Perkins V Local Application

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

Award Period:	July 1, 2025 – June 30, 2026 (FY26)
Consortium Name:	Minneapolis
Total Award Budget:	$1,470,713.24

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.

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	Prior Year's # of Postsecondary Concentrators
Construction	Both	Y	Y	Y	85	76 – HTC
Design / Pre-Construction	Both	Y	Y	Y	See Construction POS	17
Emergency & Fire Management Services	Both	Y	Y	Y	Included in 070300	76 – ATC
Engineering & Technology	Both	Y	Y	Y	26	73 – NCC
Facility & Mobile Equipment Maintenance	Both	Y	Y	Y	141	29
General Management	Both	Y	Y	Y	101	98
Law Enforcement Services	S-R	Y	Y	Y	29	20
Manufacturing Production Process Development	Both	Y	Y	Y	32	36

Network Systems	S-R	Y	Y	Y	30	1
Plant Systems	Both	Y	Y	Y	13	12 – HTC
Production	Both	Y	Y	Y	36	15
Programming & Software Development	S-R	Y	Y	Y	112	81
Teaching & Training	Both	Y	Y	Y	0	31
Therapeutic Services	Both	Y	Y	Y	102	181
Visual Arts	Both	Y	Y	Y	103	46

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☐

E2-need C:

The HVAC program at Minneapolis College 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.

Employer demand for graduates of our HVAC Programs 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 aged 55 or older.

2. Strategies to address need:

● Purchase Refrigeration Components - Cut-Away

There is a need to keep students current with the changing standards in HVAC, and more specifically, the understanding of air conditioning & refrigerant components. To help them obtain employment in the HVAC industry we need to purchase AC & refrigeration components that are cut-away displays that function & interact within a refrigeration system. This will be done in the summer of 2025, for the HVAC and Refrigeration classes. The controls will be used to assist & increase efficiency for students with identifying, interpreting and solving troubleshooting issues.

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

> Students will be evaluated during the hands-on assessment testing at the end of each semester. They will be 40% more proficient in problem solving skills for air conditioning and refrigeration systems.

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☐	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, 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.

The federal government has set an April 2026 deadline for all websites and electronic materials used by public entities, including colleges, to meet a higher standard of accessibility than has been previously required. The college has determined that many of our courses do not meet this new WCAG 2.1 AA standard, and that without considerable additional work from faculty, we will not be able to meet this standard by the deadline. CTE courses have unique needs in terms of the types of materials they use in electronic format.

Minneapolis College has a need for stipends for faculty for making CTE Course Material Accessible.

2. Strategies to address need:
Through these Perkins funds, faculty will receive stipends to make CTE course materials conform to these new accessibility standards.

3. Measurable Outcomes (report results in next APR):
Measurable goals for the stipend will be to increase the number of CTE courses that meet the WCAG 2.1 AA standard by the April 2026 deadline.

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):	1☐	2☐	3☐ x	4☐	5☐

E3-need A:

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

To maximize the Fall & Spring campus Open House, outreach and impact of this event, Perkins funding would be used to purchase targeted digital outreach. Digital promotion—through social media, email campaigns, paid search, and geo-targeted outreach allows us to reach and engage with prospective students where they are: online. This approach ensures that we connect with individuals who may be unaware of CTE opportunities,

including adult learners, recent high school graduates, and career changers. They select **their interest in CTE** and they are reached to us digitally. It also enables us to engage populations historically underrepresented in the trades and technical careers. With strategic digital outreach, we can raise awareness, drive attendance, and support more students in taking the first step toward high-demand, high-wage CTE careers through Minneapolis College. Without this outreach we would expect a handful of attendees, but we know that through digital outreach we can get up to 400 potential CTE students to our campus.

2. Strategies to address need:

We will develop and implement a multi-channel digital outreach plan that includes the following:

- Targeted CTE outreach on platforms such as Facebook, Instagram, Google, and YouTube, focusing on relevant keywords (CTE) and audience demographics (age 13-45 in the 694-494 loop).
- Customized landing pages to streamline event registration and track CTE engagement metrics.
- Ongoing A/B testing of messaging and visuals to optimize performance and maximize return on investment.
- Collaboration with internal stakeholders, including faculty and student services, to ensure alignment and follow-up with event attendees.

This coordinated approach will allow us to generate awareness, increase attendance, and ultimately convert interest into enrollment in Minneapolis College's CTE programs.

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

Increase attendance of prospective CTE students at the Fall and Spring on-campus events with the goal of at least 300 attendees. Two audience segmentation demographics include ages 13-24 and 25-45. This will be measured by event registration data and self-reported demographics collected during sign-in. Digital metrics will be gathered related to audience actions taken to respond / register for the event. The goal is to achieve this growth within a one-year fiscal timeframe, with digital outreach running for six weeks leading up to each event.

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

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.

Minneapolis College has a need to have their CTE Early Childhood Education students, faculty and other workforce leaders meet for a leadership institute. The Perkins money would be used for helping to plan the event at our college, the materials, parking, signage, printing, welcome packets and attendance cost for faculty, current ECE students and other program materials.

Early Childhood Education (ECE) is a critical field that the state has recognized through several state agencies that impacts the economic viability of the state's other industries. There is a need to have more qualified early childhood educators in the field. "Difficulty finding qualified employees means fewer children served, including more than 2,000 unavailable childcare slots statewide, a new survey showed." (Nelson, 2024)

What many students need is to see the viability of this career and the potential for growth as a leader as they gain more knowledge and experience. The ability to have students in the ECE department meet leaders in the field and increase their work-based learning is invaluable.

As an added benefit, we will be cementing some relationships with CTE stakeholders and leaders in the community as a partner in the field and highlight the amazing program we offer. We hope to broaden the scope of students in our program.

2. **Strategies to address need:**

In discussions with the statewide affiliate for the National Association for the Education of Young Children (MnAEYC), we have been asked to partner with them for an Early Childhood Leadership Institute. This opportunity to host the institute at our campus is perfect for our students. This event could bring in as many as 100 CTE leaders in the field, which are state system leaders; directors, supervisors and owners of ECE businesses; and related field experts. This would allow our students to interact and foster additional relationships with leaders in the field for potential work placements along with learning the importance of their career choice as well as potential networking. This would show our commitment to the field and be seen as the premier place to hire employees as well as a place to send their own employees who need additional CTE educational opportunities.

