secondary CTE programs of study in all grades with all students. This new commitment will use MPS General funds in grades 9-12 to expand staffing in the Work-Based learning program, rely on Perkins V grant funds in grades 5-12 in alignment with MDE requirements, and also take advantage of district investment to create related career awareness activities in grades K-4. The result will provide regular and explicit opportunities for all students in grades K-12 to participate in a connected learning continuum aligned to existing CTE programs of study available to all students in grades 9-14 within the consortium.

Additionally, MPS will continue its use of the district's general funds to support the expanded use of the PAES (Work-Based learning) labs in grades 9-12 that specifically focus on career exploration and preparedness among students that qualify as special populations. The district will use Perkins V grant funds to provide training and support to staff to increase use of the PAES labs that will provide students with the opportunity to identify further course taking sequences within CTE programs of study.
4a
MPS will leverage multiple partnerships such as Achieve Twin Cities, and our local workforce investment board to provide unique career awareness, exploration and preparation experiences at each grade level to build interest and career planning that increase student, family and staff knowledge and benefit from CTE course taking opportunities.

b. **Career information related to high-skill, high-wage, or in-demand industry sectors or occupations as identified by the comprehensive local needs assessment.**

Minneapolis College and MPS educate students on the functionality of careers, including wage, job outlook, responsibilities, education level, etc. The college employs O'Net, Occupational Outlook handbook, and Occupational Outlook handbook among other tools to inform students.

To increase diversity within each of the CTE program of study advisory committees, Minneapolis Public Schools will focus on the recruitment of staff from their Adult Education department, Pre-ETS staff, and Vocational Rehabilitation Services to become active members of each CTE program of study advisory.

c. **Pre-Employment Transition Services (Pre-ETS) with Vocational Rehabilitation Services (DEED VRS) and adult education programs.**

The Special Education department within Minneapolis Public Schools (MPS) embeds Pre-Employment Transition Services (Pre-ETS) in alignment with the needs identified in Individualized Education Plans (IEP). Additionally, Pre-ETS are also available through the Transition Plus school that provides career focused educational courses, early college programming, CTE programming, and career counseling services for students that qualify for services within an IEP.

Workforce Center Collaboration

Enter information into this table as it applies to your consortium. This table does not self-tabulate. Add totals from Postsecondary Subtotal (line 3) and Secondary Subtotal (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
1.	(POSTSECONDARY) Total Perkins funds used in collaboration with WorkForce Centers	$0
2.	(POSTSECONDARY) Estimated expenditure/in-kind contributions used in collaboration with Workforce Centers	$0
3.	Postsecondary Subtotal	$0
4.	(SECONDARY) Total Perkins funds used in collaboration with WorkForce Centers	$0
5.	(SECONDARY) Estimated expenditures/in-kind contributions used in collaboration with Workforce Centers	$9,000
6.	Secondary Subtotal	$9,000
7.	TOTAL	$9,000

Narrative 4: Integrated Academic and Technical Skills

Use the table below to answer questions 1 – 3. Use one table for each CLNA prioritized need. Copy and paste additional tables if more than two priorities will be addressed.

1. Of the consortium's prioritized needs from the *CLNA Results and Priorities*, which one(s) will be addressed in relation to **Integrated Academic and Technical Skills**?
2. What are the strategies to address these needs?
3. What are the desired measurable outcomes for this strategy? (You will be reporting on these outcomes in the next APR)

Narrative 4: Integrated Academic and Technical Skills NEED A:	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1☐	2☐ x	3☐	4☐	5☐
E2-Need D MPS needs to expand, promote and fund the increase of programming related to professions in the Health Science Technology field. It is recommended that MPS focus on developing coursework aligned to short term, stackable industry credentials that will create more onramps to the college programming and simultaneously provide entry level employment opportunities. Minneapolis College's Nursing and related Health Science career pathway students represent one of the most critical needs for healthcare workers in the metro area and beyond. Students need to be prepared to jump into the workforce with skills immediately in place using current industry tools and equipment. The college program requires upgraded nursing pump software to bring those technical skills in line with tools currently used in hospitals and clinics.					
2. Strategies to address need:					
• Restructure our advisory sessions to host all industry sectors at all-inclusive advisory events to share common CTE messaging, and address skill sets, and workforce needs shared by multiple industry sectors. • Expand participation in our SRPOS advisories to include additional community partners from all industry sectors, students, and non-CTE staff. • Modify our existing advisory focus for 2024-2026 to specifically address questions about industry-valued micro credentials and certifications and training opportunities for CTE students aligned with our local workforce needs that could be embedded into our existing SRPOS. • Determine funding needs and additional equipment, software, or instructional supplies to successfully incorporate new micro credentials and certifications into our CTE courses. The college program will purchase upgraded nursing pump software to bring those technical skills in line with tools currently used in hospitals and clinics.					
3. Measurable Outcomes (report results in next APR):					
Increase secondary CTE concentrators by 3% in Healthcare SRPOS by June 30, 2026. For the post-secondary partner, students will score at least 80% on a practical skills assessment involving the use of nursing pumps.					

Narrative 4: Integrated Academic and Technical Skills NEED B:	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1☐	2☐ x	3☐	4☐	5☐

E2-Need E
Based on recommendations discovered in the RealTime Talent MSP Metro Minnesota Workforce Trends, employer engagement sessions, and program advisories the consortium should also renew its focus on programming related to Information Technology career field and the Business and Finance clusters to match the local employment gaps. Eight of the top ten career paths in the Arts, Communications, and Information System occupations by employment volume in the MSP metro region are in the Information Technology cluster and pathways. In the Business, Management and Administration field (Largest employment sector in the region) the financial management, market research and other management and outreach roles in the gateway and target occupation paths are estimated to maintain a talent pool shortfall.

2. Strategies to address need:

- Increased recruitment and registration activities for students and families related to workforce needs associated with IT and Business SRPOS.
- Increased training re: value of CTE pathways and coursework opportunities to counselors, teachers and district administrators.
- Increased resources (digital, print, virtual, and in-person) to promote CTE opportunities.
- Work with advisories to determine if there are micro credentials or certifications that should be incorporated into our IT and Business SRPOS.

3. Measurable Outcomes (report results in next APR):

Increase secondary CTE concentrators by 3% in Business, Arts & Communications, and Information Technology SRPOS.

Narrative 4: Integrated Academic and Technical Skills NEED C:	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1☐	2☐	3☐ x	4☐	5☐

E3-Need E
CTE advisories and participants among all programs at the RealTime Talent employer engagement sessions identified the need to ensure students have access to stackable credentials throughout their journey to a target occupation. Effort should be made to develop and promote such opportunities at the secondary level, when possible, in all CTE programs of study to increase student technical skills, allow students to develop WBL foundational knowledge and skills to function in the workplace, and provide road maps to becoming postsecondary program completers as needed. Stakeholders also recommend the consortium continue to promote expanded access to career exploration opportunities at all grade levels.

2. Strategies to address need:

- Restructure our advisory sessions to host all industry sectors at all-inclusive advisory events to share common CTE messaging, and address skill sets, and workforce needs shared by multiple industry sectors.
- Expand participation in our SRPOS advisories to include additional community partners from all industry sectors, students, and non-CTE staff.
- Modify our existing advisory focus for 2024-2026 to specifically address questions about industry-valued micro credentials and certifications and training opportunities for CTE students aligned with our local workforce needs that could be embedded into our existing SRPOS.
- Determine funding needs and additional equipment, software, or instructional supplies to successfully incorporate new micro credentials and certifications into our CTE courses.

Create outreach materials to promote new certification opportunities; including unique learning opportunities that may include opportunities that may assist with increasing awareness and value-add to our district-wide Work-Based learning programs.

3. Measurable Outcomes (report results in next APR):

Add additional, industry-recognized stackable credentials to at least three SRPOS by June 30, 2026.

Increase secondary CTE participants by 3% in Work-Based learning 9090-95/96/97 and 0750-95/97 by June 30, 2026.

Narrative 4: Integrated Academic and Technical Skills NEED D:	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1☐	2☐	3☐ x	4☐	5☐

E3-Need F
Talent and award shortages exist among all Minneapolis Consortia SRPOS origin and gateway occupations identified by RealTime Talent MSP Metro Workforce Trends. To mitigate these workforce trends, in alignment with the secondary consortium partner should focus on the building or revising curriculum aligned to stackable credentials, increased pipelines to the college programs and industry needs in this career field to improve entry level earnings for students yet to attain target level occupations.

2. Strategies to address need:

- Restructure our advisory sessions to host all industry sectors at all-inclusive advisory events to share common CTE messaging, and address skill sets, and workforce needs shared by multiple industry sectors.
- Expand participation in our SRPOS advisories to include additional community partners from all industry sectors, students, and non-CTE staff.
- Modify our existing advisory focus for 2024-2026 to specifically address questions about industry-valued micro credentials and certifications and training opportunities for CTE students aligned with our local workforce needs that could be embedded into our existing SRPOS.
- Determine funding needs and additional equipment, software, or instructional supplies to successfully incorporate new micro credentials and certifications into our CTE courses.

3. Measurable Outcomes (report results in next APR):

Add additional, industry-recognized stackable credentials to at least three SRPOS by June 30, 2026.

Narrative 4: Integrated Academic and Technical Skills NEED E:	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1☐	2☐	3☐ x	4☐	5☐

E3-Need G

RealTime Talent, as a part of our CLNA community engagement sessions, confirmed the value of alignment between local employers and educational programming with a recommendation to prioritize collaborative work required to identify certifications and qualifications for workforce needs of our region, preparing students for relevant job opportunities of the future in the Twin Cities metro region.

2. Strategies to address need:

- Restructure our advisory sessions to host all industry sectors at all-inclusive advisory events to share common CTE messaging, and address skill sets, and workforce needs shared by multiple industry sectors.
- Expand participation in our SRPOS advisories to include additional community partners from all industry sectors, students, and non-CTE staff.
- Modify our existing advisory focus for 2024-2026 to specifically address questions about industry-valued micro credentials and certifications and training opportunities for CTE students aligned with our local workforce needs that could be embedded into our existing SRPOS.
- Determine funding needs and additional equipment, software, or instructional supplies to successfully incorporate new micro credentials and certifications into our CTE courses.

3. Measurable Outcomes (report results in next APR):

Document student and staff engagement with community partners via advisory participation, and other community-based experiential learning activities. At the secondary level the goal is to use feedback from the program advisories to identify industry-valued micro credentials and certifications and training opportunities for CTE students aligned with our local workforce needs that could be embedded into 50% of the existing SRPOS by the end of the 2025-26 school year.

4. Provide additional narrative to address the following:

a. How will your consortium improve both the academic and technical skills of students in CTE programs?
- By strengthening the academic and career and technical components of such programs
- Through integration of coherent and rigorous content aligned with challenging academic standards and relevant CTE programs
- To ensure learning in subjects that constitute a well-rounded education (as defined in section 8101 of the Elementary and Secondary Education Act of 1965)

Most of the CTE programs in Minneapolis College do require placement into programs based on minimum math and reading skills that are needed to be successful in the courses. Like many institutions, the college has worked to integrate those developmental skills into programs to help students gain those skills while also making progress on their program of study. In addition, most CTE programs of study also require appropriate liberal arts courses to round out the skill levels of students to help them be successful in the workplace. These may involve math courses, communication, writing, computer, or other courses.

Minneapolis College is seeking funds that will support curriculum updates and digital badging articulation in the Library Information Technology program. It is partnering with Minitex to help expand academic and technical skills for librarians to give them a more well-rounded background.

Minneapolis Public Schools CTE department will continue to update the technical skills and the WBL foundational knowledge and skills needed in all courses and programs and use grant funds to support staff training, outreach of all SRPOS, and purchases of tools, supplies and equipment as needed to provide a simulated work environment and educational settings aligned to industry standards and our postsecondary credit agreements identified by advisories, CLNA stakeholders, students, staff and community partners. Specific focus will concentrate on

integrating industry-recognized, stackable credentials into our courses to provide more pipelines to the college programs and industry needs in high-wage, high-demand, and high-skill career fields to improve entry level earnings for students yet to attain target level occupations.

Narrative 5: Special Populations

Use the table below to answer questions 1 – 3. Use one table for each CLNA prioritized need. Copy and paste additional tables if more than two priorities will be addressed.

1. Of the consortium's prioritized needs from the *CLNA Results and Priorities*, which one(s) will be addressed in relation to **Special Populations**?
2. What are the strategies to address these needs?
3. What are the desired measurable outcomes for this strategy? (You will be reporting on these outcomes in the next APR)

Narrative 5: Special Populations NEED A:	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1☐X	2☐	3☐	4☐	5☐
The population at Minneapolis College with the lowest success rate for retention and placement are Hispanic or Latino students, with a rate 11.11 percent lower than the college's overall retention and placement rate of 88.89%					
2. Strategies to address need:					
One of the reasons for lower success rates for Hispanic students lies in overall participation in CTE programs. While not addressing the overall need, one approach the college has undertaken to address at least a portion of this issue has been establishing a Spanish track in our Early Childhood Education program. This provides a viable career option for those in our community who do not know English. The Spanish track program was established in FY24 with Perkins support, and the college would like to use Perkins funds to support retention and placement of these students by hiring a Spanish tutor for this new track.					
3. Measurable Outcomes (report results in next APR):					
The retention and placement rate for students in the Spanish track program will improve by 15%, compared to the year before.					

Narrative 5: Special Populations NEED B:	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1☐	2☐	3☐ x	4☐	5☐

E3-Need D

At the secondary level the consortium did not meet SDPL goal 3S1: Post-Program Placement. It is worth noting that data in Minnesota Statewide Longitudinal Education Data System (SLEDS) shows the following percentages of CTE participants and concentrators that have directly entered into employment immediately after high school graduation were: 33%, in 2020, 32% in 2021, and 41% in 2022. Again, in SLEDS, non-CTE taking students demonstrated the same trend and were within 4% of the CTE taking peers (2020=31%, 2021=30%, 2022=37%). The SLEDS straight into employment data should be analyzed annually in conjunction with Performance Indicator 3S1: Post-Program Placement as not all employment opportunities receive assistance under title I of the National and Community Service Act of 1990 and are captured under data collected for Perkins reporting. MPS CTE should also review and update the course syllabi annually to embed post-secondary pathway opportunities within all CTE courses; and lead efforts to ensure district counselors, principals and families include all (examples: apprenticeship, 1-yr certificates, 2-yr and 4-yr programs, and the military, immediate employment) pathway options to a chosen career after high school graduation as needed.

This work should be aligned with career awareness and exploration initiatives occurring in all grades to increase the pipeline of students into CTE programs.

2. Strategies to address need:

- Increased recruitment and registration activities for students and families.
- Increased training re: value of Work-Based learning to counselors, teachers and district administrators.
- Increased resources (digital, print, virtual, and in-person) to promote CTE opportunities including post-high school graduation opportunities aligned with SDPL goals 3S1: Post-Program Placement and 5S1: Work-Based Learning.

3. Measurable Outcomes (report results in next APR):

Show continuous, meaningful progress toward improving performance on Perkins V Performance Indicator 3S1: Post-program Placement >37.14% by June 30, 2026.

Increase secondary CTE participants by 3% in Work-Based learning 9090-95/96/97 and 0750-95/97 by June 30, 2026.

Narrative 5: Special Populations NEED C:	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1☐	2☐	3☐	4☐	5☐ x

E5-Need B

CTE students receiving special education services have the lowest post-program placement into two-year education, four-year education, or employment by special population group. This is also reflected in the SDPL 3S1: Post-Program Placement performance gap. The consortium needs to prioritize the reduction of this achievement gap to ensure success of all students in CTE pathways.

2. Strategies to address need:

- Increased career exploration activities in grades 5-12 as a recruitment strategy that will increase CTE participants and concentrators in future years.
- Increased training to improve the value of CTE for all students among counselors, teachers, student support staff, and district administrators.
- Increased resources (digital, print, virtual, and in-person) to promote CTE opportunities including post-high school graduation opportunities aligned with SDPL goals 3S1: Post-Program Placement and 5S1: Work-Based Learning.

3. Measurable Outcomes (report results in next APR):

Show continuous, meaningful progress toward improving performance on Perkins V Performance Indicator 3S1: Post-program Placement >37.14% by June 30, 2026.