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

The ECE department will compare before and after surveys of all students who attended the event. We will ask how they plan to interact with the professionals and stakeholders at the event and what they hope to gain. After the event, we will review the follow up survey as a comparison to see what they gained in knowledge and connections. We will include the leaders and community CTE ECE professionals who lead it as well so they see

the benefit of connecting with our students. This will also increase all attendees knowledge of all the available CTE programs we offer.

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☐	3☐x	4☐	5☐

E3 need a:
Based on feedback from employment engagement sessions and multiple advisory committees, Minneapolis College has recognized a need to provide applied learning opportunities and CTE courses to students in business management, information technology, the specialized trades, and the arts.

Minneapolis College has a need for Perkins funds to purchase digital records of college app contacts who have requested a desire for more CTE information on surveys.

2.   Strategies to address need:

Increasing nontraditional participants in CTE programs through current, modern and accessible media outreach platforms known as social media to expand our outreach efforts to inform the public about the value and quality of CTE programs. We hope to see this increased engagement through more modern and accessible media, and increased enrollment into CTE programs.

These funds are intended to be used for only CTE program engagement with underrepresented potential students who have already indicated an interest in CTE.

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

Program outreach to potential CTE Students will be evaluated with measurable data and by enrolling in Minneapolis College CTE programs.

Our current percentage of female-identified students in the trades is 16%, our desired increase is 5% with a range of 3%-7%. This will be completed by purchasing over the summer of 2025, and completing for Spring term January 2026. The data will be completed by the end of the next fiscal year.

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☐

E3 need a:
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.

Minneapolis College has a need to continue with year 2 the Entrepreneurial Center development Program.

2. Strategies to address need:

A **Business Management instructor will be paid** release credit equivalencies to do the project work necessary to conduct work on **year two** of the Entrepreneurship Center Launch Project. Instructors will use course release time to plan programming, create experiential learning opportunities, and collaborate with academic dean to build Center's budget and staffing plans. Instructors will also collaborate with the academic dean on strategic planning for the Center. This will be a continuation from last year, now Phase 2 of the project.

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

The Entrepreneurship Center will have its first full year of programming, recommendations for long-term staffing and budget, and a strategy for years three and four of its existence.

Goal One: at least two Entrepreneurship Center programs in 2025 Fall Semester and 2026 Spring Semester. Goal Two: a proposed Entrepreneurship Center budget and staffing plan for AY26-27.

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

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☐	3☐ ✕	4☐	5☐

E3 need a:
Based on feedback from employment engagement sessions and multiple advisory committees, Minneapolis College has recognized a need to provide applied learning opportunities and CTE courses to students in business management, information technology, the specialized trades, and the arts.

Minneapolis College has a need to use Perkins Funds for a targeted digital outreach strategy to raise awareness of and interest in Minneapolis College's Perkins-eligible Career and Technical Education (CTE) programs among prospective students and address capacity in our programs. The strategy will focus on reaching CTE interested individuals within the I-694/I-494 loop—our primary service area—and will target two key age ranges: traditional students (ages 15–24) and adult learners (ages 25–45). These groups include high school students exploring career paths, recent graduates seeking technical training, and working adults considering a career change or upskilling.

Using digital advertising platforms such as Meta (Facebook/Instagram), Google, and YouTube, we will deploy geo-targeted, age-specific, and behaviorally targeted campaigns. Behavioral targeting will focus on individuals who have shown CTE interest in relevant topics such as skilled trades, healthcare, IT, or hands-on training programs. Messaging and creative assets will be tailored to reflect the real-world career outcomes, flexibility, and affordability of our CTE programs.

Only Perkins-eligible CTE programs will be included in the outreach campaign. Messaging will highlight these programs' alignment with high-demand, high-wage occupations and the support services available at Minneapolis College to help students succeed.

2. Strategies to address need:

- Using precise geotargeting within the 694-494 loop, we will deploy outreach aimed at both traditional and adult learners.
- Leveraging data analytics, we'll identify users with demonstrated interest in CTE and related career pathways, ensuring our message reaches those most likely to benefit.
- A/B testing to optimize messaging and improve conversion rates.
- Close coordination with internal teams will ensure that inquiries generated from digital outreach are met with timely follow-up and support.

This coordinated approach will allow us to generate awareness and ultimately convert CTE interest into applications in Minneapolis College's CTE programs in communities where we determine interest and need.

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

Increase qualified inquiries and conversions (application starts or requests for information) for Perkins-eligible CTE programs within a 12-month period. Performance will be tracked using digital analytics platforms and

campaign conversion metrics. All outreach efforts will be optimized on an ongoing basis through A/B testing and audience refinement to ensure cost-effective, high-impact engagement.

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
Ongoing CTE advisories and participants in attendance from all programs at the RealTime Talent employer engagement sessions identified three main areas for improvement at the secondary level of the consortium:
1) Ensure students have access to stackable credentials throughout their journey to a target occupation.
2) 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.
3) Promote expanded access to career exploration opportunities at all grade levels to increase knowledge of available CTE programming.

2.   Strategies to address need:

● Restructure secondary POS 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, certifications and training opportunities for CTE students aligned with our local workforce needs that could be embedded into our existing SRPOS.
● Expand Work-based Learning opportunities.
● Determine funding needs for staffing and additional or upgraded equipment, software, or instructional supplies aligned to industry or postsecondary training requirements 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 the secondary consortium partner should focus on the building and/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:

- Ongoing restructure of secondary 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.
- Build and/or revise curriculum aligned to industry identified stackable credential or MDE Frameworks in preparation for MDE Program Authorization.
- Determine funding needs for additional or upgraded equipment, software, or instructional supplies aligned to industry or postsecondary training requirements 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.   Update all secondary courses in alignment with advisory recommendations and/or Program Authorization requirements 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 for additional or upgraded equipment, software, or instructional supplies aligned to industry or postsecondary training requirements 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. 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.

Narrative 2: Programs of Study (POS) NEED K:	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.

Minneapolis College aims to increase engagement & its Career and Technical Education (CTE) programs by furthering awareness and accessibility for prospective students with an Open House. There is a need to provide engaging outreach activities to attract and enroll students in CTE programs. Based on Industry Employment Projections for Minnesota (https://mn.gov/deed/data/data-tools/employment-outlook/), it is anticipated there will demands for individuals with training in a number of professional areas (e.g., Healthcare, Management, Information, Manufacturing, Construction). This initiative will support the college's Strategic Enrollment Management Plan to increase engagement as well as enrollment. Additionally, this proposal aligns with the outreach strategies that fall under access and opportunity, boosting attendance at Minneapolis College events by reducing the barriers where students may not have the ability to attend without transportation support.

2. **Strategies to address need:**

1. **Outreach and Community Building: Allocate $4,000** to support our Open House that promotes CTE programs. This includes building campaigns to educate prospective students about the various CTE programs Minneapolis College offers.
2. **Student Transportation**: **Allocate $3,000** to collaborate with K-12 partners to provide transportation for prospective students to a Minneapolis College Open House, reducing barriers to attendance.

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

1. **Increase CTE Program Enrollment**: Achieve a year-over-year enrollment increase of at least 1% in CTE programs, aligning with the Strategic Enrollment Management Plan at Minneapolis College.
2. **Boost Event Attendance**: Increase attendance at the Open House event by 10% compared to the previous year, specifically targeting individuals interested in CTE programs.
3. **Enhanced Awareness and Engagement**: Measure the effectiveness of outreach activities through surveys and feedback, aiming for a high satisfaction rate among attendees and increased interest in CTE careers.

Narrative 2: Programs of Study (POS) NEED L:	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.

Minneapolis College seeks to expand its Career and Technical Education (CTE) program enrollment by increasing awareness and accessibility for dual credit prospective students in high school. There is a need to provide robust outreach activities to attract and enroll students in CTE programs. Based on Industry Employment Projections for Minnesota (https://mn.gov/deed/data/data-tools/employment-outlook/), it is anticipated there will demands for individuals with training in a number of professional areas (e.g., Healthcare, Management,

Information, Manufacturing, Construction). This initiative will support the college's Strategic Enrollment Management Plan to increase not only engagement but also enrollment. Additionally, this proposal aligns with the outreach strategies that fall under access and opportunity, boosting attendance at Minneapolis College events by reducing the barriers where students may not have the ability to attend without transportation support.

2. Strategies to address need:

1. **Outreach and Community Building**: **Allocate $1,000** to organize College and Career Days that highlight CTE programs. This includes **sustainable materials to engage dual credit prospective students.**
2. **Student Transportation**: **Allocate $3,000** to collaborate with K-12 partners to provide transportation for prospective students, reducing barriers to attendance.

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

1. **Increase CTE Program Enrollment**: Achieve a year-over-year enrollment increase of at least 1% in CTE programs, aligning with the Strategic Enrollment Management Plan at Minneapolis College.
2. **Expand Enrollment Density**: Increase the number of dual credit enrollments from areas outside of Minneapolis city proper, measuring the geographic diversity of new enrollments.
3. **Enhanced Awareness and Engagement**: Measure the effectiveness of outreach activities through surveys and feedback, aiming for a high satisfaction rate among attendees and increased interest in CTE careers.

Narrative 2: Programs of Study (POS) NEED M:	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☐

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.
Minneapolis College has a need to purchase one high-fidelity simulation mannequin to enhance nursing student training and improve clinical judgment, communication skills, and critical thinking. This correlates with the simulation training requested in narrative 8.

2. Strategies to address need:

- **July 2025**: Mannequin purchase and delivery
- **August 2025**: Faculty training and scenario integration
- **September 2025**: Begin implementation in Nursing Skills Lab and Simulation I courses

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

1. **Expected Outcomes**
   - Improved student competency scores in simulation assessments
   - Increased NCLEX pass rates
   - Enhanced student confidence and self-efficacy
2. **Sustainability Plan**

○ Mannequin maintenance will be covered by institutional and departmental funds.		

Narrative 2: Programs of Study (POS) NEED N:	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☐

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.
Minneapolis College has a need for curriculum redesign and expansion of Nursing and Dental Assistant programs.

2. Strategies to address need:

A collaborative curriculum redesign project for eight faculty members to improve course content, sequencing, and instructional strategies, aimed at increasing student retention and completion. This includes the goal to transition the Minneapolis College *Dental Program* from annual fall-only admissions to a biannual cohort model, including comprehensive curriculum redesign.

○ May–August 2025: Faculty complete curriculum mapping and course updates, and RCEs conduct curriculum review
○ September–December 2025: Finalize curriculum and prepare for implementation and pilot redesigned courses
○ January 2026: Full implementation of revised curriculum and launch new spring-start cohort

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

1. **Expected Outcomes**
   ○ Increased student program completion by 5%
   ○ Improved student satisfaction and engagement
   ○ Dental: Increased program capacity and student enrollment
   ○ Improved student completion and credentialing rates
2. **Sustainability Plan**
   ○ Curriculum improvements and redesign will be embedded into the department's instructional framework and maintained through annual program reviews, institutional support beyond the funding period.

Narrative 2: Programs of Study (POS) NEED O:	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☐

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. Minneapolis College Dental Assistant Program needs to provide additional mannequins, curing light and autoclave.

2. **Strategies to address need:**

In the fall of 2025, using Perkins funds, the department will purchase the equipment needed for the students in class. With various orthodontic tasks, and other dental specialty tasks, various mannequins that are needed will be utilized in teaching the duties that the students need to be successful in their career. Students will be able to rotate through the learning of the different tasks in the various areas of the dental assistant space with this additional equipment. This will allow for a larger autoclave to be able to sterilize equipment, as well as additional chairside cordless curing lights. This will provide improvements in their learning environment, which will replicate and prepare them for what is being used in the dental community.

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

The curing light will be measured by the reduction in material costs, and time in patient care due to the new lights curing the material quicker and more complete with less defects occurring and re-doing of procedures. The additional mannequins will be assessed through student learning as students will have more opportunities to practice the skills prior to beginning working with patients.

With these items, the students will have the opportunity to work with current updated equipment and better prepare them for what is used in the workforce's dental community.

---

4. Provide additional narrative to address the following:
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 will use FY26 to identify new programs of study that meet the needs of the current CLNA and course interest data collected from prospective students ages 13-54. The college closed out the Sleep Technology, Polysomnography, and Medical Office Professional certificate. Many of the Minneapolis College CTE programs had credit changes. The Sterile Processing and Distribution certificate has been fully revised and should be implemented for Fall of 2025. Apparel Technologies has a new title: Fashion Design Technologies. The Advanced Apparel Certificate has been discontinued and the diploma in Fashion Design Technologies has had a credit change.

Minneapolis Public Schools will continue the development of new courses in support of regional CLNA data and micro-credentials aligned with our SRPOS.

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 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 support 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 indicates they have heard this 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 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 5S3: Work-Based Learning.					
3. Measurable Outcomes (report results in next APR):					
Complete a minimum of one multi-generational career exploration event related to an existing SRPOS present in both consortium partner institutions. 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.					