Narrative 5: Special Populations NEED D:	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1☐	2☐	3☐	4☐	5☐ x

E5-Need C
Minneapolis Public Schools (MPS) CTE enrollment has decreased on average 1-2% among all demographic subgroups since 2021-2023 except in our non-traditional, multi-racial and Hawaiian pacific islander student groups. Continued efforts should continue to be prioritized to eliminate institutional student enrollment barriers such as scheduling, the perceived value of CTE among counselors, principals, families and the community, and the lack of K-5 alignment between career awareness and exploration to CTE programming; and improve teacher preparedness to work with the diverse population of MPS.

2. Strategies to address need:

- Increased career exploration activities related to work- readiness, entrepreneurship, and financial literacy in grades 5-12 as a recruitment strategy that will increase CTE participants and concentrators in future years.
- Increased training re: value of CTE for all students to counselors, teachers, student support staff, and district administrators.
- Professional development for CTE staff related to equity, diversity and inclusion in support of all special populations.
- Increased resources (digital, print, virtual, and in-person) to promote CTE opportunities.

3. Measurable Outcomes (report results in next APR):

Increase CTE participants and concentrators in CTE SRPOS by an average of +3% for all demographic subgroups by June 30, 2026.

4. Provide additional narrative to address the following:
a. How will you address the barriers to access and success for special populations within CTE programs identified in your CLNA?

To ensure all students in MPS have multiple opportunities to create and envision their career pathway after graduation MPS funds will be leveraged with Perkins V grant funds to expand awareness and understanding of the secondary CTE programs of study in all grades with all students. This new commitment will use MPS General funds in grades 9-12 to expand staffing in the Work-Based learning program, rely on Perkins V grant funds in grades 5-12 in alignment with MDE requirements, and also take advantage of district investment to create related career awareness activities in grades K-4. The result will provide regular and explicit opportunities for all students in grades K-12 to participate in a connected learning continuum aligned to existing CTE programs of study available to all students in grades 9-14 within the consortium.

MPS will leverage multiple partnerships such as Achieve Twin Cities, and our local workforce investment board to provide unique career awareness, exploration and preparation experiences at each grade level to build interest and career planning that increase student, family and staff knowledge and benefit from CTE course taking opportunities.

b. How will you prepare special populations for high-skill, high-wage, or in-demand occupations that will lead to self-sufficiency?

Significant resources listed below allow students from special populations to continue with their educational endeavors that will lead them to family-sustaining careers.

MPS will continue its use of the district's general funds to support the expanded use of the PAES (Work-Based learning) labs in grades 9-12 that specifically focus on career exploration and preparedness among students that qualify as special populations. The district will use Perkins V grant funds to provide training and support to staff to increase use of the PAES labs that will provide students with the opportunity to identify further course taking sequences within CTE programs of study, Transitions Plus and dual credit CTE learning opportunities within the consortium.

Other initiatives to support special populations include but are not limited to:
- The consortium will use Perkins V grant funds so MPS can implement the use of a unified CTE program of study advisory meeting format that will bring all stakeholders to meet in one location and provide opportunities for special education work-experience coordinators (ACTE-SPED) to be embedded within each SRPOS advisory to improve the awareness of CTE course taking options among staff and families that support students among special populations.

- CTE will use Perkins V grant funds to provide professional development and resources to promote awareness and of industry-recognized, stackable credentials available through multiple CTE programs and pipelines in the consortium that lead to high-wage, -demand, and -skill career fields, and improved entry level earnings for students yet to attain target level occupations.

- Investment from MPS general and special education resources to fund a Special Education Teacher on Special Assignment, Special Education Associate Educators, and Multilingual Associate Educators to be embedded at the three CTE Tech Centers. These staff will work with all CTE teachers and support staff to provide scaffolded learning experiences.

c. What new initiatives will you develop to better prepare CTE participants for non-traditional fields?

Minneapolis College is not proposing new initiatives for non-traditional students in the FY25 plans, though the same services and supports are available to all students.

To ensure all students in MPS have multiple opportunities to create and envision their career pathway after graduation MPS funds will be leveraged with Perkins V grant funds to expand awareness and understanding of the secondary CTE programs of study in all grades with all students. This new commitment will use MPS General funds in grades 9-12 to expand staffing in the Work-Based learning program, rely on Perkins V grant funds in grades 5-12 in alignment with MDE requirements, and also take advantage of district investment to create related career awareness activities in grades K-4. The result will provide regular and explicit opportunities for all students in

grades K-12 to participate in a connected learning continuum aligned to existing CTE programs of study available to all students in grades 9-14 within the consortium.

d. How will you ensure members of special populations will not be discriminated against and have equal access to CTE?

The college's Accessibility Resource Center works with students with disabilities to determine and facilitate reasonable and appropriate accommodations for their CTE and other courses. The Parent Center allows students with children to bring their children to the college while they participate in their class work. A multitude of services help students with basic necessities such as food, travel, housing. Our on-campus health clinic provides free medical services. We have a center for Veterans, offering courses to incarcerated students. All of these services – and more – help ensure that students in crisis or who have needs can continue to participate in their educational endeavors.

Minneapolis Public Schools (MPS) believe that all members of the MPS community are responsible for promoting a positive working and learning environment where all persons are free to discuss any problems or questions, they may have concerning discrimination or harassment without fear of intimidation or retaliation. Within MPS the Office of Equality & Civil Rights is tasked with working collaboratively with all our stakeholders in enforcing non-discrimination and equal treatment for all our students, employees, parents and other stakeholders.

To support this belief MPS will continue its use of Perkins V grant funds to provide ongoing professional development in support of district, state and Perkins V goals to develop and retain teachers. This work will focus on intersecting systems of oppression to understand the deeper impacts of institutional systems with a focus on Multi-tiered Systems of Support (MTSS) goals to significantly improve the experiences and outcomes of all students participating in CTE department courses and initiatives. Specific attention will focus on the relationship with interesting systems of oppression by understanding the deeper impact of systems including racism, classism, ableism and strategies of working across the differences.

Narrative 6: Work-Based Learning

Use the table below to answer questions 1 – 3. Use one table for each CLNA prioritized need. Copy and paste additional tables if more than two priorities will be addressed.

1. Of the consortium's prioritized needs from the *CLNA Results and Priorities*, which one(s) will be addressed in relation to **Work-based Learning**?
2. What are the strategies to address these needs?
3. What are the desired measurable outcomes for this strategy? (You will be reporting on these outcomes in the next APR)

Narrative 6: Work-Based Learning NEED A:	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1☐	2☐	3☐X	4☐	5☐
Discussion during employment engagement sessions provided clear feedback about the need for employees who have a sense of workplace responsibilities and expectations. RealTime Talent staff indicated it is a refrain they have heard over and over again during engagement sessions throughout the state. Minneapolis College needs to increase student engagement with employers through expanded Work-Based learning opportunities and other initiatives to help students gain the experiences that will help them be prepared for a workplace environment.					
2. Strategies to address need:					
A revised position description in Career Services will dedicate 25% of a position to provide a pipeline of work-related opportunities through project-based opportunities and apprenticeships for students and employer partners. This had not been a previous portion of this position. This proposal will address the skills gap and workforce demand for diversity by ensuring that students acquire the experiences, core competencies and necessary skills for various industries. Our efforts will ensure that Minneapolis College students are seeking work related opportunities, and ultimately contribute to the workforce as a more skilled and robust professional. This will be a two-year pilot program.					
3. Measurable Outcomes (report results in next APR):					
Institutional Research will calculate the quantitative data by identifying the persistence and completion rate of the Work-Based program for both years. Key outcomes through qualitative data in year 1 will include 100% of students participating in the pilot program will be more likely to obtain employment after developing additional experience through the program. Students will develop additional 'soft skills' to be applied within their industry through one of the work-related opportunities. Soft skills may include confidence, communication, critical thinking, problem solving, teamwork, leadership, etc. Employer partners should see an increase in finding quality candidates to address the employment shortage within their recruiting efforts					

Narrative 6: Work-Based Learning NEED B:	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1☐	2☐	3☐ x	4☐	5☐

E3-Need A:

Based on feedback from employment engagement sessions and multiple advisory committees, Minneapolis College and Minneapolis Public Schools have recognized a need to provide applied learning opportunities and entrepreneurial education to students. Examples identified in the CLNA process are in business management, information technology, the specialized trades, and the arts. Ideally this would include supplemental grant funds and mentorship programs at the post-secondary level and an expansion of secondary Work-Based learning and career exploration opportunities in CTE programs supported under the Perkins V grant.

2. Strategies to address need:

- Increased career exploration activities related to work- readiness, entrepreneurship, and financial literacy in grades 5-12 as a recruitment strategy that will increase CTE participants and concentrators in future years.
- Increased recruitment and registration activities for students and families.
- Increased training re: value of Work-Based learning to counselors, teachers and district administrators.
- Increased resources (digital, print, virtual, and in-person) to promote CTE opportunities including post-high school graduation opportunities aligned with SDPL goal 5S1: Work-Based Learning.

3. Measurable Outcomes (report results in next APR):

Increase secondary CTE concentrators by **3%** in the existing work-based learning programs by June 30, 2026.

Narrative 6: Work-Based Learning NEED C:	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1☐	2☐	3☐ x	4☐	5☐

E3-Need D

At the secondary level the consortium did not meet SDPL goal 3S1: Post-Program Placement. It is worth noting that data in Minnesota Statewide Longitudinal Education Data System (SLEDS) shows the following percentages of CTE participants and concentrators that have directly entered into employment immediately after high school graduation were: 33%, in 2020, 32% in 2021, and 41% in 2022. Again, in SLEDS, non-CTE taking students demonstrated the same trend and were within 4% of the CTE taking peers (2020=31%, 2021=30%, 2022=37%). The SLEDS straight into employment data should be analyzed annually in conjunction with Performance Indicator 3S1: Post-Program Placement as not all employment opportunities receive assistance under title I of the National and Community Service Act of 1990 and are captured under data collected for Perkins reporting. MPS CTE should also review and update the course syllabi annually to embed post-secondary pathway opportunities within all CTE courses; and lead efforts to ensure district counselors, principals and families include all (examples: apprenticeship, 1-yr certificates, 2-yr and 4-yr programs, and the military, immediate employment) pathway options to a chosen career after high school graduation as needed.

This work should be aligned with career awareness and exploration initiatives occurring in all grades to increase the pipeline of students into CTE programs.

2. Strategies to address need:

- Increased recruitment and registration activities for students and families.
- Increased training re: value of Work-Based learning to counselors, teachers and district administrators.
- Increased resources (digital, print, virtual, and in-person) to promote CTE opportunities including post-high school graduation opportunities aligned with SDPL goals 3S1: Post-Program Placement and 5S1: Work-Based Learning.

3. Measurable Outcomes (report results in next APR):

Show continuous, meaningful progress toward improving performance on Perkins V Performance Indicator 3S1: Post-program Placement.
>37.14% by June 30, 2026.

Increase secondary CTE participants by 3% in Work-Based learning 9090-95/96/97 and 0750-95/97 by June 30, 2026.

4. Provide additional narrative to address the following:
a. Describe the current Work-Based learning opportunities provided to students enrolled in CTE programs at the secondary and postsecondary levels.

Several of the college's CTE programs of study have internship work integrated into programming. These are normally arranged and overseen by individual departments.

Minneapolis Public Schools (MPS) has SRPOS in Work-Based Learning Diversified and ACTE-SPED. In support of these programs MPS uses general funds to support thirteen (13) work-experience coordinators within the Diversified Occupations program and Special Educations funds to support twelve (12) work-experience coordinators and six (6) job coaches in support of the ACTE-SPED program. Teachers in the Diversified Occupations program are distributed at individual sites while ACTE-SPED teachers are considered itinerant. In the 2024-25 school year MPS will increase the number of teachers in the Diversified Occupations program to ensure all high schools have at least one full-time Work-Based learning teacher.

Both secondary Work-Based learning programs provide students an opportunity to complete coursework with the goal of being prepared to participate in work experiences that support the learning outcomes developed in their prior CTE course taking opportunities and career exploration activities. The district uses our strategic partner (Achieve Twin Cities) and the City of Minneapolis Step-Up programs to provide the majority of employment opportunities aligned to the CTE SRPOS.

b. **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.**

Minneapolis College works tirelessly with employers to host multiple job fairs for many programs of study, as well as general work-related opportunities, such as the part-time job fair and internship and job fair. The two -year pilot program described above will expand Work-Based learning opportunities.

MPS will leverage multiple partnerships such as Achieve Twin Cities, Junior Achievement, Best Prep, Genesys Works and our local workforce investment board to provide unique career awareness, exploration and preparation experiences at each grade level to build interest and career planning that increase student, family and staff knowledge and benefit of CTE courses and expanded Work-Based learning opportunities.

c. **Describe how your consortium will invest financial resources to increase Work-Based learning opportunities at the secondary and postsecondary levels.**

Minneapolis College has a revised PD in its Career Services department and is proposing that 25% of the position be funded by Perkins to support increased Work-Based learning opportunities.

To ensure all students in MPS have multiple opportunities to create and envision their career pathway after graduation MPS funds will be leveraged with Perkins V grant funds to expand awareness and understanding of the

secondary CTE programs of study in all grades with all students. This new commitment will use MPS General funds in grades 9-12 to expand staffing in the Work-Based learning program, rely on Perkins V grant funds in grades 5-12 in alignment with MDE requirements, and also take advantage of district investment to create related career awareness activities in grades K-4. The result will provide regular and explicit opportunities for all students in grades K-12 to participate in a connected learning continuum aligned to existing CTE programs of study available to all students in grades 9-14 within the consortium.

In the 2024-25 school year MPS will increase the number of teachers in the Diversified Occupations program to ensure all high schools have at least one full-time Work-Based learning teacher.

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.

Narrative 7: Early Postsecondary Credit Opportunities

Use the table below to answer questions 1 – 3. Use one table for each CLNA prioritized need. Copy and paste additional tables if more than two priorities will be addressed.

1. Of the consortium's prioritized needs from the *CLNA Results and Priorities*, which one(s) will be addressed in relation to **Early Postsecondary Credit Opportunities**?
2. What are the strategies to address these needs?
3. What are the desired measurable outcomes for this strategy? (You will be reporting on these outcomes in the next APR)

Narrative 7: Early Postsecondary Credit Opportunities NEED A:	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1☐	2☐	3☐ x	4☐	5☐
E3-Need D At the secondary level the consortium did not meet SDPL goal 3S1: Post-Program Placement. It is worth noting that data in Minnesota Statewide Longitudinal Education Data System (SLEDS) shows the following percentages of CTE participants and concentrators that have directly entered into employment immediately after high school graduation were: 33%, in 2020, 32% in 2021, and 41% in 2022. Again, in SLEDS, non-CTE taking students demonstrated the same trend and were within 4% of the CTE taking peers (2020=31%, 2021=30%, 2022=37%). The SLEDS straight into employment data should be analyzed annually in conjunction with Performance Indicator 3S1: Post-Program Placement as not all employment opportunities receive assistance under title I of the National and Community Service Act of 1990 and are captured under data collected for Perkins reporting. MPS CTE should also review and update the course syllabi annually to embed post-secondary pathway opportunities within all CTE courses; and lead efforts to ensure district counselors, principals and families include all (examples: apprenticeship, 1-yr certificates, 2-yr and 4-yr programs, and the military, immediate employment) pathway options to a chosen career after high school graduation as needed. This work should be aligned with career awareness and exploration initiatives occurring in all grades to increase the pipeline of students into CTE programs.					
2. Strategies to address need:					
- Increased recruitment and registration activities for students and families. - Increased training re: value of Work-Based learning to counselors, teachers and district administrators. - Increased resources and community resources (digital, print, virtual, and in-person) to promote CTE opportunities including post-high school graduation opportunities aligned with SDPL goals 3S1: Post-Program Placement.					
3. Measurable Outcomes (report results in next APR):					
Show continuous, meaningful progress toward improving performance on Perkins V Performance Indicator 3S1: Post-program Placement >37.14% by June 30, 2026. Increase secondary CTE participants by 3% in Work-Based learning 9090-95/96/97 and 0750-95/97 by June 30, 2026.					

4. **Provide additional narrative to address the following:**

a. What opportunities are available and/or are being developed for CTE students to earn postsecondary credit while still in high school?

MPS and Minneapolis College are in constant communication regarding potential collaboration on new and renewed articulation agreements and potential for concurrent enrollment. This year, the Consortia established new concurrent enrollment courses in Business. Funds continue to be requested for FY25 to support articulation agreement development.

To ensure all students in MPS have multiple opportunities to create and envision their career pathway after graduation MPS funds will be leveraged with Perkins V grant funds to expand awareness and understanding of the secondary CTE programs of study in all grades with all students. This new commitment will use MPS General funds in grades 9-12 to expand staffing in the Work-Based learning program, rely on Perkins V grant funds in grades 5-12 in alignment with MDE requirements, and also take advantage of district investment to create related career awareness activities in grades K-4. The result will provide regular and explicit opportunities for all students in grades K-12 to participate in a connected learning continuum aligned to existing CTE programs of study available to all students in grades 9-14 within the consortium.

CTE will use Perkins V grant funds to provide professional development and outreach to promote awareness and of industry-recognized, stackable credentials available through multiple CTE programs and pipelines in the consortium's postsecondary partner that lead to high-wage, -demand, and -skill career fields, and improved entry level earnings for students yet to attain target level occupations.

MPS CTE department will continue its practice to work collaboratively with area colleges to ensure students have the opportunity to explore careers, earn college credit, and complete a high school CTE program before graduating from high school aligned to secondary course offerings with industry credentials and postsecondary credits as the primary goal. In the 2023-24 school year 44 of the 47 (93.6%) high school CTE courses allowed students to earn college credit through articulation agreements or concurrent enrollment opportunities. Please see the attached document to the Minneapolis Consortium annual Perkins V grant application titled SY24 ACC Agreement Tracking Sheet.

Narrative 8: Support to Professionals

Use the table below to answer questions 1 – 3. Use one table for each CLNA prioritized need. Copy and paste additional tables if more than two priorities will be addressed.
1234

1. Of the consortium's prioritized needs from the *CLNA Results and Priorities*, which one(s) will be addressed in relation to **Support to Professionals**?
2. What are the strategies to address these needs?
3. What are the desired measurable outcomes for this strategy? (You will be reporting on these outcomes in the next APR)

Narrative 8: Support to Professionals NEED A:	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1☐	2☐	3☐	4☐X	5☐
Minneapolis College continues to recognize the importance of helping students confirm their majors and career exploration goals through accurate Strong and MBTI interpretation provided by trained professionals. Getting students started in appropriate programs of study will improve student performance, retention and completion.					
2. Strategies to address need:					
Proper training is necessary for accurate and meaningful interpretation of tools that measure career interest and innate abilities. The college plans to use Perkins funds to support training on Strong and MBTI tests and result analysis, and related texts.					
3. Measurable Outcomes (report results in next APR):					
Measurements of overall student persistence in CTE majors will indicate improvement.					

Narrative 8: Support to Professionals NEED B:	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1☐	2☐	3☐ x	4☐	5☐
E3-Need G RealTime Talent, as a part of our CLNA community engagement sessions, confirmed the value of alignment between local employers and educational programming with a recommendation to prioritize collaborative work required to identify certifications and qualifications for workforce needs of our region; preparing students for relevant job opportunities of the future in the Twin Cities metro region.					
2. Strategies to address need:					

- Restructure our advisory sessions to host all industry sectors at all-inclusive advisory events to share common CTE messaging, and address skill sets, and workforce needs shared by multiple industry sectors.
- Expand participation in our SRPOS advisories to include additional community partners from all industry sectors, students, and non-CTE staff.
- Modify our existing advisory focus for 2024-2026 to specifically address questions about industry-valued micro credentials and certifications and training opportunities for CTE students aligned with our local workforce needs that could be embedded into our existing SRPOS.

Determine funding needs and additional equipment, software, or instructional supplies to successfully incorporate new micro credentials and certifications into our CTE courses.

3. Measurable Outcomes (report results in next APR):
Document student and staff engagement with community partners via advisory participation, and other community-based experiential learning activities.

Narrative 8: Support to Professionals NEED C:	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1☐	2☐	3☐	4☐ x	5☐
E4-Need B To increase retention of all CTE teachers, specifically females, teachers of color and properly licensed CTE teachers, Minneapolis College and Minneapolis Public Schools (MPS) should expand existing recruiting practices and continue early hire practices within their Human Resources department to allow early hiring of CTE teachers. MPS will continue to review investment priorities of non-CTE funds for professional development; how funds are allocated and how professional development could be inclusive of efforts to help Tier 1, Tier 2 and Out-of-Field Permission teachers to secure training and/or certifications that will allow them to be retained rather than excessed each year.					
2. Strategies to address need:					
- Provide professional development for CTE staff related to equity, diversity and inclusion in support of all special populations in support of the unique needs of Minneapolis students, families and staff while also in alignment with PELSB teacher licensing requirements. - Consult and collaborate with Minneapolis Human Resources department re: unique CTE licensure and hiring needs. - Support teachers as needed to obtain training and professional development as required for licensure via portfolio requirements.					
3. Measurable Outcomes (report results in next APR):					
Document staff engagement with professional development activities, SRPOS specific trainings, and improve metrics associated with "out of field permission" licensure at the secondary level.					

Narrative 8: Support to Professionals NEED D:	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1☐	2☐	3☐	4☐ x	5☐

E4-Need C

At the secondary level, develop and implement training and practices to meet licensure and re-licensure requirements identified by Minnesota Statute and the Professional Educator License and Standards Board (PELSB) with increased focus cultural competences to better serve the learning needs of our non-traditional and special populations, and under-represented population groups.

2. Strategies to address need:

- Provide professional development for CTE staff related to equity, diversity and inclusion in support of all special populations in support of the unique needs of Minneapolis students, families and staff while also in alignment with PELSB teacher licensing requirements.
- Consult and collaborate with Minneapolis Human Resources department re: unique CTE licensure and hiring needs.
- Support teachers as needed to obtain training and professional development as required for licensure via portfolio requirements.

3. Measurable Outcomes (report results in next APR):

Document staff engagement with professional development activities, SRPOS specific trainings, and improve metrics associated with "out of field permission" licensure at the secondary level.

Narrative 8: Support to Professionals NEED E:	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1☐	2☐	3☐	4☐ x	5☐

E4-Need D

Reduce reliance of Tier 1 and 2 teachers and Out-of-Field Permissions at the secondary level. The consortium trend over the last eight years at the secondary level has been for 35% - 47% of CTE teachers to use a Tier 1, 2 license or an Out-of-Field Permission to teach in our SRPOS.

2. Strategies to address need:

- Provide professional development for CTE staff related to equity, diversity and inclusion in support of all special populations in support of the unique needs of Minneapolis students, families and staff while also in alignment with PELSB teacher licensing requirements.
- Consult and collaborate with Minneapolis Human Resources department re: unique CTE licensure and hiring needs.
- Support teachers as needed to obtain training and professional development as required for licensure via portfolio requirements.

3. Measurable Outcomes (report results in next APR):

Document staff engagement with professional development activities, SRPOS specific trainings, and improve metrics associated with "out of field permission" licensure at the secondary level.

4. Provide additional narrative to address the following:

a. Describe the specific actions your consortium will take to support the recruitment and preparation of education professionals, including individuals from groups underrepresented in the teaching profession.

The Human Resources department at Minneapolis College indicates they utilize the same recruitment tools for all positions. Postings go out to various locations and agencies throughout the state. Postings for MPLS College can be found on the state's site, MN.gov DEED and Indeed. Minneapolis College also works occasionally with Northside agencies in recruitment efforts.

MPS CTE will continue its use of Perkins V grant funds to provide ongoing professional development in support of district, state and Perkins V goals to develop and retain teachers. This work will focus on intersecting systems of oppression to understand the deeper impacts of institutional systems with a focus on Multi-tiered Systems of Support (MTSS) goals to significantly improve the experiences and outcomes of all students participating in CTE department courses and initiatives. Specific attention will focus on the relationship with interesting systems of oppression by understanding the deeper impact of systems including racism, classism, ableism and strategies of working across the differences.

The MPS CTE and Human Resources departments will continue to negotiate an annual Memorandum of Agreement (MOA) with the Minneapolis Federation of Teachers to enable CTE teachers that have been excessed due to seniority or other contract requirements that will give excessed CTE teacher preference and priority in the interview and hiring process. For the 2024-25 school year this MOA will impact four teachers in the Agriculture, Food and Natural Resources, Construction, Manufacturing, and Engineering and Technology programs.

b. **Describe the specific actions your consortium will take to retain, train, and develop education professionals and ensure applicable certification, credential, and licensure requirements are met.**

Minneapolis College has a multitude of professional development opportunities available to CTE faculty, including the CTL center on campus, as well as initiatives by MinnState, other state agencies, and professional and industry-led trainings. These are normally supported by department funds.

The College is also requesting funds for CTE staff, faculty, and administrators to attend CTE Works!

As mentioned earlier MPS will continue its use of Perkins V grant funds to provide ongoing professional development in support of district, state and Perkins V goals to develop and retain teachers. This work will focus on intersecting systems of oppression to understand the deeper impacts of institutional systems with a focus on Multi-tiered Systems of Support (MTSS) goals to significantly improve the experiences and outcomes of all students participating in CTE department courses and initiatives. Specific attention will focus on the relationship with intersecting systems of oppression by understanding the deeper impact of systems including racism, classism, ableism and strategies of working across the differences.

MPS CTE will also use Perkins V grant funds to support professional development associated with certifications and credentials in support of program improvement.

Narrative 9: Performance Gaps

Use the table below to answer questions 1 – 3. Use one table for each CLNA prioritized need. Copy and paste additional tables if more than two priorities will be addressed.

1. Of the consortium's prioritized needs from the *CLNA Results and Priorities*, which one(s) will be addressed in relation to **Performance Gaps**?
2. What are the strategies to address these needs?
3. What are the desired measurable outcomes for this strategy? (You will be reporting on these outcomes in the next APR)

Narrative 9: Performance Gaps NEED A:	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1☐X	2☐	3☐	4☐	5☐
Minneapolis College sees a continued need to help students in the Business Management and Administration programs improve in the 2p1 - credential attainment indicator. The indicator is 30.62% lower than the college's overall average of 42.62%, giving it the highest priority for improvement in credential attainment. RealTime Talent reports the Business, Management and Administration careers represent the largest share of employment by career field, and, further, outlays significant replacement demand needs.					
2. Strategies to address need:					
Minneapolis College plans to hire a tutor for business management and accounting majors. The college recognized this need for the FY24 plan but was not able to hire the position. A revised position description and recruitment efforts should make this a reality for FY25. In the past, the college has seen positive results from utilization of discipline-specific tutors.					
3. Measurable Outcomes (report results in next APR):					
Completion and graduation rates will improve after both year one and year two of this proposal.					

Narrative 9: Programs of Study (POS) NEED B:	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1☐	2☐X	3☐	4☐	5☐
Nursing students represent one of the most critical needs for healthcare workers in the metro area and beyond. Students need to be prepared to jump into the workforce with skills immediately in place. Our program needs upgraded nursing pump software to bring those skills in line with tools currently used in hospitals and clinics. One of the essential skills for future nursing is dosage calculation. Students who fail this area would be suspended for a year, and the under-represented students are disproportionately under-performing in doing dosage calculations.					
2. Strategies to address need:					
Minneapolis College would like to pay 4 credits of workload, or $12,000, to a math faculty and a nursing faculty. They will co-create learning materials that can be used to (1) help students who fall behind early in the semester, and (2) prepare students for the dosage calculation component of standardized exams or licensure tests.					
3. Measurable Outcomes (report results in next APR):					
Students will score at least 80% on a practical skills assessment involving dosage calculation.					

Narrative 9: Performance Gaps NEED C:	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1☐ x	2☐	3☐	4☐	5☐

E1-Need D
Post-Program Placement (3S1) of Minneapolis Public Schools (MPS) CTE concentrators decreased substantially from 58.97% to 14.5%. The district needs to complete an Improvement Plan to address this decrease below 90% of the State Determined Performance Level goal of 46.95%. MPS will link efforts to increase this SDPL to one of its main goals in FY24-25 to increase enrollment and concentrators in CTE programs of study.

2. Strategies to address need:

- Increased recruitment and registration activities for students and families.
- Increased training re: value of CTE to counselors, teachers and district administrators.
- Increased resources (digital, print, virtual, and in-person) to promote CTE opportunities including post-high school graduation opportunities aligned with SDPL goal 3S1: Post-Program Placement.

3. Measurable Outcomes (report results in next APR):

Show continuous, meaningful progress toward improving performance on Perkins V Performance Indicator 3S1: Post-program Placement >37.14% by June 30, 2026.

Narrative 9: Performance Gaps NEED D:	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1☐	2☐	3☐ x	4☐	5☐

E3-Need D
At the secondary level the consortium did not meet SDPL goal 3S1: Post-Program Placement. It is worth noting that data in Minnesota Statewide Longitudinal Education Data System (SLEDS) shows the following percentages of CTE participants and concentrators that have directly entered into employment immediately after high school graduation were: 33%, in 2020, 32% in 2021, and 41% in 2022. Again, in SLEDS, non-CTE taking students demonstrated the same trend and were within 4% of the CTE taking peers (2020=31%, 2021=30%, 2022=37%). The SLEDS straight into employment data should be analyzed annually in conjunction with Performance Indicator 3S1: Post-Program Placement as not all employment opportunities receive assistance under title I of the National and Community Service Act of 1990 and are captured under data collected for Perkins reporting. MPS CTE should also review and update the course syllabi annually to embed post-secondary pathway opportunities within all CTE courses; and lead efforts to ensure district counselors, principals and families include all (examples: apprenticeship, 1-yr certificates, 2-yr and 4-yr programs, and the military, immediate employment) pathway options to a chosen career after high school graduation as needed.

This work should be aligned with career awareness and exploration initiatives occurring in all grades to increase the pipeline of students into CTE programs.

2. Strategies to address need:

- Increased career exploration activities related to work- readiness, entrepreneurship, and financial literacy in grades 5-12 as a recruitment strategy that will increase CTE participants and concentrators in future years.
- Increased recruitment and registration activities for students and families.
- Increased training re: value of Work-Based learning to counselors, teachers and district administrators.
- Increased resources (digital, print, virtual, and in-person) to promote CTE opportunities including post-high school graduation opportunities aligned with SDPL goals 3S1: Post-Program Placement and 5S1: Work-Based Learning.

3. Measurable Outcomes (report results in next APR):

Show continuous, meaningful progress toward improving performance on Perkins V Performance Indicator 3S1: Post-program Placement.
>37.14% by June 30, 2026.

Increase secondary CTE participants by 3% in Work-Based learning 9090-95/96/97 and 0750-95/97 by June 30, 2026.

Narrative 9: Performance Gaps NEED E:	This Need is in Element(s):				
Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1☐	2☐	3☐	4☐ x	5☐

E4-Need C
At the secondary level, develop and implement training and practices to meet licensure and re-licensure requirements identified by Minnesota Statute and the Professional Educator License and Standards Board (PELSB) with increased focus cultural competences to better serve the learning needs of our non-traditional and special populations, and under-represented population groups.

Strategies to address need:

- Provide professional development for CTE staff related to equity, diversity and inclusion in support of all special populations in support of the unique needs of Minneapolis students, families and staff while also in alignment with PELSB teacher licensing requirements.
- Consult and collaborate with Minneapolis Human Resources department re: unique CTE licensure and hiring needs.
- Support teachers as needed to obtain training and professional development as required for licensure via portfolio requirements.

Measurable Outcomes (report results in next APR):

Document staff engagement with professional development activities, SRPOS specific trainings, and improve metrics associated with "out of field permission" licensure at the secondary level.

4. Provide additional narrative to address the following if not already addressed in the table above:
a. What specific student group(s) were identified as having significant disparities or performance gaps?

Performance gaps at Minneapolis College were indicated for Hispanic learners, which is addressed in Narrative 5 and for Healthcare Science majors, which is addressed in reserve funding.

Performance gaps related to high school students in MPS are identified in Narrative 5: Special Populations NEED B, C and D.

_____

b. What specific actions will the consortium take at both the secondary and postsecondary level to eliminate these disparities or close performance gaps?

These are addressed in Narrative 5 and Narrative 11, for Minneapolis College. MPS addressed these performance gaps in Narrative 5.