Narrative 3: Collaboration with local workforce 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☐

<u>E3-Need C part 1</u>
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 indicates they have heard this 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:

Our Workforce Development department at Minneapolis College needs to streamline the process of CTE credit for prior learning assessments.

By implementing this project, we aim to streamline the process of CTE credit for prior learning assessments, thereby providing more opportunities for CTE students to receive credit for their prior experiences and knowledge.

Here are the key benefits of the project:

1. Increased Opportunities for Students: More CTE students will be able to earn credit for their prior learning experiences, accelerating their educational journey.

2. Enhanced Faculty Engagement: CTE Faculty will be actively involved in developing assessment evaluation tools and performing credit for prior learning assessments, fostering a collaborative academic environment.

3. Streamlined Assessment Process: The creation of evaluation tools will standardize and simplify the CTE assessment process for credit for prior learning.

4. Support for CTE Programs: The project will specifically benefit students in CTE programs, aligning with industry needs and enhancing workforce readiness.

5. Efficient Project Management: A dedicated project coordinator will ensure the smooth execution and management of the project, maintaining focus and organization.

These benefits collectively contribute to a more efficient, supportive, and student-centered approach to CTE education at Minneapolis College.

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

- **Increase in Credit for Prior Learning Opportunities:** Aim to increase the number of CTE courses eligible for credit for prior learning in Business and ITEC academic programs.
- **Development of Evaluation Tools:** Grow the number of CTE evaluation tools for internal and external assessments.
- **Increase CTE Faulty Participation in Credit for prior Learning Assessment.**
- **Increase CTE student participation levels in credit for prior learning**.

Narrative 3: Collaboration with local workforce 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 C part 2
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 indicates they have heard this 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:

Our Workforce Development department at Minneapolis College needs to streamline the process of CTE credit for prior learning assessments, thereby providing more opportunities for CTE students to receive credit for their prior experiences and knowledge. We would like to use Perkins funds to pay for a part time **Project coordinator** to oversee and manage the Advancing for Credit for Prior Learning of CTE project effectively.

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

1. **Increase in Credit for Prior Learning Opportunities:** Aim to increase the number of CTE courses eligible for credit for prior learning in Business and ITEC academic programs.
2. **Development of Evaluation Tools:** Grow the number of CTE evaluation tools for internal and external assessments.
3. **Increase CTE Faculty Participation in Credit for Prior Learning Assessment.**
4. **Increase CTE student participation levels in credit for prior learning**.

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 and Achievement and Integration funds in grades 9-12 to support 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 allocation of Special Education 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.

MPS will leverage multiple partnerships such as Achieve Twin Cities, Junior Achievement, industry partners, 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 Work Force Centers	$0
2.	(POSTSECONDARY) Estimated expenditure/in-kind contributions used in collaboration with Workforce Centers	$66,850
3.	Postsecondary Subtotal	$0
4.	(SECONDARY) Total Perkins funds used in collaboration with Work Force 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.

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 for staffing 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):

Increase secondary CTE concentrators by 3% in Healthcare SRPOS by June 30, 2026.

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 Ongoing CTE advisories and participants in attendance from all programs at the RealTime Talent employer engagement sessions identified three main areas for improvement at the secondary level of the consortium: 4) Ensure students have access to stackable credentials throughout their journey to a target occupation. 5) 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. 6) Promote expanded access to career exploration opportunities at all grade levels to increase knowledge of available CTE programming.					
2. Strategies to address need:					

- Restructure secondary POS 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, certifications and training opportunities for CTE students aligned with our local workforce needs that could be embedded into our existing SRPOS.
- Expand Work-based Learning opportunities.
- Determine funding needs for staffing and additional or upgraded equipment, software, or instructional supplies aligned to industry or postsecondary training requirements to successfully incorporate new micro credentials and certifications into our CTE courses.
- Update 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:

- Ongoing restructure of secondary 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.
- Build and/or revise curriculum aligned to industry identified stackable credential or MDE Frameworks in preparation for MDE Program Authorization.
- Determine funding needs for additional or upgraded equipment, software, or instructional supplies aligned to industry or postsecondary training requirements 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.

> Update all secondary courses in alignment with advisory recommendations and/or Program Authorization requirements 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:

- 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 for additional or upgraded equipment, software, or instructional supplies aligned to industry or postsecondary training requirements 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 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☐X
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% E5 need A: 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:					
NEED: Spanish Tutor; continue as last year. 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

Although MPS met the SDPL goal 3S1: Post-Program Placement in grant year 4 (2024) MPS CTE will continue to review and update the course syllabi as needed 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 will continue to 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):

Increase secondary CTE2, concentrators by 3% in non-Work-Based learning 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 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. The consortium will continue to focus on 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 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):

Maintain meaningful progress 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 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 concentrators in CTE SRPOS by an average of +3% for all demographic subgroups by June 30, 2026.

Narrative 5: Special Populations 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☐	5☐ x

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.

The ARC (Accessibility Resource Center) *needs additional staff* to meet the growing demand for services, ensure equitable access for all students, and provide comprehensive support for individuals with disabilities. Increased enrollment, evolving legal requirements, and the increasing complexity of student needs all contribute to the need for more resources and personnel to help those students in CTE programs and prepare them for their future workplace environment.

The **Accessibility Resource Specialist/Academic Coach** position will be responsible for conducting intake interviews with CTE students. This staff will provide an interactive process for *determining accommodations* based on the student's documented disability. Students will also be provided referral, resources, and outreach services. The position will *provide notice of accommodations to CTE faculty, in addition to supporting faculty with issues or concerns related to the accommodations*. This position will also provide CTE faculty with training opportunities related to accessibility needs. This position will provide personalized coaching services to CTE students registered with the ARC. Academic coaching will include case management for CTE students. The ARC

employee will meet with CTE students on a weekly basis to provide academic coaching that includes, but is not limited to, study skills, time management skills, preparing for test taking, managing test anxiety, setting academic goals, and referral to resources and services on and off campus.

2. Strategies to address need:
The ARC will be able to provide additional services **to our students with disabilities enrolled in CTE programs.** These services include ensuring required assistive technology, academic accommodations, support services, physical accessibility, training, and awareness. Benefits from this project will improve graduation and retention rates for CTE students with disabilities. In addition to improving faculty and student satisfaction *with student accessibility needs*. (E5 need A).

3. Measurable Outcomes (report results in next APR):
Measurable goals for the ARC CTE position will include the following: increase in CTE graduation rate, increase in retention rate, improved satisfactory academic progress, increased student service satisfaction, and an increase in faculty.

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 and Achievement and Integration funds in grades 9-12 to support 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, Junior Achievement, industry partners 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.