Beginning with the 2024-25 school year MPS will implement a K-12 career connected learning continuum. All MPS students will have multiple opportunities to create and envision their career pathway after graduation MPS funds will be leveraged with Perkins V grant funds to expand awareness and understanding of the secondary CTE programs of study in all grades with all students. This new commitment will use MPS General funds in grades 9-12 to expand staffing in the Work-Based learning program, rely on Perkins V grant funds in grades 5-12 in alignment with MDE requirements, and also take advantage of district investment to create related career awareness activities in grades K-4. The result will provide regular and explicit opportunities for all students in grades K-12 to participate in a connected learning continuum aligned to existing CTE programs of study available to all students in grades 9-14 within the consortium.

MPS CTE will also use Perkins V grant funds to provide professional development and outreach to promote awareness and of industry-recognized, stackable credentials available through multiple CTE programs and pipelines in the consortium that lead to high-wage, -demand, and -skill career fields, and improved entry level earnings for students yet to attain target level occupations.

Another initiative at the college is to continue the work of the lab tutor for the Apparel Technology program. FY25 will be their last year of this tutor work. Apparel faculty report significant help for students as a result of the available tutoring and extended lab time for students.

Finally, as indicated in Narrative 8, the college has found Strong assessments, as well as Clifton Strengths assessment to be extremely helpful for students, and important for helping students to begin in appropriate careers. This supports student retention and completion in programs, as well as increases student confidence in their major choices. As in last year, a portion of reserve funding is requested to purchase the tools needed for the assessments.

Narrative 10: Consortium Governance

Use the table below to answer questions 1 – 3. Use one table for each CLNA prioritized need. Copy and paste additional tables if more than two priorities will be addressed.

1. Of the consortium's prioritized needs from the *CLNA Results and Priorities*, which one(s) will be addressed in relation to **Consortium Governance**?
2. What are the strategies to address these needs?
3. What are the desired measurable outcomes for this strategy? (You will be reporting on these outcomes in the next APR)

Narrative 10: Consortium Governance NEED A:	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1☐	2☐	3☐ x	4☐	5☐
E3-Need G RealTime Talent, as a part of our CLNA community engagement sessions, confirmed the value of alignment between local employers and educational programming with a recommendation to prioritize collaborative work required to identify certifications and qualifications for workforce needs of our region, preparing students for relevant job opportunities of the future in the Twin Cities metro region.					
2. Strategies to address need:					
Modify our existing advisory model (and CLNA research) to specifically address questions about industry-valued micro credentials and certifications aligned with our local workforce needs that could be embedded into our existing SRPOS. Engage staff and interested stakeholders in research of recommended micro credentials and certifications. Determine funding needs and additional equipment, software, or instructional supplies to successfully incorporate the certifications into our CTE courses.					
3. Measurable Outcomes (report results in next APR):					
Document student and staff engagement with community partners via advisory participation, and other community-based experiential learning activities.					

4. **Provide additional narrative to address the following:**

a. Describe your consortium's formal governance structure, including:
- How the consortium leadership is organized,
- Processes used for making financial decisions,
- Processes and structures in place to ensure secondary and postsecondary collaboration, and
- Communication systems in place to ensure all consortium members are continually informed.
- Note any areas of governance that are being developed or improved.

The Minneapolis Consortium 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. Primary leadership for the Consortium consists of CTE Directors at Minneapolis Public Schools and the assigned Perkins Coordinator position and Dean supervisor at Minneapolis College.

The Perkins leadership at MPS collaborates with district leadership 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.

Minneapolis College CTE programming is managed by the Academic Affairs division, including program faculty and corresponding deans for each program of study, as well as administrators and staff, which includes the Perkins Coordinator. A Perkins Subcommittee, chaired by the Perkins Coordinator, meets regularly to discuss goals and progress aligned to the Perkins plan and Consortium objectives.

Each institution within the Minneapolis Consortium is required to follow detailed policies and procedures in respect to financial planning, decisions and processes. Together, the Minneapolis Consortium discusses potential proposals and expenditures to advance CTE programming and alignment of expenditures to the Perkins V Results and Priorities (CLNA Frameworks), while also looking at needs at our respective institutions.

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.

Narrative 11: Reserve Funds

Reserve funds can be used to address Performance Gaps or to develop or improve Programs of Study or CTE Programs.

Use the table below to answer questions 1 – 3. Use one table for each CLNA prioritized need. Copy and paste additional tables if more than two priorities will be addressed.

1. Of the consortium's prioritized needs from the *CLNA Results and Priorities*, which one(s) will be addressed in relation to **Reserve Funds**? For each need identified, check the box for the associated Reserve Category (Performance Gaps, Develop or Improve POS/CTE programs).
2. What are the strategies to address these needs?
3. What are the desired measurable outcomes for this strategy? (You will be reporting on these outcomes in the next APR)

Narrative 11: Reserve Funds NEED A:	Narrative 11: Reserve Funds				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1☐X	2☐	3☐	4☐	5☐
Health Science majors are among the largest cohorts of students in CTE programs at Minneapolis College. The gap in retention and placement (1p1) for this cohort is .76% lower than the college's average of 88.89%. While the gap isn't large, the large number of students in this cohort makes it a priority for the college.					
Reserve Category: X☐ Performance Gaps ☐ Develop or Improve POS/CTE programs					
2. Strategies to address need:					
One of the areas of weakness for students to succeed in the RN nursing program has been the Dosage Calculation exams. The college will create, design and implement a Dosage Calculation Remediation Plan for nursing students allowing them to continue successfully in their program. This work will be done through release credit equivalencies paid to nursing faculty.					
3. Measurable Outcomes (report results in next APR):					
100% of nursing students will pass the Dosage Calculation exam at the first attempt.					

Narrative 11: Reserve Funds NEED B:	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1☐	2☐ x	3☐	4☐	5☐
E2-Need B A critical need area in the Twin Cities metro is Education (EDUC) and Early Childhood Education (ECED). Minneapolis College has witnessed declining enrollment in both of these vital career pathways, as well as a significant performance gap in these sectors. To tackle this challenge, Minneapolis College has implemented a proactive strategy to enhance student retention in Career and Technical Education (CTE), particularly in EDUC and ECED, by partnering with an					

external agency (EAB) to address student stop-outs. This initiative, funded through reserve funds in FY24, has proven successful, enabling the college to engage with students who have paused their enrollment and assist them in overcoming obstacles to continue their education.

Recognizing the importance of providing comprehensive support to students, the College's Career Services department has proposed acquiring the Strong Interest Inventory assessment from Myers-Briggs (MBTI). This tool will aid in meeting students' needs for guidance in both academic and career decision-making processes.

Reserve Category:	X☐ Performance Gaps	☐ Develop or Improve POS/CTE programs

2. Strategies to address need:

- Launch of new secondary Education pathway in Minneapolis Consortia.
- Create baseline of participation

3. Measurable Outcomes (report results in next APR):

Successful launch of new secondary Education pathway in Minneapolis Consortia. Create baseline of participation

Narrative 11: Reserve Funds NEED C:	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1☐	2☐	3☐	4☐ x	5☐

E5-Need C
Minneapolis Public Schools (MPS) CTE enrollment has decreased on average 1-2% among all demographic subgroups since 2021-2023 except in our non-traditional, multi-racial and Hawaiian pacific islander student groups. Continued efforts should continue to be prioritized to eliminate institutional student enrollment barriers such as scheduling, the perceived value of CTE among counselors, principals, families and the community, and the lack of K-5 alignment between career awareness and exploration to CTE programming; and improve teacher preparedness to work with the diverse population of MPS.

Reserve Category:	X☐ Performance Gaps	☐ Develop or Improve POS/CTE programs

2. Strategies to address need:

- Increased career exploration activities related to work- readiness, entrepreneurship, and financial literacy in grades 5-12 as a recruitment strategy that will increase CTE participants and concentrators in future years.
- Increased training re: value of CTE for all students to counselors, teachers, student support staff, and district administrators.
- Professional development for CTE staff related to equity, diversity and inclusion in support of all special populations.
- Increased resources (digital, print, virtual, and in-person) to promote CTE opportunities.

3. Measurable Outcomes (report results in next APR):

Document staff engagement with professional development activities, SRPOS specific trainings, and improve metrics associated with "out of field permission" licensure at the secondary level.

Narrative 11: Reserve Funds NEED D:	This Need is in Element(s):

1. **Prioritized Need Identified in the CLNA** (copy text from CLNA Results & Priorities into field below):	1☐	2☐	3☐	4☐ x	5☐

E4-Need C

At the secondary level, develop and implement training and practices to meet licensure and re-licensure requirements identified by Minnesota Statute and the Professional Educator License and Standards Board (PELSB) with increased focus cultural competences to better serve the learning needs of our non-traditional and special populations, and under-represented population groups.

Reserve Category: X☐ Performance Gaps   ☐ Develop or Improve POS/CTE programs

2. Strategies to address need:

- Provide professional development for CTE staff related to equity, diversity and inclusion in support of all special populations in support of the unique needs of Minneapolis students, families and staff while also in alignment with PELSB teacher licensing requirements.
- Consult and collaborate with Minneapolis Human Resources department re: unique CTE licensure and hiring needs.
- Support teachers as needed to obtain training and professional development as required for licensure via portfolio requirements.

3. Measurable Outcomes (report results in next APR):

Document staff engagement with professional development activities, SRPOS specific trainings, and improve metrics associated with "out of field permission" licensure at the secondary level.

4. **Provide additional narrative to address the following:**

a. Identify the specific performance indicator(s) or student population gap(s) that will be addressed with Reserve funds.

Minneapolis College will continue an initiative to use an external agency (EAB) to help with student stop-outs. This project, funded with reserve funds in FY24, proved to be a success. Students who have begun the process of enrolling with Minneapolis College in a CTE program of study sometimes stop the process. The initiative allows reach-out to those students to help them overcome barriers and continue their enrollment.

Re-engaging career and technical students who have stopped out can contribute to meeting the workforce needs of the industries and contribute to our community's own economic recovery. As we prepare for a new enrollment landscape with the NorthStar Promise, reaching out to our CTE students who have stopped out will be critical. Many of these students will meet the financial eligibility and be able to complete their degree tuition free.

In order to address Performance Gaps at the secondary level we will spend 100% of the secondary CTE reserve dollars to fund professional development for CTE teachers and staff in support of district, state, and Perkins V teacher retention goals to significantly improve the experiences and outcomes of all students participating in the Career and Technical Education department (see Narratives 2, 5, 7, 8, and 9). This work will focus on our relationship to Intersecting Systems of Oppression by understanding the deeper impact of systems including racism, classism. Patriarchy, ableism; strategies of working cross the differences; system thinking into action; and continue to build on these topics from FY2023-24.

Additional initiatives to address these performance and participation gaps are:

CTE will use Perkins V grant funds to provide professional development and outreach to promote awareness and of industry-recognized, stackable credentials available through multiple CTE programs and pipelines in the consortium that lead to high-wage, -demand, and -skill career fields, and improved entry level earnings for students yet to attain target level occupations.

MPS will ensure all students in MPS have multiple opportunities to create and envision their career pathway after graduation MPS funds will be leveraged with Perkins V grant funds to expand awareness and understanding of the secondary CTE programs of study in all grades with all students. This new commitment will use MPS General funds in grades 9-12 to expand staffing in the Work-Based learning program, rely on Perkins V grant funds in grades 5-12 in alignment with MDE requirements, and also take advantage of district investment to create related career awareness activities in grades K-4. The result will provide regular and explicit opportunities for all students in grades K-12 to participate in a connected learning continuum aligned to existing CTE programs of study available to all students in grades 9-14 within the consortium.

b. Identify the specific program and/or program of study that will be addressed with Reserve funds, including whether the focus is expansion or development of a new program and/or program of study at the secondary or postsecondary level.

Efforts within MPS to address the performance and attendance gaps identified in State Determined Performance Level 3S1 - 3S1: Post-Program Placement and the student enrollment gap identified in Narrative 9: Performance Gaps NEED D and 5: Special Populations NEED D and Narrative 11: Reserve Funds NEED C will be applied across all CTE programs of study.

Perkins-Funded Positions

Submit the following with your application materials:
- Completed *Perkins-Funded Positions* spreadsheet.
- Position descriptions for every position partially or fully funded by Perkins.

Required Documentation

These required documents must be submitted with your Perkins V Local Application:
1. Statements of Assurance (Statements of Assurance should be combined and uploaded as one single PDF)
2. CLNA Results & Priorities document
3. S-RPOS - Funding POS spreadsheet
4. Combined Secondary Postsecondary Budget spreadsheet.
5. Consortium Consolidated Equipment Inventory
6. Perkins Funded Positions spreadsheet.
7. Position Descriptions for each position partially or fully funded by Perkins.
8. Improvement Plan (Only required for those consortia on an improvement plan)

Enter allocation amounts you received in your State letter in the YELLOW cells in columns B and C:	Basic	Reserve	Sec/PS Subtotals
Secondary Allocation:	$773,471.22	$25,985.27	$799,456.49
Postsecondary Allocation:	$638,154.44	$25,985.27	$664,139.71
Total Consortium Allocation:	$1,411,625.66	$51,970.54	$1,463,596.20

INSERTING ADDITIONAL ROWS

To insert additional rows on any of the four "Funding" tabs (to ensure that embedded formulas continue to work):

1. Right-click on the row number of a empty row in the section for which additional rows are needed.

2. From the popup menu, select "Copy"

3. Right-click the same row again

4. From the popup menu, select "Insert Copied Cells"

DATA ENTRY

Data entry on the four "Funding" tabs includes the following reminders:

1. Do NOT change any information in rows 1 - 3.

2. Cells highlighted in YELLOW require data entry.

3. Dollar amounts entered beginning in row 4 do NOT require including amounts after the decimal point.

4. Do NOT make any entries in cells highlighted in GREEN or BLUE. These cells have formulas.

SUMMARY SPREADSHEET

Amount reported on the Summary Spreadsheet will auto-populate from other tabs in this Workbook. DO NOT enter any data on this spreadsheet.

Rows 47-52 allow you to compare your budget request totals to the allocation amounts entered above on this Instructions tab.

1. If the amount reported on the "Budget Over/Short" row is $0…your request is equal to your allocation. This is the goal--Congratulations!

2. If the amount reported on the "Budget Over/Short" row is shown in **BLACK** text in a white background cell--your request does not yet total the amount of your allocation. Return to the four "Funding" tabs to **increase** your requests as needed to reach the goal of $0 yet to be allocated.

3. If the amount reported on the "Budget Over/Short" row is shown in **RED** text in a **RED** background cell--your request has exceeded the amount of your allocation. Return to the four "Funding" tabs to **decrease** your requests as needed to reach the goal of $0 yet to be allocated.

STEP-BY-STEP INSTRUCTIONS FOR COMPLETION OF THE BUDGET WORKBOOK	
STEP #1	Enter the Secondary and Postsecondary Basic and Reserve totals from your consortium allocation letter in the yellow cells above.
	Enter Budget Line Items on the **Basic Funding SEC 428** Worksheet.
	A. Enter the consortium name in cell A1.
	B. Select appropriate UFARS code using arrow to the right of the cell.
	C. Enter a description of the item.

STEP #2	D. Enter the dollar amount under the appropriate Narrative column (#1-10). D. If budgeting an amount for administrative costs, not to exceed 5% of basic award, (ex: general office support costs related to grant administration, not grant programming and services to schools), enter the amount in the yellow cell at the bottom of column L. F. At the bottom of each Narrative column, identify which uses of funds are represented in the amounts budgeted--by typing an "X" in the box across from each applicable question. If no amounts are budgeted for a narrative, check the box for "Not applicable."
STEP #3	**Enter Budget Line Items on the Reserve Funding SEC 475 worksheet.** A. Select appropriate UFARS code using arrow to the right of the cell. B. Enter a description of the item. C. Enter the dollar amount under the appropriate column. If you enter an amount in column F, enter the new POS being developed/funded in cell F4. D. If budgeting an amount for administrative costs, not to exceed 5% of basic award, (ex: general office support costs related to grant administration, not grant programming and services to schools), enter the amount in the yellow cell at the bottom of column G. F. At the bottom of each Narrative column, identify which uses of funds are represented in the amounts budgeted--by typing an "X" in the box across from each applicable question. If no amounts are budgeted for a narrative, check the box for "Not applicable."
STEP #4	**Complete the Budget Narrative SEC worksheet** Follow instructions on the worksheet.
STEP #5	**Enter Budget Line Items on the Basic Funding POSTSEC worksheet.** A. Enter the item name. B. Enter a description of the item. C. Enter the dollar amount under the appropriate column. D. If budgeting an amount for administrative costs, not to exceed 5% of basic award, (ex: general office support costs related to grant administration, not grant programming and services to schools), enter the amount in the yellow cell at the bottom of column L. F. At the bottom of each Narrative column, identify which uses of funds are represented in the amounts budgeted--by typing an "X" in the box across from each applicable question. If no amounts are budgeted for a narrative, check the box for "Not applicable."
STEP #5	**Enter Budget Line Items on the Reserve Funding POSTSEC worksheet.** A. Enter the item name. B. Enter a description of the item. C. Enter the dollar amount under the appropriate column. D. If budgeting an amount for administrative costs, not to exceed 5% of basic award, (ex: general office support costs related to grant administration, not grant programming and services to schools), enter the amount in the yellow cell at the bottom of column G. F. At the bottom of each Narrative column, identify which uses of funds are represented in the amounts budgeted--by typing an "X" in the box across from each applicable question. If no amounts are budgeted for a narrative, check the box for "Not applicable."
STEP #6	Look at Rows 48 and 50 of the Summary Worksheet; dollar amounts should be zero. If there is a positive or negative amount listed, recheck the amounts you entered previously on the Basic and Reserve funding tabs.
STEP #7	Upload your completed budget spreadsheet to your state application Sharepoint site.

Narrative Funding--Secondary

(1) DO NOT enter in Green or Blue cells. (2) Insert rows as needed above the green "Subtotal" rows. (3) You may DELETE unused, unshaded rows but DO NOT delete any Green or Blue shaded rows. (4) ENTER info in YELLOW cells.

UFARS Code	Brief Item Description (Provide detail on Budget Narrative tab)	Narrative 1: CLNA	Narrative 2: Programs of Study (POS)	Narrative 3: Partnerships, WIOA, Etc.	Narrative 4: Integrated Acad/Tech Skills	Narrative 5: Special Populations	Narrative 6: Work - Based Learning	Narrative 7: Early College	Narrative 8: Support for Professionals	Narrative 9: Performance Gaps	Narrative 10: Governance	TOTAL
143 Licensed Instructional Support Personnel	Special Projects Perkins TOSAs		$174,682.00									$174,682.00
145 Substitute Teacher Salaries	Reserve teachers for CTE staff to attend PD or experiential learning experiences with students		$10,000.00									$10,000.00
185 Other Salary Payments (licensed or certified)	Extended time for curriculum development, expanded career exploration activities with middle school students, professional development.		$55,000.00									$55,000.00
												$0.00
												$0.00
100's Personnel/Salary	SUBTOTAL	$0.00	$239,682.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$239,682.00
299 Other Employee Benefits	Fringe for personnel/salary expenses		$76,000.00									$76,000.00
												$0.00
												$0.00
200's Personnel/Non-Salary	SUBTOTAL	$0.00	$76,000.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$76,000.00
303 Federal Subawards and Subcontracts - Amount up to $25,000	Translation Services					$20,000.00						$20,000.00
303 Federal Subawards and Subcontracts - Amount up to $25,000	Community Outreach & Engagement: Planning, marketing, and promotial printing		$20,000.00									$20,000.00
303 Federal Subawards and Subcontracts - Amount up to $25,000	Early College Opportunities - Articulated college credit meetings and collaboration with post-secondary							$7,000.00				$7,000.00
303 Federal Subawards and Subcontracts - Amount up to $25,000	Data analysis, trackin, and reporting associated with CLNA and SDPL										$25,000.00	$25,000.00
303 Federal Subawards and Subcontracts - Amount up to $25,000	Professional Development - EDI up to $25,000								$12,500.00	$12,500.00		$25,000.00
303 Federal Subawards and Subcontracts - Amount up to $25,000	Experiential Learning Opportunities - Grades 5-12 up to $25,000						$25,000.00					$25,000.00
304Federal Subawards and Subcontracts - Amount over $25,000	Professional Development - EDI above $25,000								$4,000.00	$4,000.00		$8,000.00
304Federal Subawards and Subcontracts - Amount over $25,000	Experiential Learning Opportunities - Grades 5-12 above $25,000						$94,880.00					$94,880.00
360 Transportation Contracts With Private or Public Carriers Including federal up to $25,000)	Experiential learning transportation - small group taxis						$500.00					$500.00
365 Interdepartmental Transportation (Allocation)	Experiential learning transportation - Grades 5-12						$8,450.00					$8,450.00
366 Travel, Conventions and Conferences	In-State Travel - Conferences, PD and Mileage								$9,600.00			$9,600.00
368 Out-Of-State Travel, Federal Reimbursed	Out-State Travel. National Conferences		$46,459.22									$46,459.22
300's Services/Subawards	SUBTOTAL	$0.00	$66,459.22	$0.00	$0.00	$20,000.00	$128,830.00	$7,000.00	$26,100.00	$16,500.00	$25,000.00	$289,889.22
406 Instructional Software License Agreements	Instructional Software - Misc. Software to support quality implementation of existing SRPOS with industry grade software access.		$37,300.00							$10,000.00		$47,300.00
433 Supplies and Materials - Individualized Instruction	Updated equipment, supplies, and materials for SRPOS Misc. 5-12 Career Connected Learning. Saturday Explorations! and Career Days supplies		$87,500.00									$87,500.00
490 Food	Food - CLNA, Community Engagement, Advisories, PD	$5,100.00										$5,100.00
												$0.00
400's Supplies/Material	SUBTOTAL	$5,100.00	$124,800.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$10,000.00	$0.00	$139,900.00
												$0.00
												$0.00
												$0.00
												$0.00
												$0.00
												$0.00
500's Capital/Equipment	SUBTOTAL	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
895 Federal and Nonpublic Indirect Cost [Chargeback]--No more than 5% of Total (Enter amount in YELLOW cell at right)											$28,000.00	$28,000.00
2024-2025 Proposed		$5,100.00	$506,941.22	$0.00	$0.00	$20,000.00	$128,830.00	$7,000.00	$26,100.00	$26,500.00	$53,000.00	$773,471.22

(1) DO NOT enter in Green or Blue cells. (2) Insert rows as needed above the green "Subtotal" rows. (3) You may DELETE unused, unshaded rows but DO NOT delete any Green or Blue shaded rows. (4) ENTER info in YELLOW cells.

Item	Brief Item Description (Provide detail on Budget Narrative tab)	Narrative 1: CLNA	Narrative 2: Programs of Study (POS)	Narrative 3: Partnerships, WIOA, Etc.	Narrative 4: Integrated Acad/Tech Skills	Narrative 5: Special Populations	Narrative 6: Work - Based Learning	Narrative 7: Early College	Narrative 8: Support for Professionals	Narrative 9: Performance Gaps	Narrative 10: Governance	TOTAL
	Career Exploration Coordinator		$95,375.00									$95,375.00
	Perkins Coordinator										$48,934.00	$48,934.00
	Spanish tutor for ECED					$10,080.00						$10,080.00
	Business/Accounting tutor									$26,000.00		$26,000.00
	Apparel lab tutor									$13,000.00		$13,000.00
Personnel SUBTOTAL		$0.00	$95,375.00	$0.00	$0.00	$10,080.00	$0.00	$0.00	$0.00	$39,000.00	$48,934.00	$193,389.00
	Levil CNC Lathe		$61,700.00									$61,700.00
	CNC Coordinate Measure Machine		$68,000.00									$68,000.00
	Nursing IV pump software		$37,350.00									$37,350.00
	HVAC - equipment list		$16,409.00									$16,409.00
	Enscape software licensing		$2,680.00									$2,680.00
	Flip-HVR100 Bench Top Horizontal Dig Video Meas System		$35,611.00									$35,611.00
	Cover-stitch sewing machines		$8,000.00									$8,000.00
Equipment SUBTOTAL		$0.00	$229,750.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$229,750.00
Outreach for Stop-Outs	Sp/Fall Community outreach for undecided CTE students		$20,000.00									$20,000.00
Video	Video for Business Programs		$10,000.00									$10,000.00
Community Outreach	Underserved population digital outreach for CTE Programs		$35,000.00									$35,000.00
Projects/events	Student recruitment - ECED		$2,700.00									$2,700.00
Projects/events	ACMT lab organization		$15,000.00									$15,000.00
Projects/events	Education - recruitment		$8,000.00									$8,000.00
Projects/events/materials	Open House's admissions support (materials) for CTE programs		$11,000.00									$11,000.00
Projects/events	Parking for CTE employers		$600.00									$600.00
Projects/events	Summer Outreach Camps CTE Readiness		$8,000.00									$8,000.00
Projects/events	High School visits		$3,500.00									$3,500.00
Projects/events	Planning for Entrepreneurship Center		$21,000.00									$21,000.00
Integrated Academic & Technical Skills	Library Information Technology program				$18,000.00							$18,000.00
Early College	Articulation agreement work							$1,600.00				$1,600.00
Support to Professionals	CTE Works! attendance								$1,000.00			$1,000.00
Support to Professionals	Career services professional development on microcredentials and digital badging								$5,000.00			$5,000.00
Performance Gaps	Purchase CliftonStrengths/Strong assessments									$12,000.00		$12,000.00
Reserve-performance gaps	Dosage Calculation Remediation plan									$12,000.00		$12,000.00
												$0.00
												$0.00
Non-Personnel SUBTOTAL		$0.00	$134,800.00	$0.00	$18,000.00	$0.00	$0.00	$1,600.00	$6,000.00	$24,000.00	$0.00	$184,400.00
Administration--Federal and Nonpublic Indirect Cost [Chargeback]--No more than 5% of Total (Enter amount in YELLOW cell at right)											$30,615.44	$30,615.44
2024-2025 Proposed Budget		$0.00	$459,925.00	$0.00	$18,000.00	$10,080.00	$0.00	$1,600.00	$6,000.00	$63,000.00	$79,549.44	$638,154.44

Place an "X" in the cells to the right to identify which use(s) of funds
from Section 135 of Perkins V are supported under each narrative:

	Narrative 1	Narrative 2	Narrative 3	Narrative 4	Narrative 5	Narrative 6	Narrative 7	Narrative 8	Narrative 9	Narrative 10
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.		X		X	X		X			X
Provide professional development for teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals.								X		X
Provide within CTE the skills necessary to pursue careers in high-skill, high-wage, or in-demand industry sectors or occupations.		X							X	X
Support integration of academic skills into CTE programs and programs of study.		X		X						X
Plan and carry out elements that support the implementation of CTE programs and programs of study that result in increasing student achievement on performance indicators.		X			X				X	X
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 APR report.										X
Not applicable.	X		X		X					X

(1) DO NOT enter in Green or Blue cells. (2) Insert rows as needed above the green "Subtotal" rows. (3) You may DELETE unused, unshaded rows but DO NOT delete any Green or Blue shaded rows. (4) ENTER info in YELLOW cells.

UFARS Code	Brief Item Description (Provide detail on Budget Narrative tab)	Performance Gaps	Develop or Improve Programs of Study/ CTE Programs	TOTAL
			[Enter POS Here]	
				$0.00
				$0.00
				$0.00
				$0.00
100's Personnel/Salary	SUBTOTAL	$0.00	$0.00	$0.00
				$0.00
				$0.00
				$0.00
				$0.00
				$0.00
200's Personnel/Non-Salary	SUBTOTAL	$0.00	$0.00	$0.00
303 Federal Subawards and Subcontracts - Amount up to $25,000	Professional Development: Intersecting Systems of Oppression by understanding deeper impact of systems including racism, classism. Patriarchy, ableism; strategies of working cross the differences; system thinking into action; and continue to build on these topics from FY2023-24.	$25,000.00		$25,000.00
304 Federal Subawards and Subcontracts - Amount over $25,000	Professional Development: Intersecting Systems of Oppression by understanding deeper impact of systems including racism, classism. Patriarchy, ableism; strategies of working cross the differences; system thinking into action; and continue to build on these topics from FY2023-24.	$985.27		$985.27
				$0.00
				$0.00
				$0.00
300's Services/Subawards	SUBTOTAL	$25,985.27	$0.00	$25,985.27
				$0.00
				$0.00
				$0.00
				$0.00
				$0.00
400's Supplies/Materials	SUBTOTAL	$0.00	$0.00	$0.00
				$0.00
				$0.00
				$0.00
				$0.00
				$0.00
				$0.00
				$0.00
500's Capital/Equipment	SUBTOTAL	$0.00	$0.00	$0.00
895 Federal and Nonpublic Indirect Cost [Chargeback]--No more than 5% of Total (Enter amount in YELLOW cell at right)				
2024-2025 Proposed Budget		**$25,985.27**	**$0.00**	**$25,985.27**

SECONDARY Narrative for Perkins V Application
Describe how your consortium plans to use your Perkins award on ***Personnel expenditures (100s and 200s).*** *Narrative for* <u>*each expenditure*</u> *requested should include: (1) item/expenditure requested; (2) budget amount requested; (3) identification of which narrative(s) requested item is applied to; and (4) need identified in CLNA addressed with the expenditure.*
Personnel expenditure investments in FY25, as confirmed by the Minneapolis Consortium CLNA will be in support of the following elements: **Narrative #2: Programs of Study Support - All CLNA Elements. ($239,682.00)** Includes reserve teachers, extended time, and TOSA costs related to professional development, trainings, experiential learning, and community outreach in support of continuous improvement of all state-recognized programs of study with the goal to create more accessible and equitable career & technical education courses aligned to regional workforce needs and in compliance with local, state, and federal policies and legislation. (UFARS 143, 145, 185) **Narrative #10: Governance - All CLNA Elements. ($76,000)** Fringe expenses related to licensed instructional staff extended time, TOSAs, and reserve teachers (UFARS 299) Each of these expenditures also has peripheral and integral connections to each of the 5 elements of the CLNA and 11 narrative sections of the FY25 Perkins V application as supporting CTE POS in Minneapolis.

Describe how your consortium plans to use your Perkins award on ***Services and Subawards expenditures (300s).*** *Narrative for* <u>*each expenditure*</u> *requested should include: (1) item/expenditure requested; (2) budget amount requested; (3) identification of which narrative(s) requested item is applied to; and (4) need identified in CLNA addressed with the expenditure.*

The top four (4) services and subawards planned expenditure investments in FY25, as confirmed by the Minneapolis Consortium CLNA will be in support of the following elements.

Narrative #8: Support for Professionals, Need C-E and Narrative 9: Performance Gaps, Need E - CLNA Element #4 C. **($33,000.00)**
Provide professional development for CTE staff related to equity, diversity and inclusion in support of all special populations in support of the unique needs of Minneapolis students, families and staff while also in alignment with PELSB teacher licensing requirements. (UFARS 303 and 304)

Narrative #6: Work-Based Learning, Need B - CLNA Element #3 Need A and D. **($119,880.00)**
(Also supports Narrative 2: Programs of Study - CLNA Element 3 Need E, Narrative 4: Integrated Academic and Technical Skills - CLNA Element 3 Need # and Narrative 9: Performance Gaps - CLNA Element 3 Need D)
Includes career exploration activities and in-person and virtual industry connections in grades 5-12, improved structure of our district-wide and industry-specific advisory groups, alignment with world's best workforce and elevation of CTE as a means to maximize the school district's graduation requirment associated with personal learning plans. Expanded efforts to increase student participation and concentration in work-based learning in grades 9-12. Small group and 1:1 professional development with teachers to incorporate experiential learning into all SRPOS. (UFARS 303 and 304)

Narrative #10: Governance, Need A - CLNA Elements #1-5. **($25,000.00)**
Data analysis, tracking, and reporting associated with completing ongoing CLNA and SDPL research. (UFAR 303)

Narrative #2 - Programs of Study Support, Need H - CLNA Element #3 Need E. **($46,459.22)**
Support of continuous improvement of our state-recognized programs of study and staff; and creating more accessible and equitable career & technical education courses aligned to regional workforce needs and in compliance with local, state, and federal policies and legislation.