- In SY25 MPS invested 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. As of May 2025, funding commitments are still under review.

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

One new initiative we are participating in for non-traditional fields is called We Thrive Women in the Trades. This will allow us to accomplish the following which will benefit both Minneapolis College and Minneapolis Public Schools:

1. Increased enrollment by women (age 25+) in trade programs (HVAC and Refrigeration, Welding and Metal Fabrication, CNC Machinist, Bicycle Assembly and Repair and Aircraft Maintenance). We will reduce financial barriers that deter women from the trades and boost confidence about entering training and employment in the trades.

2. 8 to 10 women will persist in their education to completion in year one, and 8 to 10 women will persist in their education to completion in year two.

3. All women participating in the Women in the Trades Cohort will access additional training in areas such as financial literacy, soft skill mentoring or leadership development in year one, and year two.

4. Stronger career networks between industry, employers and women in Minneapolis College Trade Technologies programs will be strengthened through advisory councils and recruitment events supporting more gender equity in the trades job market and maximizing vocational outcomes. Women's participation in the trade workforce is crucial to the economic prosperity of Minnesota because they will play a vital role in addressing widespread trade skills shortages in key industry areas and occupations as more men continue to leave the workforce through retirement and aging out.

Minneapolis College is also working on closing the gaps for CTE programs. To effectively reach underserved populations through digital outreach, it's essential to combine demographic and geographic targeting strategies. We will begin by identifying key characteristics of the target audience—such as age, income level, language preference, education level, and digital behavior—and use this data to create custom audience segments on digital platforms like Meta, Google, and TikTok. Pair this with precise geographic targeting, focusing on zip codes, neighborhoods, or transit corridors where underserved communities live or gather. In addition, we can leverage behavioral data and platform algorithms to prioritize ad placements in high-traffic areas for these audiences, and

ensure content is culturally relevant, accessible in multiple languages, and optimized for mobile devices. This approach maximizes reach, relevance, and engagement while closing access gaps in information and services.

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 support 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.

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☐

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 they have repeatedly 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.

Minneapolis College has a need for a **Work-based program to build opportunities through project-based experiences & apprenticeships.**

2. Strategies to address need:

Employers are scrambling to fill vacant positions. Two out of three jobs will require some post-secondary education. A well-trained talent pool drives local economic growth, so developing a skilled workforce is critical. ***Employer partners are seeking recruitment opportunities to build a strong pipeline by creating project-based experiences, internship opportunities, and apprenticeships for Minneapolis College students. The Career Services department plans to create a comprehensive work-based program to ensure students effectively build work related opportunities through project-based experiences and apprenticeships.*** Activities include reaching out to employer partners to develop these work-related opportunities for students. These opportunities will be marketed to CTE areas including art and design, business and accounting, information technology, trades, etc. Workforce preparation skills, including resume and cover letter development, interview coaching and connections to clothing attire are provided to prepare students during the application process. Through this **work-based program**, we are confident it will support employer partners as they resolve the challenging demands of filling positions in various industry sectors.

During the fall of 2025 will involve the creation of the work-based program. The Career Services department will conduct research on work-based programs for project-based opportunities and apprenticeships. This will be funded by Perkins Funds paid in credits. Through the research phase, the structure of the program will be created for these opportunities for the first time in the career and technical area. In addition, the Career Services department plans to work with faculty members in establishing the program and identifying quality employer partners. Once the structure and employer partnership have been established, then the piloted program will be marketed to a few CTE majors in the Spring of 2026. After Spring of 2026, an initial evaluation will be conducted to gather quantitative and qualitative data from students and employer partners. The data will help us expand the work-based program to various CTE majors in fiscal year 2027. Staffing support will

help us pilot and expand the program in addition to providing tailored services to students and employer partners that align with CTE majors.

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

During the fiscal year of 2027, Minneapolis College will expand the work-based learning program to more CTE majors. Staffing support will help us pilot and expand the program to more CTE majors in addition to providing tailored services to students and employer partners. More CTE students will have the opportunity to find and prepare for project-based experiences and apprenticeships that are related to their field. Employer outreach will be developed to establish career and technical pipeline opportunities leading to employment in a high-paying field. Through the work-based program, on-campus recruitment opportunities will become available for employer partners as students actively seek upcoming work-related opportunities. The impact will lead to expanding the work-based program to various CTE majors based on the learnings developed in the pilot through *employer feedback and student surveys*. The overall impact in the second year is providing CTE students more work-related opportunities while addressing the skills and employment shortage. The Career Services department will measure student impact through retention and graduation rates.

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: 1) 100% of students participating in the pilot program will have greater chance to obtain employment after developing additional experience through the program 2) 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.

3) Employer partners should see an increase in finding quality candidates to address the employment shortage within their recruiting efforts Key outcomes through qualitative data in year 2: 4) More CTE students will be served in year two compared to year one.

5) More CTE 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. 6) More employer partners will be added in year 2 for the program. More employers should see an increase in finding quality candidates to address the employment shortage.

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, 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 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

Although MPS met the SDPL goal 3S1: Post-Program Placement in grant year 4 (2024) MPS CTE will continue to review and update course syllabi as needed 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 will continue to 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):

Increase secondary CTE concentrators by 3% in non-Work-Based learning 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.

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 in SY25 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 created a program that will partner with the National Association for the Education of Young Children (MnAEYC) to be funded by Perkins to support increased Work-Based learning opportunities. We also are creating the ability to have students in the ECE department meet leaders in the field and increase their work-based learning which is invaluable.

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 addition to Achievement and Integration funds received from MDE in grades 9-12 to support 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.

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 Although MPS met the SDPL goal 3S1: Post-Program Placement in grant year 4 (2024) MPS CTE will continue to review and update course syllabi as needed 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 will continue to 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):					
Increase secondary CTE concentrators by 3% in non-Work-Based learning 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.					

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 BUSN, PHED, ARTS, & EDUC. Funds continue to be requested for FY26 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 addition to Achievement and Integration grant funds in grades 9-12 to support 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 offered allowed students to earn college credit through articulation agreements or concurrent enrollment opportunities. Similarly, in the 2024-25 school year 46 of the 51 (90.2%) high school CTE courses offered 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 SY25 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☐
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. We will continue with the purchase of Strong & MBTI as last year.					
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:

- Consult and collaborate with Minneapolis Human Resources and Professional Development departments re: unique CTE training, licensure and hiring needs.
- Support teachers as needed to obtain training and professional development required for licensure via portfolio requirements.

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

Document staff engagement with professional development activities, SRPOS specific training, 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:

- Offer professional development for CTE staff tailored to support all special populations and address the unique needs of Minneapolis students, families, and staff, while aligning 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 training, 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:

- Offer professional development for CTE staff tailored to support all special populations and address the unique needs of Minneapolis students, families, and staff, while aligning 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 training, and improve metrics associated with "out of field permission" licensure at the secondary level.

Narrative 8: Support to Professionals 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☐

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.

Minneapolis College CTE program in Photography & Motion has a need for faculty training.

2. Strategies to address need:

- Minneapolis College faculty will receive updated knowledge on creative industry workforce needs in the area of content creation (specifically video) by spending three days embedded in the day-to-day operations of a local content creation agency.
- MPS will modify their existing advisory focus for 2025-2026 to specifically address questions about industry-valued micro credentials and certifications and training opportunities for CTE students aligned with local workforce needs that could be embedded into our existing SRPOS and inform teachers of opportunities for their professional development.
- Provide time and resources to build and/or revise curriculum aligned to industry identified stackable credential, needed teacher professional development, or MDE Frameworks in preparation for MDE Program Authorization.

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

Information gleaned from this mentored industry experience will allow them to create and update curriculum, bringing new and relevant skills in which to train students as they prepare for entry-level positions in the *local workforce.* (E4 need A)

MPS will update all secondary courses in alignment with Program Authorization requirements by June 30, 2026.

Narrative 8: Support to Professionals 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☐	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.

Minneapolis College CTE program in the Nursing Program for training with simulation for their CTE courses.

2. Strategies to address need:

- Minneapolis College faculty will receive teacher training as simulation educators to be completed in the fall of 2025.

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

This training will enhance the quality of simulation-based education, ensuring students receive high-quality, evidence-based training in a controlled environment. This aligns with our goal of improving nursing education outcomes and preparing these CTE students for clinical excellence.

Enhancing Faculty Competency: This training ensures faculty members have advanced knowledge and skills in simulation-based education, improving their ability to deliver high-fidelity learning experiences. Improving Student Outcomes: Certified faculty can provide more structured, evidence-based simulation experiences, leading to better clinical preparedness in the workforce.   Workforce Readiness: Strengthened simulation training helps bridge the gap between academia and clinical practice, preparing CTE students for real-world nursing challenges.

Narrative 8: Support to Professionals 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☐	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:

The Nursing career pathway at Minneapolis College seeks funding through the Perkins Grant to certify nursing faculty as Simulation Educators through the Society for Simulation in Healthcare (SSH). certify 5 nursing faculty members as Certified Healthcare Simulation Educators (CHSE) by covering the costs of certification exams, preparatory courses, and associated membership fees. This will be completed during the fall of 2025.

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

This certification will enhance the quality of simulation-based education, ensuring students receive high-quality, evidence-based training in a controlled environment. This aligns with our goal of improving nursing education outcomes and preparing these CTE students for clinical excellence.

Enhancing Faculty Competency: Certification ensures faculty members have advanced knowledge and skills in simulation-based education, improving their ability to deliver high-fidelity learning experiences. Improving Student Outcomes: Certified faculty can provide more structured, evidence-based simulation experiences, leading to better clinical preparedness in the workforce. Institutional Accreditation & Competitiveness: Faculty certification supports program accreditation standards and strengthens the college's reputation as a leader in the nursing career pathway. Workforce Readiness: Strengthened simulation training helps bridge the gap between academia and clinical practice, preparing CTE students for real-world nursing challenges.

Narrative 8: Support to Professionals 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 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:

- Minneapolis College has a need to offer training for in-house staff for sewing machine repair.

The Fashion Design Technologies program is unique to Minneapolis College. We are the only two-year program in the upper Midwest and the only fashion production program in the Mn State College and University system. We have six different types of industrial level sewing machines, with a total of approximately 47 machines in our sewing labs. These machines need regular minor adjustments and maintenance and often need major repairs throughout the semester. There is only one sewing machine repair business in town, Service First in St. Paul, Mn. We often wait days and weeks for a service call when we need machines repaired. I have two faculty who are willing and eager to complete the sewing repair certification course, which would not only provide the college a needed opportunity to service most of our machines ourselves, but we would also develop a machine repair course as an elective to the program. Through alumni surveys and conversations with our advisory board, we expect this course to be very popular and fill a real need for our students and alumni.

In AY2025-26, two of our current faculty will attend the Sewing Machine Institute, an in person 5-day training course. Upon the completion of the course, our faculty will be able to do the majority of the maintenance and

repairs on the machines we own. They will develop a new elective course (Sewing Machine Repair) fall of AY2026-27 based on the skills and outcomes they learned from the training. The new course will be offered in AY2027-2028.

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

- Faculty will gain specialized skills to maintain and repair the sewing machines in our Fashion Design Technologies sewing lab.
- Faculty will create a new elective course for students the following year on sewing machine repair.
- Through this new elective course, students will acquire the skills and confidence to safely maintain their own machines and do any of their own repairs. This will also prepare students for relevant job opportunities of the future in the Twin Cities metro region.

Narrative 8: Support to Professionals 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☐x	2☐	3☐	4☐	5☐

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.

Need: The Business Program has a high course withdrawal rate and has tried numerous strategies in an attempt to increase student success. Evidence from numerous other community colleges in the U.S. shows that restructuring the semester schedule so that students take courses in 8-week increments (for example, two courses in the first 8-weeks and two courses in the second 8-weeks) increases course success by more than 10%. A Fall 2024 pilot at our college also showed a significant increase in course success for a subset of courses delivered using the 8-week structure. We need to provide training for transitioning courses to an 8 week delivery for 2-3 CTE programs.

2. Strategies to address need:

The Business program and 1-2 other academic programs will pilot this new 8-week/8-week semester structure for two years starting Fall 2026. The requested funds will be used for faculty training and curriculum/program redesign to the 8-week delivery model.

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

We are seeking to achieve a 10% point increase in course completion and higher semester-to-semester retention in programs delivered using the 8-week/8-week semester structure.

Narrative 8: Support to Professionals 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☐

<div style="border:1px solid">

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.

Minneapolis College has a need to train Nursing Faculty to become ATI Champions.