SECONDARY Narrative for Perkins V Application

*Describe how your consortium plans to use your Perkins award on **Supplies and Materials expenditures (400s).** Narrative for <u>each expenditure</u> requested should include: (1) item/expenditure requested; (2) budget amount requested; (3) identification of which narrative(s) requested item is applied to; and (4) need identified in CLNA addressed with the expenditure.*

Supplies and materials expenditure investments in FY25, as confirmed by the Minneapolis Consortium CLNA will be in support of the following elements:

Narrative #2 - Programs of Study, Need H-J - CLNA Element #3 Need E-G. **($87,500.00)**
Updated equipment and industry-grade simulators for SRPOS (UFARS 433) to keep SRPOS aligned to regional workforce needs and provide authentic student experiences in our CTE courses to support continuous improvement of our state-recognized programs of study; creating more accessible and equitable career & technical education courses aligned to regional workforce needs and in compliance with local, state, and federal policies and legislation.

Narrative #2 - Programs of Study, Need H - CLNA Element #3 Need E and Narrative #9: Performance Gaps, Need D - CLNA Element #3 Need D. **($47,300.00)**
Industry-grade software access and cost-effective virtual simulations in support of continuous improvement of our state-recognized programs of study (UFARS 406)

Narrative #1: CLNA - CLNA Element #3 Need G. **($5,100.00)**
(Also in support of Narrative 2, Need J - Narrative 4, Need E - Narrative 8, Need B, Narrative 10, need A) CLNA-related community and industry input sessions that also include representation from special populations (students, families), Adult Education, and Vocational Rehabilitation Services re: alignment of CTE POS w/ regional workforce needs. (UFARS 490)

Describe how your consortium plans to use your Perkins award on **Equipment/Capital expenditures (500s).** *Narrative for* _each expenditure_ *requested should include: (1) item/expenditure requested; (2) budget amount requested; (3) identification of which narrative(s) requested item is applied to; and (4) need* _identified in CLNA addressed with the expenditure._

Intentionally left blank

SECONDARY Narrative for Perkins V Application

Describe how your consortium plans to use your Perkins award on **Federal and Nonpublic Indirect Cost (895).** *No more than 5% of Basic total, and no more than 5% of Reserve total, can be spent for indirect costs.*

Narrative #10: Governance - CLNA Element #1-5. **($28,000.00)**

Indirect costs will be utilized at the secondary level for common expenses of doing business that are not readily identified with a particular grant, contract, project function or activity, but are necessary for the general operation of the organization and the conduct of activities it performs. Examples of costs may include: heat, light, accounting and personnel might be charged directly. These expenses are in support of all CTE programs of study and local, state, and federal policies and legislation.

Describe how your consortium plans to use your Perkins award on **Reserve expenditures (from 475 tab).** *Narrative for <u>each expenditure</u> requested should include: (1) item/expenditure requested; (2) budget amount requested; (3) identification of which priority (POS or Gaps) requested item is applied to; and (4) need identified in CLNA addressed with the expenditure.*

In order to address Performance Gaps at the secondary level we will spend 100% of the secondary CTE reserve dollars to fund professional development for CTE teachers and staff in support of district, state, and Perkins V teacher retention goals to significantly improve the experiences and outcomes of all students participating in the Career and Technical Education department (see Narratives 2, 5, 7, 8, and 9). This work will focus on our relationship to Intersecting Systems of Oppression by understanding deeper impact of systems including racism, classism. Patriarchy, ableism; strategies of working cross the differences; system thinking into action; and continue to build on these topics from FY2023-24.

(1) DO NOT enter in Green or Blue cells. (2) Insert rows as needed above the green "Subtotal" rows. (3) You may DELETE unused, unshaded rows but DO NOT delete any Green or Blue shaded rows. (4) ENTER info in YELLOW cells.

Item	Brief Item Description (Provide detail on Budget Narrative tab)	Performance Gaps	Develop or Improve Programs of Study/ CTE Programs	TOTAL
			Education	
				$0.00
				$0.00
				$0.00
				$0.00
				$0.00
Personnel SUBTOTAL		$0.00	$0.00	$0.00
				$0.00
				$0.00
				$0.00
				$0.00
				$0.00
Equipment SUBTOTAL		$0.00	$0.00	$0.00
EAB Navigate Software	Stop-out contracts	$20,186.27		$20,186.27
Support to Professionals	Strong interest training - Career Services	$4,500.00		$4,500.00
				$0.00
				$0.00
				$0.00
Non-Personnel SUBTOTAL		$24,686.27	$0.00	$24,686.27
Administration--Federal and Nonpublic Indirect Cost [Chargeback]--No more than 5% of Total (Enter amount in YELLOW cell at right)				$1,299.00
2024-2025 Proposed Budget		**$24,686.27**	**$0.00**	**$25,985.27**

Place an "X" in the cells to the right to identify which use(s) of funds from Section 135 of Perkins V are supported with budgeted amounts in each column:

	Performance Gaps	POS/CTE Programs
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.		
Provide professional development for teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals.	X $4,500	
Provide within CTE the skills necessary to pursue careers in high-skill, high-wage, or in-demand industry sectors or occupations.		
Support integration of academic skills into CTE programs and programs of study.		
Plan and carry out elements that support the implementation of CTE programs and programs of study that result in increasing student achievement on performance indicators.	X $20,186.27	
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 APR report.		
Not applicable.		

POSTSECONDARY Narrative for Perkins V Application

Describe how your consortium plans to use your Perkins award on **Personnel expenditures.** *Narrative for* <u>each expenditure</u> *requested should include: (1) item/expenditure requested; (2) budget amount requested; (3) identification of which narrative(s) requested item is applied to; and (4) need identified in CLNA addressed with the expenditure.*

In FY25, Minneapolis College plans to allocate Perkins funding to support five crucial positions, constituting 30% of its overall budget.

The foremost investment targets the Career Exploration Coordinator role ($95,375), a pivotal position falling under Narrative 2. This role is dedicated to assisting students in exploring potential career paths and identifying their strengths.

Additionally, three tutor positions have been designated to bolster student success and foster course completion within specific programs: Apparel Technology ($13,000) and Business/Management/Accounting ($26,000).

Support for Special Populations is emphasized through the appointment of an English Language Learner (ELL) coach ($15,000) and a Spanish track tutor ($10,080), both integral components of Narrative 5. These positions are essential as indicated by the CLNA, which highlights lower success rates for ELL students and the necessity to expand career opportunities for the Spanish-speaking population, particularly within the Early Childhood Education (ECED) track.

Further, the Perkins coordinator position ($48,934) plays a vital role in facilitating Perkins-related projects and ensuring compliance, operating within the framework of Narrative 10.

Describe how your consortium plans to use your Perkins award on **Equipment expenditures.** *Narrative for* <u>each expenditure</u> *requested should include: (1) item/expenditure requested; (2) budget amount requested; (3) identification of which narrative(s) requested item is applied to; and (4) need identified in CLNA addressed with the expenditure.*

The planned equipment purchases for Minneapolis College encompass several key investments:
 $160,413 will be allocated to implement CNC Machinist labs with new equipment, including a CNC lathe ($61,700) and coordinate measure machine ($68,000), and Flip-HVR100 Bench Top Horizontal Digital Video Measurement System ($30,713). Acquiring these items addresses the department's top instructional equipment needs. The Duramax machine, with its advanced features, is a unique addition to the program, aligning Minneapolis College with other postsecondary institutions. The CNC Lathe introduces features not found in other metro CNC Machining programs, reflecting industry standards. Additionally, acquiring an extra lathe enhances the course's student-to-equipment ratio. The CNC Machinist Program lab does not have this Flip-HVR100 Bench Top Horizontal Digital Video Measurement System finished project inspection equipment available for students to learn how to compare an item produced on a CNC machine with its blueprint specifications. This equipment uses a vision system - the industry standard method for comparing a completed project to its specifications that is used in the medical device manufacturing industry.

- $37,350 is earmarked for the purchase of upgraded nursing IV pump software. This software aids students in mastering the operation of IV pumps utilized in contemporary healthcare settings.

- A sum of $2,680 is designated for licensing the Enscape software for Architectural Technology. This software, identified as a high-need, highly skilled, and high-wage career pathway, was initially acquired by the college in FY24.

$30,713 - Flip-HVR100 Bench Top Horizontal Digital Video Measurement System. The CNC Machinist Program lab doesn't have this finished project inspection equipment available for students to learn how to compare an item on a CNC machine with its blueprint specifications. This equipment uses a vision system - the industry standard method for comparing a completed project to its specifications that is used in the medical device manufacturing industry. The course Learning Outcomes include "inspect finished projects and compare to the blueprint specifications." The Minneapolis College CNC Machinist Program must improve its ability to teach its students the current industry standards for inspection of finished projects by acquiring necessary instructional equipment it doesn't already own. Employer demand for graduates of our CNC Machinist Program is strong and projected to increase slightly in the next ten years. The U.S. Bureau of Labor Statistics projects employment growth of two percent - about 38,000 jobs from 2022-2032. RealTime Talent reports this career field is challenged with replacing workers with 23% of the workforce being age 55 or older.

POSTSECONDARY Narrative for Perkins V Application

The major non-personnel expenditures at Minneapolis College encompass various essential components:

$65,000 is allocated to awareness messaging and assisting future students regarding Career & Tech Ed Programs of student and career opportunities. A general outline of these services are described below:

-$20,000 - for CTE outreach for our stop-outs. This year we will emphasize those who are likely North Star Promise eligible. Outcomes include: re-engagement and motivation; information and resources; academic and career planning; skill refreshment and career planning; support systems and community building; institutional support for student's completion. We anticipate an annual 5% growth.
-$35,000 - Community outreach to underserved populations using digital channels to reach prospective CTE students during the spring and early fall enrollment cycles with the goal of encouraging them to apply for admission to these programs.
-$10,000 -Video to feature Minneapolis College business and accounting programs highlighting that these programs prepare students for high-skill, high-wage, high-demand occupations in business with the goal of securing potential and undecided students interested in these programs.

Other expenditures will include events aimed at enhancing student and employer engagement, such as: support for open houses, student recruitment activities in ECED and EDUC, and summer camps designed to offer career exploration in CTE fields.
-$11,000 - Is for the Open House events for FY25 (not advertising, planning the event, the materials, the signage, the table cloths, parking, printing, welcome packets and other program materials). Event outcomes include to Understand CTE programs and career pathways that include both workforce and transfer, particpate in hands-on learning and demonstrations for many CTE programs and learn about MCTC industry connections. Attendees also learn more about the process to enroll, student supports available to them and financing their education.
-10,700 ($8,000 in Education; $2,700 in ECED) – Recruitment: This only covers faculty workload (in credits) to do the recruitments.
-$8,000 - Summer CTE Student Career Exploration Camps: This is the last summer we'll requesting Perkins funding. This part covers the preparation: the actual camps are in July or August 2025, and will need fining in the 25-26 cycle.

Expenditures related to program development initiatives include planning for an entrepreneurship center, support for articulation agreements, curriculum updates and digital badging for the Library Information Technology program ($18,000), and development of dosage calculation support curriculum for Nursing ($12,000).
-$21,000 - Planing for Entrepreneurship Center: These funds will be used to cover the workload (in credits) of the faculty who will complete the work.
-$1,600 - Articulations - Participate with secondary partners to promote college programs of study enrollment through articulated college credit agreements. This will create additional CTE program pathway on-ramps for secondary students into college CTE programs.

Additionally, the $15,000 - ACMT Lab Organization expense will be used to fund workload (in credits) of the faculty who will complete the work.

The Business office at Minneapolis College faces the formidable task of overseeing requisitions, purchases, personnel, and payments related to Perkins projects, alongside the responsibility of maintaining fund balances. Indirect funds are allocated to support these facilitation efforts.

Describe how your consortium plans to use your Perkins award on **Reserve expenditures (from Reserve tab).** *Narrative for* <u>each expenditure</u> *requested should include: (1) item/expenditure requested; (2) budget amount requested; (3) identification of which priority (POS or Gaps) requested item is applied to; and (4)* <u>*need identified in CLNA addressed with the expenditure.*</u>

Minneapolis College will allocate reserve funds ($25,985.27) to enhance its career services for Career and Technical Education (CTE) students and bolster their retention efforts.

- The college will sustain its initiative of collaborating with an external agency to address student stop-outs. This initiative, initially funded with reserve funds in FY24, has proven successful. It focuses on students who have initiated the enrollment process in a CTE program at Minneapolis College but have subsequently halted their progress. The initiative involves reaching out to these students to help them overcome any barriers they face and encourage them to continue their enrollment.

- Additionally, the college's career services department will conduct professional development sessions on the Strong Interest Inventory Assessment. This assessment aids students in selecting careers that align with their strengths, thereby significantly increasing their likelihood of academic success and program completion.

Consortium Plan: Budget Summary 2022-2023

Minneapolis		July 1, 2024 - June 30, 2025 (FY25) Budget by Application Narratives		
DO NOT enter ANY information below--All Amounts will Autopopulate from Other Tabs				
Narrative 1:	Secondary	$5,100.00		$5,100.00
CLNA	Postsecondary		$0.00	$0.00
	Total	*$5,100.00*	*$0.00*	*$5,100.00*
Narrative 2:	Secondary	$506,941.22		$506,941.22
Programs of	Postsecondary		$459,925.00	$459,925.00
Study	*Total*	*$506,941.22*	*$459,925.00*	*$966,866.22*
Narrative 3:	Secondary	$0.00		$0.00
Partnerships	Postsecondary		$0.00	$0.00
WIOA, Etc.	*Total*	*$0.00*	*$0.00*	*$0.00*
Narrative 4:	Secondary	$0.00		$0.00
Integrated Academic	Postsecondary		$18,000.00	$18,000.00
/Technical Skills	*Total*	*$0.00*	*$18,000.00*	*$18,000.00*
Narrative 5:	Secondary	$20,000.00		$20,000.00
Special	Postsecondary		$10,080.00	$10,080.00
Populations	*Total*	*$20,000.00*	*$10,080.00*	*$30,080.00*
Narrative 6:	Secondary	$128,830.00		$128,830.00
Work - Based	Postsecondary		$0.00	$0.00
Learning	*Total*	*$128,830.00*	*$0.00*	*$128,830.00*
Narrative 7:	Secondary	$7,000.00		$7,000.00
Early College	Postsecondary		$1,600.00	$1,600.00
	Total	*$7,000.00*	*$1,600.00*	*$8,600.00*
Narrative 8:	Secondary	$26,100.00		$26,100.00
Support for	Postsecondary		$6,000.00	$6,000.00
Professionals	*Total*	*$26,100.00*	*$6,000.00*	*$32,100.00*
Narrative 9:	Secondary	$26,500.00		$26,500.00
Performance	Postsecondary		$63,000.00	$63,000.00
Gaps	*Total*	*$26,500.00*	*$63,000.00*	*$89,500.00*
Narrative 10:	Secondary	$53,000.00		$53,000.00
Governance	Postsecondary		$79,549.44	$79,549.44
	Total	*$53,000.00*	*$79,549.44*	*$132,549.44*
Narrative 11:	Secondary	$25,985.27		$25,985.27
Reserve Funds	Postsecondary		$25,985.27	$25,985.27
	Total	*$25,985.27*	*$25,985.27*	*$51,970.54*
Indirect Cost/	Secondary	$28,000.00		$28,000.00
Administration	Postsecondary		$31,914.44	$31,914.44
Chargeback (5%)	*Total*	*$28,000.00*	*$31,914.44*	*$59,914.44*
	Secondary	$799,456.49		$799,456.49
	Postsecondary		$664,139.71	$664,139.71
PLAN TOTALS	*Total*	**$799,456.49**	**$664,139.71**	**$1,463,596.20**

COMPARING PROPOSED BUDGET TO ALLOCATION AMOUNTS

	Basic	Reserve	Total
Secondary Allocation	$773,471.22	$25,985.27	$799,456.49
Budget Over/Short	$0.00	$0.00	$0.00
Postsecondary Allocation	$638,154.44	$25,985.27	$664,139.71
Budget Over/Short	$0.00	$0.00	$0.00

PERKINS V
COMPREHENSIVE LOCAL NEEDS ASSESSMENT
(CLNA) RESULTS & PRIORITIES

To be submitted with the 2024 Local Application

Consortium Name:	Minneapolis

Purpose of the CLNA Results and Priorities

The purpose of the *CLNA Results and Priorities* is to highlight the key needs identified in your extensive CLNA process. This document addresses the following:

- Key partners involved in the CLNA process.
- Specific needs identified in your CLNA as they relate to each of the required elements.
- Rationale for the specific needs identified.
- Prioritizing needs for each element.