2. Strategies to address need:

- Develop ATI Champions within the nursing department to master the ATI Complete Package, transitioning from Lippincott. Two faculty members will serve as ATI Champions, training other faculty and supporting the implementation of Open Educational Resources (OER) to improve student access to learning materials.
- Faculty Training for Two ATI Champions: $5,000
- Travel Expenses for Training: $2,000
- Faculty Stipends for OER Development: $6,000
- Total: $13,000

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

- Faculty will master ATI Complete Package, enhancing curriculum delivery and student preparation for NCLEX exams.
- Development and adoption of OER materials to improve student access to affordable educational resources.
- **July to December 2025**: Completion of ATI training for two champions and initiation of OER development.
- **January 2026**: Dissemination of training insights and continued development of OER materials.

</div>

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. 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. In 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.

Efforts in the 2024-25 school year dedicated to professional development in support of district, state and Perkins V goals to develop and retain teachers resulted in an increase of teachers that no longer require the use of Tier 1. Therefore, in the 2025-26 school year this MOA needed to protect CTE teachers required to be excessed due to seniority or other contract requirements will only be required for two teachers in the Agriculture, Food and Natural Resources and Construction 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 training. 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☐
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.					
2. Strategies to address need:					
Minneapolis College would like to use Perkins money to **hire a part-time tutor for business management** majors. The college recognized this need for the FY25 plan and was approved to purchase but was not able to hire the position due to many issues from the systems office. In the past, the college has seen positive results from utilization of discipline-specific tutors. Both the systems office and Minneapolis College are prepared and ready to post the position this summer so we can start when fall classes resume.					
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: Performance Gaps 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 Although MPS met the SDPL goal 3S1: Post-Program Placement in grant year 4 (2024) MPS CTE will continue to review and update course syllabi as needed 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 will continue to 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 concentrators in future years.
- Increased recruitment and registration activities for students and families.
- Increased training re: value of Work-Based learning and CTE programs of study 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):

Increase secondary CTE concentrators by 3% in non-Work-Based learning 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 9: Performance Gaps NEED C:	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:					
- Offer professional development for CTE staff tailored to support all special populations and address the unique needs of Minneapolis students, families, and staff, while aligning 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 training, 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 addition to Achievement and Integration grant funds in grades 9-12 to support 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. FY26 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 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☐

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. The Minneapolis College program needs a <u>Dosage Calculation Remediation Plan</u> 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.
Reserve Category: X☐ Performance Gaps   ☐ Develop or Improve POS/CTE programs
2. Strategies to address need:
Minneapolis College would like to continue for a second year and 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. This work will be done through release credit equivalencies paid to nursing faculty. The second year of funding is intended to support course evaluation, refinement based on student outcomes and feedback, and the further development of the course as a standalone offering. We also plan to submit the course for review through AASC, with the eventual goal of making it a recommended course for pre-nursing students. This continued support will help ensure a strong foundation and alignment with program goals.
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☐	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 they have repeatedly heard this feedback during engagement sessions throughout the state. Minneapolis College & Minneapolis 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.

Students at Minneapolis College in the Fashion Design Technologies program do not have access to tutoring, because the skills and demands of the curriculum are much more specific than what our Academic Success Center can support (basic study skills, basic technology, reading/writing, math skills). Students would benefit greatly from a **Student Paraprofessional serving as an embedded tutor**. We piloted a Perkins funded embedded tutor in our Architecture Technology program in 2020-2023 and saw increases in student completion rates and student satisfaction, in the courses the embedded tutor supported.

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

2. Strategies to address need:

- Minneapolis College will use Perkins funds to hire a **Fashion Design Tech PT Para**.
- By hiring a Student Paraprofessional, we can offer students up to 20 hours a week of embedded tutoring and direct support.
- Goals: 1) Decreasing students **time** to completion (E2); 2) Increasing overall completion **rates in first year** classes (E4) & (E1 need B); 3) Providing embedded tutoring and increase student's **access to sewing machines** and equipment to increase student success(E5)

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

By hiring a Student Paraprofessional, we could offer students up to 20 hours a week of embedded tutoring and direct support. By examining completion rates, and collecting student and faculty input we have identified three classes that could use the most support to help the students gain the most assistance to make them have a strong preparation for workforce responsibilities and expectations. Each semester we will reflect on course data, student surveys, and faculty input: 1) Students will complete the courses with a C or higher (we will see an increase in this data). 2) Students will report a higher level of satisfaction with their experience in the courses.

The request is to fund a Student Paraprofessional for AY 2025-26. The total ask is $14,000. We are only asking for a one-year request and will commit to a Gen Funded position after that, if we see good results.

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:	☐Performance Gaps	X☐ 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 concentrators in future years.   - Increased training re: value of CTE for all students to counselors, teachers, student support staff, and district administrators.   - 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 training, 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 continue 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.

MPS will use the Reserve Funds to continue efforts that prioritize the elimination of 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.

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 funds in grades 9-12 to support 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 B 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)

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
Kari Weileder	Perkins Coordinator	Minneapolis College
Moni Berg-Minder	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
Ann Deiman-Thornton	Dean	Minneapolis College
Gail O'Kane	Dean	Minneapolis College
Vince Thomas	Dean	Minneapolis College
Vladimir Dircio	Customized Training Prep	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:
    - Secondary Secure Reports
    - Postsecondary PowerBI Reports
    - 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

In SY2023 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.
E4-Need E

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.

E5-Need E

---

[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.*

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:	$772,840.77	$24,558.57	$797,399.34
Postsecondary Allocation:	$648,755.33	$24,558.57	$673,313.90
Total Consortium Allocation:	$1,421,596.10	$49,117.14	$1,470,713.24