Briefly describe the process used to complete the CLNA (type your summary in the space below):

The Minneapolis Consortia accessed data from the Metro Area Labor Market Assessment conducted by RealTime Talent for key information regarding labor market needs. RealTime Talent also was contracted by Minneapolis Consortium to coordinate and facilitate the employer engagement components of the needs assessment for both the college and Minneapolis Public Schools. Engagement sessions included employers, community organizations and educational stakeholders. Minneapolis Consortia also utilized Power BI reports for student performance indicators. The college's Institutional Effectiveness team and MPS conducted surveys of staff, faculty, teachers, program advisories and students to gain perspectives on CTE programming. Additionally, interviews were conducted with key stakeholders in Career Services, Equity and Inclusion and Human Resources at the college.

The Minneapolis Consortia is utilizing the data collected through the Comprehensive Local Needs Assessment process and employer engagement workshops to 1) re-align our state-approved programs of study with the workforce needs of the metro area of the Twin Cities, 2) validate continued and/or expanded support for programs that are fulfilling labor needs, 3) strengthen our institutions' relationships with community organizations and industry partners, and 4) support student progress and achievement in their programs of study.

What the Perkins V law says about consultation in the needs assessment process (Section 134):

In conducting the comprehensive local needs assessment, and developing the local application, an eligible recipient shall involve a diverse body of representative groups, including, at a minimum:

- Representatives of Career and Technical Education programs in a local educational agency or educational service agency, including teachers, career guidance and academic counselors, principals and other school leaders, administrators, and specialized instructional support personnel and paraprofessionals;
- Representatives of Career and Technical Education programs at postsecondary educational institutions, including faculty and administrators;
- Representatives of the State board or local workforce development boards and a range of local or regional businesses or industries;
- Parents and students;
- Representatives of special populations*[1];
- Representatives of regional or local agencies serving out-of-school youth, homeless children and youth, and at-risk youth (as defined in section 1432 of the Elementary and Secondary Education Act of 1965);
- Representatives of Indian Tribes and Tribal organizations in the State, where applicable; and,
- Any other individuals that the eligible agency may require the eligible recipient to consult.

Please indicate the key partners involved in the completion of this needs assessment:

Name	Title	Group Represented
Paul Klym	Director, Career & Technical Education	Minneapolis Public Schools
Sara Etzel	Director, Career & Technical Education	Minneapolis Public Schools
Micahel Luseni	Principal, Career & Technical Education	Minneapolis Public Schools
Sandra Gonzalez	Officer of College and High School Partnerships	Minneapolis College
Ben Weng	Dean of Information Technology	Minneapolis College
Erin Olson	Senior Director of Strategic Research	RealTime Talent
Regina VanArnam	Research Analyst, Institutional Effectiveness	Minneapolis College
Fernando Furquim	Director of Institutional Effectiveness	Minneapolis College
Julie Poyzer	Director of Career Services	Minneapolis College
Jennifer Luhm	Senior Career Advisor and Employer Specialist, Career Services	Minneapolis College
Trumanue Lindsey	Vice President Equity and Inclusion	Minneapolis College
Bobbie Denson-Davis	Vice President of Human Resources and Workforce Dev.	Minneapolis College
Charlie Gill	Planning Specialist 2	Ramsey County WFS
Amy Guenther	Access Point National Director K12 Engagement	Daugherty Business Solutions - Access Point
Jason Lake	VP of Service & Controls	Yale Mechanical
Deb Lamb	Talent Sourcing Specialist	McGough Construction
Jennifer Malarski	Business Management Faculty	Minneapolis College
Madolyn Martini	Dual-Training Pipeline Consultant	MN Department of Labor and Industry
Joe Palewicz	Training Coordinator	St. Paul Pipefitters JATC
Julie Rose	HR Manager	Standard Heating & Air Conditioning
Laura Smith	Tours, career fairs, classroom presentations for welding program	Caterpillar Paving - Brooklyn Park, Minnesota
Becca Stearns	Recruiter	Polar Semiconductor
Holly Tapper	Associate Dean and Professor of Business	Concordia University
Linden Wicklund	Executive Director	AASPMN
Ann Deiman-Thornton	Dean	Minneapolis College

Gail O'Kane	Dean	Minneapolis College
Kristine Gyolai	Dean	Minneapolis College
Vince Thomas	Dean	Minneapolis College
Raven Baker	Recruitment Manager	CARE Counseling
Sharon Blomgren		Saint Paul College
Jamie Bonczyk	Program Officer, 80x3	Greater Twin Cities United Way
Chantelle Cheng	Talent Acquisition Specialist	New Horizon Academy
Valerie DeFor	Exec. Dir.	Minnesota State HealthForce
Ann Deiman-Thornton	Dean	Minneapolis College
Gina DiMaggio	Senior Program Manager	Medica Foundation & Community Giving
Vladimir Dircio	Customized Training Rep	Minneapolis College
Kathleen Gordon	Workforce Consultant	MN Department of Labor and Industry
Summer Hagy	State Advisor/Executive Director	MN HOSA - Future Health Professionals
Lucie Ly	Talent Acquisition Specialist	Guild Services
Tiffany Maass	Manger, HR/Workforce Services	Vista Prairie Communities
Jess Niebuhr	Senior Manager for Strategic Partnerships	Minnesota State Colleges and Universities
Jennifer Rohde	Executive Director of Institutional Advancement	Saint Paul College
Joseph Skinner	Emergency Medical Responder/Nursing Asst.	Hennepin Healthcare/MN1-DMAT
Elizabeth Washington	MFIP Program Manager	CAPIUSA
Laani Xiong	Program Officer	LISC Twin Cities

Prioritizing Needs (Optional)

The form below may be used to assign a numerical prioritization of the various needs identified in each element of the CLNA. Feel free to use this matrix or create your own. This does **not** need to be completed for the *CLNA Results and Priorities*. Please note that you can add or delete Priority rows depending on the number identified.

Identified Priority	How long has this been a priority?	How has this need been addressed in the past?	Magnitude 3 = needs to be addressed now 2 = should be addressed in the next 6-12 months 1 = can be addressed next year	Support 3 = most constituents will support this need 2 = at least half of constituents will support this need 1 = less than half will support this need	Impact 3 = this need will impact the most students, staff and community members 2 = at least half will be impacted 1 = less than half will be impacted	Feasibility 3 = significant change to current practice 2 = moderate change to current practice 1 = slight change to current practice	Total Points
Element 1: Student Performance on Required Performance Indicators							
Priority 1							
Priority 2							
Priority 3							
Element 2: Program Size, Scope, and Quality to Meet the Needs of all Students							
Priority 1							
Priority 2							
Element 3: Progress Towards Implementation of CTE Programs of Study							
Priority 1							
Priority 2							
Priority 3							
Priority 4							
Element 4: Improving Recruitment, Retention, and Training of CTE Professionals, Including Underrepresented Groups							
Priority 1							
Priority 2							
Element 5: Progress Towards Equal Access to CTE Programs for all Students							
Priority 1							
Priority 2							

Narrative Tracking Matrix (Optional)

The form below may be used to begin to assign potential narratives to the various needs identified in each element of the CLNA. Feel free to use this matrix or create your own. This does **not** need to be completed for the *CLNA Results and Priorities*. Please note that you can add or delete rows depending on the number of needs identified for each element.

Key to Narratives:

1 = Comprehensive Local Needs Assessment (CLNA)	5 = Special Populations (Pops)	9 = Performance Gaps (Gaps)
2 = Programs of Study (POS)	6 = Work-based Learning (WBL)	10 = Consortium Governance (Gov)
3 = Workforce Innovation Opportunity Act (WIOA)	7 = Early Postsecondary Credit Opportunities (PS)	11 = Reserve Funds (Res)
4 = Integrated Academic & Technical Skills (Skills)	8 = Support to Professionals (Prof)	

Prioritized Needs / Barriers:	Narratives to Address the Need										
	1 CLNA	2 POS	3 WIOA	4 Skills	5 Pops	6 WBL	7 PS	8 Prof	9 Gaps	10 Gov	11 Res
Element 1: Student Performance of Required Performance Indicators											
Need A:											
Need B:											
Need C:											
Element 2: Program Size, Scope, and Quality to Meet the Needs of All Students											
Need A:											
Need B:											
Element 3: Progress Towards Implementation of CTE Programs of Study											
Need A:											
Need B:											
Need C:											
Need D:											
Element 4: Improving Recruitment, Retention, and Training of CTE Professionals											
Need A:											
Need B:											
Element 5: Progress Towards Equal Access to CTE Programs for all Students											
Need A:											
Need B:											
Need C:											
Need D:											

Element #1: Student Performance on Required Performance Indicators

Refer to the **Guidance to Assess Element One** section of *Minnesota's Comprehensive Local Needs Assessment Guide*.

- Performance Indicator data can be found in these sources:
    - o Secondary Secure Reports
    - o Postsecondary PowerBI Reports
    - o Annual Consortium Indicator Report on the Perkins Consortia webpage

In the following table, list the needs identified in the CLNA for Element #1. Place needs in order by priority with the highest priority listed first in the table. High priority needs are expected to be addressed in the application.

Table 1. Secondary State Determined Levels of Performance, Actual Performance Rate, and Improvement Plan Status by Grant Reporting Year

Indicator Name	Baseline (2020)	Grant Year 1 (2021)			Grant Year 2 (2022)			Grant Year 3 (2023)			Grant Year 4 (2024)		
		SDPL	Actual Perf %	IP Req?	SDPL	Actual Perf %	IP Req?	SDPL	Actual Perf %	IP Req?	SDPL	Actual Perf %	IP Req?
1S1: Graduation Rate (4-year)	87.72%	49.21%	88.10%		49.31%	87.07%		49.50%	89.15%		49.89%		
2S1: Academic Proficiency: Reading/Language Arts	N/A*	7.35%	70.13%		7.44%	58.04%		7.61%	52.74%		7.95%		
2S2: Academic Proficiency: Mathematics	N/A*	4.92%	45.24%		4.97%	34.51%		5.05%	37.95%		5.21%		
2S3: Academic Proficiency: Science	N/A**	N/A**	N/A**		N/A**	N/A**		N/A**	37.89%		N/A**		
3S1: Post-Program Placement	68.31%	46.77%	58.63%		46.83%	58.97%		46.95%	14.50%	Yes	47.19%		
4S1: Nontraditional Program Concentration	27.15%	6.56%	24.08%		6.62%	27.42%		6.73%	20.65%		6.97%		
5S3: Program Quality: Work-Based Learning	16.65%	3.46%	6.95%		3.47%	7.43%		3.50%	8.11%		3.55%		

If the performance rate on an indicator falls below 90% of the established SDPL for the indicator/grant reporting year, an improvement plan (IP) is required.

*Due to the COVID-19 peacetime emergency, MCA (Minnesota Comprehensive Assessment) testing was canceled, therefore, no Reading or Mathematics academic achievement data are available to report for SY2019-20. Across SY2020-21 secondary districts shifted from remote to in-person learning at different times and lengths of time.
**The grade in which the Science assessment is offered to students in MN depends upon when students complete the Life Sciences requirements during high school. The timing of this course can vary from one school year to the next and from one district to another. Therefore, while MN reports the Science data to OCTAE, we are not required to set SDPLs for this performance indicator. Data for the Science assessment was not available until SY2022-23.

Table 2. Postsecondary State Determined Levels of Performance, Actual Performance Rate, and Improvement Plan Status by Grant Reporting Year

Indicator Name	Baseline (2020)	Grant Year 1 (2021)			Grant Year 2 (2022)			Grant Year 3 (2023)			Grant Year 4 (2024)		
		SDPL	Actual Perf %	IP Req?	SDPL	Actual Perf %	IP Req?	SDPL	Actual Perf %	IP Req?	SDPL	Actual Perf %	IP Req?
1P1: Postsecondary Retention and Placement	90.93%	90.72%	85.03%		79.70%	80.00%		79.70%	88.89%		79.70%		
2P1: Earned Recognized Postsecondary Credential	41.10%	40.49%	40.25%		36.55%	38.28%		36.55%	42.62%		36.55%		
3P1: Nontraditional Program Enrollment	18.36%	22.65%	24.70%		19.78%	22.31%		19.78%	24.27%		19.78%		

If the performance rate on an indicator falls below 90% of the established SDPL for the indicator/grant reporting year, an improvement plan (IP) is required.

Table 3. Participant and Concentrator Enrollment by Grant Reporting Year

Enrollment	Baseline (2020)	Grant Year 1 (2021)	Grant Year 2 (2022)	Grant Year 3 (2023)	Grant Year 4 (2024)
Secondary Participants	3,711	3,308	3,872	3,486	
Secondary Concentrators	2,736	2,491	2,500	2,194	
Postsecondary Participants	2,321	2,122	2,037	1,816	
Postsecondary Concentrators	1,073	969	964	894	

PRIORITIZED NEEDS
Element 1: Student Performance on Required Performance Indicators

E1-Need A:

Minneapolis College sees a continued need to help students in the Business Management and Administration programs improve in the 2P1 - credential attainment indicator. The indicator is 30.62% lower than the college's overall average of 42.62%, giving it the highest priority for improvement in credential attainment. RealTime Talent reports the Business, Management and Administration careers represent the largest share of employment by career field, and, further, outlays significant replacement demand needs.

E1-Need B

The population at Minneapolis College with the lowest success rate for retention and placement are Hispanic or Latino students, with a rate 11.11 percent lower than the college's overall retention and placement rate of 88.89%.

E1-Need C

Health Science majors are among the largest cohorts of students in CTE programs at Minneapolis College. The gap in retention and placement (1P1) for this cohort is .76% lower than the college's average of 88.89%. While the gap isn't large, the large number of students in this cohort makes it a priority for the college.

E1-Need D

Post-Program Placement (3S1) of Minneapolis Public Schools (MPS) CTE concentrators decreased substantially from 58.97% to 14.5%. The district needs to complete an Improvement Plan to address this decrease below 90% of the State Determined Performance Level goal of 46.95%. MPS will link efforts to increase this SDPL to one of its main goals in FY24-25 to increase enrollment and concentrators in CTE programs of study.

Element #2: Program Size, Scope, and Quality to meet the needs of all students

Refer to the **Guidance to Assess Element Two** section of _Minnesota's Comprehensive Local Needs Assessment Guide_.

Minnesota defines size, scope and quality at the consortium level as follows:

Size: Parameters/resources that affect whether the program can adequately address student learning outcomes. This includes:

- Number of students within a program
- Number of instructors/staff involved with the program
- Number of courses within a program
- Available resources for the program (space, equipment, supplies)

Scope: Programs of Study are part of, or working toward, inclusion within a clearly defined career pathway with multiple entry and exit points. (The goal of six State-Recognized Programs of Study offered within a consortium is a component of the full Perkins V plan.)

- Programs of Study are aligned with local workforce needs and skills.
- Postsecondary programs connect with secondary career and technical education via articulation agreements and/or dual credit, etc.
- Programs develop not only specific work-based skills, but also broadly applicable employability skills.

Quality: A program must meet two out of the following three criteria: The program develops (1) high-skilled individuals, (2) individuals who are competitive for high-wage jobs, and (3) individuals who are trained for in-demand occupations.

- **High-skilled**: Programs that result in industry-recognized certificates, credentials, or degrees.
- **High-wage**: High-wage is anything that is above the median wage for all occupations ($47,986 based on 2021 data from Minnesota Department of Employment and Economic Development).
- **In-demand**: Occupations that are identified in DEED's Occupation in Demand index and/or through the Comprehensive Local Needs Assessment

In the following table, list the needs identified in the CLNA for Element #2. Place needs in order by priority with the highest priority listed first in the table. High priority needs are expected to be addressed in the application.

PRIORITIZED NEEDS

Element 2: Program Size, Scope, and Quality to meet the needs of all students

E2-Need A: Minneapolis College has a priority need to catch up with advances made in CNC Machining technology to keep students current with skills needed to make them ready candidates to enter the workforce. New innovations in this industry require Minneapolis College to increase the array of technical skills addressed in the CNC Machining program. RealTime Talent indicates this career field (including Manufacturing) is challenged with replacing workers, as 23.2% of the workforce are 55 or older.

E2-Need B

Very high need areas in Minneapolis and the surrounding areas include Education and Early Childhood Education. Minneapolis College has seen reduced numbers of students in both of these career pathways, and needs to increase student enrollment and program completion to help meet local demand and keep programs viable. MPS Human Resources department created a policy that aligns with recruiting and retaining teachers in content areas identified as hard to fill. To meet the needs of both the consortium and district, MPS plans to establish a district-wide Teaching/Training program of study.

E2-Need C

The HVAC program at Minneapolis College also has a priority need to keep students current with changing standards within the industry. RealTime Talent lists HVAC workers as a target occupation as a highly skilled, high need and high wage career.

E2-Need D

Nursing and related Health Science career pathway students represent one of the most critical needs for healthcare workers in the metro area and beyond. Students need to be prepared to jump into the workforce with skills immediately in place. The college program requires upgraded nursing pump software to bring those technical skills in line with tools currently used in hospitals and clinics.

MPS needs to expand, promote and fund the increase of programming related to professions in the Health Science Technology field. It is recommended that MPS focus on developing coursework aligned to short term, stackable industry credentials that will create more onramps to the college programming and simultaneously provide entry level employment opportunities.

E2-Need E

Based on recommendations discovered in the RealTime Talent MSP Metro Minnesota Workforce Trends, employer engagement sessions, and program advisories the consortium should also renew its focus on programming related to Information Technology career field and the Business and Finance clusters to match the local employment gaps. Eight of the top ten career paths in the Arts, Communications, and Informations System occupations by employment volume in the MSP metro region are related present in the Information Technology field. In the Business, Management and Administration field (Largest employment sector in the region) the financial management, market research and other management and marketing roles in the gateway and target occupation paths are estimated to maintain a talent pool shortfall.

E2-Need F

The Apparel Technology program has an increased need for specialized sewing machines, especially in their second-year courses. The program has seen steady growth and increased retention since 2021, most notably in the second-year courses that rely on specialized Cover-Stitch machines. We only have one Cover-Stitch machine and are requesting to purchase two others. This will greatly increase student's opportunity and skills while eliminating the "bottle-neck" of students waiting to share the single machine. Enrollment in the core second-year courses (APRL 2350, 2420 and 2540) increased from 51 total students in

2021 to 72 students in 2024. Retention of students is up, and completion of awards has increased from 19 awards in 2021 to 24 awards in 2024. This will help prepare them to be career ready to enter the workforce.

Element #3: Progress towards implementation of CTE Programs of Study

Refer the **Guidance to Assess Element Three** section of *Minnesota's Comprehensive Local Needs Assessment Guide*.

In the following table, list the needs identified in the CLNA for Element #3. Place needs in order by priority with the highest priority listed first in the table. High priority needs are expected to be addressed in the application.

PRIORITIZED NEEDS
Element 3: Progress towards implementation of CTE Programs of Study

E3-Need A:

Based on feedback from employment engagement sessions and multiple advisory committees, Minneapolis College and Minneapolis Public Schools has recognized a need to provide applied learning opportunities and entrepreneurial education to students. Examples identified in the CLNA process are in business management, information technology, the specialized trades, and the arts. Ideally this would include supplemental grant funds and mentorship programs at the post secondary level and an expansion of secondary work-based learning and career exploration opportunities in CTE programs supported under the Perkins V grant.

E3-Need B

The Business, Management, and Administration fields that are most critically experiencing both talent shortages and shortages of postsecondary awards conferred in the MPSP Metro region. These are target occupations identified as high needs, highly skilled and high demand. The college needs to seek ways to showcase pathways to encourage students to take advantage of expanded opportunities.

Business can take students in a lot of different directions; our business pathway takes them there. Minneapolis College aims to leverage this strategic advantage as it promotes and enhances its associate degree offerings. This is a video that will build awareness of the many career paths that students can take by completing a Business Degree at Minneapolis College.

E3-Need C

Discussion during employment engagement sessions provided clear feedback about the need for employees who have a sense of workplace responsibilities and expectations. RealTime Talent staff indicated it is a refrain they have heard over and over again during engagement sessions throughout the state. Minneapolis College and Minneapolis Public Schools need to increase student engagement with employers through expanded work based learning opportunities and other initiatives to help students gain the experiences that will help them be prepared for a workplace environment.

E3-Need D

At the secondary level the consortium did not meet SDPL goal 3S1: Post-Program Placement. It is worth noting that data in Minnesota Statewide Longitudinal Education Data System (SLEDS) shows the following percentages of CTE participants and concentrators that have directly entered into employment immediately after high school graduation were: 33%, in 2020, 32% in 2021, and 41% in 2022. Again, in SLEDS, non-CTE taking students demonstrated the same trend and were within 4% of the CTE taking peers (2020=31%, 2021=30%, 2022=37%). The SLEDS straight into employment data should be analyzed annually in conjunction with Performance Indicator 3S1: Post-Program Placement as not all employment opportunities receive assistance under title I of the National and Community Service Act of 1990 and are captured under data collected for Perkins reporting. MPS CTE should also review and update the course syllabi annually to embed post secondary pathway opportunities within all CTE courses; and lead efforts to ensure district counselors, principals and families include all (examples: apprenticeship, 1-yr certificates, 2-yr and 4-yr programs, and the military, immediate employment) pathway options to a chosen career after high school graduation as needed.

This work should be aligned with career awareness and exploration initiatives occurring in all grades to increase the pipeline of students into CTE programs.

E3-Need E
CTE advisories and participants among all programs at the RealTime Talent employer engagement sessions identified the need to ensure students have access to stackable credentials throughout their journey to a target occupation. Effort should be made to develop and promote such opportunities at the secondary level when possible in all CTE programs of study to increase student technical skills, allow students to develop foundational knowledge and skills to function in the workplace, and provide road maps to becoming postsecondary program completers as needed. Stakeholders also recommend the consortium continue to promote expanded access to career exploration opportunities at all grade levels.
E3-Need F
Talent and award shortages exist among all Minneapolis Consortia SRPOS origin and gateway occupations identified by RealTime Talent MSP Metro Workforce Trends. To mitigate these workforce trends, in alignment with the secondary consortium partner should focus on the building or revising curriculum aligned to stackable credentials, increased pipelines to the college programs and industry needs in this career field to improve entry level earnings for students yet to attain target level occupations.
E3-Need G
RealTime Talent, as a part of our CLNA community engagement sessions, confirmed the value of alignment between local employers and educational programming with a recommendation to prioritize collaborative work required to identify certifications and qualifications for workforce needs of our region; to prepare students for relevant job opportunities of the future in the Twin Cities metro region.

Element #4: Improving recruitment, retention, and training of CTE professionals, including underrepresented groups

Refer to the **Guidance to Assess Element Four** section of *Minnesota's Comprehensive Local Needs Assessment Guide*.

In the following table, list the needs identified in the CLNA for Element #4. Place needs in order by priority with the highest priority listed first in the table. High priority needs are expected to be addressed in the application.

PRIORITIZED NEEDS
Element 4: Improving recruitment, retention, and training of CTE professionals, including underrepresented groups

E4-Need A:

Minneapolis College continues to recognize the importance of helping students confirm their majors and career exploration goals through accurate Strong and MBTI interpretation provided by trained professionals. Getting students started in appropriate programs of study will improve student performance, retention and completion.

E4-Need B

To increase retention of all CTE teachers, specifically females, teachers of color and properly licensed CTE teachers, Minneapolis College and Minneapolis Public Schools (MPS) should expand existing recruiting practices and continue early hire practices within their Human Resources department to allow early hiring of CTE teachers. MPS will continue to review investment priorities of non-CTE funds for professional development; how funds are allocated and how professional development could be inclusive of efforts to help Tier 1, Tier 2 and Out-of-Field Permission teachers to secure training and/or certifications that will allow them to be retained rather than excessed each year.

E4-Need C

At the secondary level, develop and implement training and practices to meet licensure and re-licensure requirements identified by Minnesota Statute and the Professional Educator License and Standards Board (PELSB) with increased focus cultural competences to better serve the learning needs of our non-traditional and special populations, and under-representated population groups.

E4-Need D

Reduce reliance of Tier 1 and 2 teachers and Out-of-Field Permissions at the secondary level. The consortium trend over the last eight years at the secondary level has been for 35% - 47% of CTE teachers to use a Tier 1, 2 license or an Out-of-Field Permission to teach in our SRPOS.

Element #5: Progress towards equal access to CTE programs for all students

Refer to the **Guidance to Assess Element Five** section of *Minnesota's Comprehensive Local Needs Assessment Guide*.

In the following table, list the needs identified in the CLNA for Element #5. Place needs in order by priority with the highest priority listed first in the table. High priority needs are expected to be addressed in the application.

PRIORITIZED NEEDS
Element 5: Progress towards equal access to CTE programs for all students

E5-Need A: Minneapolis College established, through FY24 funding, a Spanish track in Early Childhood Education based on employment needs for Spanish-only speaking population. With the program established, the college needs to promote the opportunity to the Spanish-speaking community.
E5-Need B   CTE students receiving special education services have the lowest post-program placement into two-year education, four-year education, or employment by special population group. This is also reflected in the SDPL 3S1: Post-Program Placement performance gap. The consortium needs to prioritize the reduction of this achievement gap to ensure success of all students in CTE pathways.
E5-Need C   Minneapolis Public Schools (MPS) CTE enrollment has decreased on average 1-2% among all demographic subgroups since 2021-2023 except in our non-traditional, multi-racial and hawaiian pacific islander student groups. Continued efforts should continue to be prioritized to eliminate institutional student enrollment barriers such as scheduling, the perceived value of CTE among counselors, principals, families and the community, and the lack of K-5 alignment between career awareness and exploration to CTE programming; and improve teacher preparedness to work with the diverse population of MPS.
E5-Need D   Expand and align increased and equitable access to work-based learning/career exploration opportunities and initiatives for students in grades 5-12.

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[1] *The Perkins V law defines special populations as individuals with disabilities; individuals from economically disadvantaged families, including low-income youth and adults; individuals preparing for nontraditional fields; single parents, including single pregnant women; out-of-workforce individuals; English learners; homeless individuals; youth who are in, or who have aged out of, the foster care system; and youth with a parent who is on active duty in the military.*

Position Number	Position Title	Name (FirstName LastName)	% of Time with Perkins Responsibilities	Secondary, Postsecondary, or Both	Date of Initial Position Funding (MM/DD/YYYY)	Total Budget Amount	Funded thru Basic, Reserve, or Both	Narrative(s) in Which Funding Reported	Notes on Position Creation, Changes in Funding %, Changes in Responsibilities, etc.
Ex	Perkins Grant Coordinator	Alex Bell	100%	Postsecondary	7/1/2011	$67,500	Basic	10	No change from previous two-year plan
Ex	CTE Partnership Specialist	Janice Young	75%	Both	9/1/2021	$43,000	Basic	2, 6	Increase from 50% in previous plan; support from Perkins grant will conclude at the end of this two-year grant
Ex	Data and Accountability Specialist	Bill Sabin	10%	Secondary	9/1/2023	$6,200	Reserve	11	New position focused on addressing performance gaps
1	Perkins TOSA #1	Shari Karlsrud	100%	Secondary	8/7/2023	$116,633	Basic	1,2,3, 4,5,6,7,8,9,10	Same position title, new duties aligned with FY25 grant applications focusing on SRPOS fidelity, SDPL, and student recruitment
2	Perkins TOSA #2	To be hired	100%	Secondary	8/1/2024	$116,633	Basic	1,2,3, 4,5,6,7,8,9,10	Same position title, position went unfilled in SY24. Duties will focus on work-based learning, experiential learning and community engagement
3	Career Exploration Coordinator	Mandy Thor	100%	Postsecondary	10/23/2023	$95,375	Basic	2	Continuing from prior year.
4	Spanish tutor for ECED	To be hired	30%	Postsecondary	9/23/2023	$10,080	Basic	5	Position is continuing, but has been vacant since September 2023
6	Perkins Coordinator	Kari Weileder	40%	Postsecondary	5/20/2024	$48,934	Basic	10	Position continues in SY25 with new staff person. Prior post-secondary Perkins coordinator left in March 2024.
7	Business/Accounting Tutor	To be hired	100%	Postsecondary	8/1/2024	$26,000	Basic	9	20 hour per week. New position
8	Apparel Tutor	To be hired	100%	Postsecondary	8/29/2022	$13,000	Basic	9	13 hours per week. Continuing from prior year - 3rd year in this position
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STATEMENT OF ASSURANCES & CERTIFICATIONS

1. The eligible sub-recipient (applicant) will comply with all requirements of Public Law 115-224, *Strengthening Career and Technical Education for the 21st Century Act (Perkins V)*, and all applicable federal and state rules and regulations, including timely reporting of fiscal and programmatic data.

2. The eligible sub-recipient will comply with all requirements imposed by the grantor agency concerning special legal requirements, program requirements, and other administrative requirements including the completion of Personnel Activity Reports.

3. Federal career and technical education funds shall be used to supplement state and local funds for career and technical education, and in no case to supplant (replace) such state or local funds.

4. None of the funds expended under this Act shall be used to purchase equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity or its employees or any affiliate of such an organization.

5. Funds made available under this Act cannot be used: (1) to require any secondary school student to choose or pursue a specific career path or major; or (2) to mandate that any individual participate in a career and technical education program, including a career and technical education program that requires the attainment of a federally funded skill level, standard, or certificate of mastery.

6. The eligible sub-recipient shall comply with all regulations, policies, guidelines, and requirements included in the Education Division General Administrative Regulations (EDGAR) as they relate to the application, acceptance and use of federal funds for this project.

7. The eligible sub-recipient shall comply with the Vocational Education Guidelines for eliminating discrimination and denial of services on the basis of race, color, national origin, sex and handicap (45 CFR, Part 80) issued by the Bureau of Occupational and Adult Education, Department of Education and the Office of Civil Rights, March 21, 1979.

8. The eligible sub-recipient shall comply with requirements of the provisions of the Uniform Relocation Assistance and Real Property Acquisitions Act of 1970 (P.L. 91-646) which provides for fair and equitable treatment of persons displaced as a result of federal land federally assisted programs.

9. The eligible sub-recipient shall comply with the minimum wage and maximum hour provisions of the Federal Fair Labor Standards Act, as they apply to hospital and educational institution employees of state and local governments.

10. The eligible sub-recipient shall establish safeguards to prohibit employees from using their positions for a purpose that is, or gives the appearance of being, motivated by a desire for private gain for themselves or others, particularly those with whom they have family, business, or other ties.

11. The eligible sub-recipient shall give the grantor agency or the Comptroller General through any responsible authority access and the right to examine all records, books, papers, or documents related to the awarding of these funds.

12. The eligible sub-recipient shall comply with all requirements imposed by the grantor agency concerning program size, scope and quality.

13. The consortium district and college administration assure that programs of study serving all populations of learners have been designed according to the process and that requirements have been documented.

I/we hereby certify that the information provided in this local application is true and correct to the best of my/our knowledge, information, and belief, and that the required assurances are given. All approved programs, services, and activities shall be conducted in accordance with state and federal laws, rules, regulations, and in accordance with the Minnesota Department of Education and Minnesota State Colleges and Universities polices and program standards.

ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: Minneapolis Consortium

College: Minneapolis Community and Technical College

College President's Name (Print): Sharon Pierce

Sharon J. Pierce   2025-05-14
Signature   Date

email: sharon.pierce@minneapolis.edu

Phone: 612-659-6300

District Name: _____

District Number/Type: _____

Superintendent's Name – (Print): _____

Signature   Date
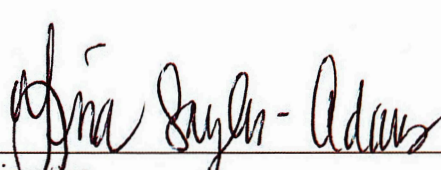
email: _____

Phone: _____

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1/we hereby certify that the information provided in this local application is true and correct to the best of my/our knowledge, information, and belief, and that the required assurances are given. All approved programs, services, and activities shall be conducted in accordance with state and federal laws, rules, regulations, and in accordance with the Minnesota Department of Education and Minnesota State Colleges and Universities polices and program standards.

ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: M i n n e a p o l i s

College: Minneapolis College

College President's Name (Print): Ben Weng

Signature   Date

email: ben.weng@minneapolis.edu

Phone: 612-659-6411

District Name: Minneapolis Public Schools

District Number/Type: 001-03-000/Special School District No. 1

Superintendent's Name – (Print): Dr. Lisa Sayles-Adams

Signature   Date 5/13/24

email: mpssup@mpls.k12.mn.us

Phone: 612-668-0200

(Duplicate as needed)