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
110 Administration/Supervision	Special Projects Perkins		$146,974.00									$146,974.00
145 Substitute Teacher Salaries	Reserve teachers for CTE staff to attend PD or experiential learning experiences with students		$15,000.00									$15,000.00
185 Other Salary Payments (licensed or certified)	Extended time for curriculum development, expanded career exploration activities with middle school students, professional development.				$7,500.00				$7,500.00			$15,000.00
												$0.00
100's Personnel/Salary	SUBTOTAL	$0.00	$161,974.00	$0.00	$7,500.00	$0.00	$0.00	$0.00	$7,500.00	$0.00	$0.00	$176,974.00
299 Other Employee Benefits	Fringe for personnel/salary expenses		$52,911.00									$52,911.00
299 Other Employee Benefits	Fringe fro Extended Time								$6,000.00			$6,000.00
												$0.00
200's Personnel/Non-Salary	SUBTOTAL	$0.00	$52,911.00	$0.00	$0.00	$0.00	$0.00	$0.00	$6,000.00	$0.00	$0.00	$58,911.00
303 Federal Subawards and Subcontracts - Amount up to $25,000	Translation Services					$5,000.00						$5,000.00
303 Federal Subawards and Subcontracts - Amount up to $25,000	Community Outreach & Engagement: Planning, marketing, and promotial printing		$15,000.00									$15,000.00
303 Federal Subawards and Subcontracts - Amount up to $25,000	Employer engagement sessions	$15,000.00										$15,000.00
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	Microcredential training and assessmemt		$15,000.00		$15,000.00							$30,000.00
303 Federal Subawards and Subcontracts - Amount up to $25,000	Data analysis, tracking, 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 - 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		$7,000.00				$25,000.00					$32,000.00
304 Federal Subawards and Subcontracts - Amount over $25,000	Experiential Learning Opportunities - Grades 5-12 above $25,000						$45,347.73					$45,347.73
360 Transportation Contracts With Private or Public Carriers Including federal up to $25,000)	Experiential learning transportation - small group taxis						$5,000.00					$5,000.00
365 Interdepartmental Transportation (Allocation)	Experiential learning transportation - Grades 5-12						$36,721.00					$36,721.00
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		$10,000.00						$10,000.00			$20,000.00
300's Services/Subawards	SUBTOTAL	$15,000.00	$47,000.00	$0.00	$15,000.00	$5,000.00	$112,068.73	$7,000.00	$32,100.00	$12,500.00	$25,000.00	$270,668.73
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		$92,912.04									$92,912.04
490 Food	Food - CLNA, Community Engagement, Advisories, PD	$5,100.00										$5,100.00
461 Standardized Tests	Industry certifications				$25,000.00							$25,000.00
400's Supplies/Material	SUBTOTAL	$5,100.00	$130,212.04	$0.00	$25,000.00	$0.00	$0.00	$0.00	$0.00	$10,000.00	$0.00	$170,312.04
530 Other Equipment Purchased	Updated equipment, supplies, and materials for SRPOS Misc.		$60,000.00									$60,000.00
												$0.00
												$0.00
500's Capital/Equipment	SUBTOTAL	$0.00	$60,000.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$60,000.00
895 Federal and Nonpublic Indirect Cost [Chargeback]--No more than 5% of Total (Enter amount in YELLOW cell at right)											$35,975.00	$35,975.00
2024-2025 Proposed Budget		$20,100.00	$452,097.04	$0.00	$47,500.00	$5,000.00	$112,068.73	$7,000.00	$45,600.00	$22,500.00	$60,975.00	$772,840.77

(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	Experiential Learning Opportunities - Grades 5-12 up to $25,000	$24,558.57		$24,558.57
304 Federal Subawards and Subcontracts - Amount over $25,000				$0.00
				$0.00
				$0.00
				$0.00
300's Services/Subawards	SUBTOTAL	$24,558.57	$0.00	$24,558.57
				$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		$24,558.57	$0.00	$24,558.57

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 FY26, as confirmed by the Minneapolis Consortium CLNA will be in support of the following elements:

Narrative #2: Programs of Study Support - All CLNA Elements. ($214,885)

Includes reserve teachers, extended time, and program coordination 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 110, 145, 185, 299)

UFARS 110 - Special projects include (Taken from the "FY26 PD CTE Project Leader - MPS.pdf" position description):
- Coordinate, organize, prioritize, monitor and oversee the development and implementation of Career & Technical Education (CTE) programming, grades 5-12, in alignment with initiatives outlined in the annual Strengthening Career and Technical Education for the 21st Century Act (Perkins) grant.
- Provide CTE content and compliance knowledge to align Perkins grant projects with district goals and objectives.
- Monitor and evaluate goals, priorities, processes, project operations, budgets, systems, and staff in the delivery of district-wide CTE programs.
- Provide ongoing support, training, and coaching of CTE staff and related stakeholders to assure high-quality implementation of programming.
- Oversee the design, implementation and expansion of high school work-based learning programs, related curriculum development, and the expansion of career exploration activities in MPS.
- Manage the development of solutions for CTE and Work-Based Learning program issues; monitors and evaluates educational work groups, and assures that CTE services and training programs meet Perkins compliance standards.
- Research and provide consultation on CTE and Work-Based Learning program issues.
- Enhance and leverage local, state and national partnerships; build ongoing sustainable relationships for the benefit of Minneapolis Public Schools CTE.
- Coordinate with other school districts, post-secondary institutions and related vendors to improve CTE programming in Minneapolis Public Schools.

UFARS 299 - Fringe
This is inclusive of Fringe expenses associated with UFARS 110, plus subsitutute teachers (UFARS 145) and extended time for curriculum development, career exploration activities, and professional development (UFARS 185)

Narrative #10: Governance - All CLNA Elements. ($58,911)
Fringe expenses related to licensed instructional staff extended time, program coordianation, and reserve teachers (UFARS 299)

*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 FY26, as confirmed by the Minneapolis Consortium CLNA will be in support of the following elements.

Grant Narrative #1: CLNA ($15,000)

CLNA employer, student, family, staff engagement sessions to collect data and information associated with federally required Comprehensive Local Needs Assesment.

Grant Narrative #2 - Programs of Study Support, Need H - CLNA Element #3 Need E. ($47,000)

Support of continuous improvement of our state-recognized programs of study and staff; and creating more accessible and equitable career & technical education courses and stackable credentials aligned to regional workforce needs and in compliance with local, state, and federal policies and legislation; and out-of-state travel to suport professional development and conferences. (UFAR 303, 368)

Grant Narrative #4: Academic/Technical Skills - Need E - CLNA Element #3 Need G - ($15,000)

Purchase of microcredential training and assessments in support of identified industry-alligned technical skills. (UFARS 303)

Grant Narrative #5: Special Populations - Need C - CLNA Element #5 Need B ($5,000)

Translation services in support of CTE students receiving special education services. (UFAR 303)

Grant Narrative #6: Work-Based Learning, Need B - CLNA Element #3 Need A and D. (**$112,068.73**)

(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, 304, 360, 365)

Grant Narrative #7: Early College - Need A - CLNA Element #3 Need D ($7,000)

Early College Opportunities - Articulated college credit meetings and collaboration with post-secondary partners. Embed post-secondary pathway opportunities within CTE state-recognized programs of study; 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. (UFARS 303)

Grant Narrative #8: Support for Professionals, Need C-E and Narrative 9: Performance Gaps, Need C - CLNA Element #4 C. (**$32,100**)

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, 366, 368)

Grant Narrative #9: Performance Gaps - Need C - CLNA Element #4 Need C ($12,500)

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. (UFARS 303)

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 FY26, as confirmed by the Minneapolis Consortium CLNA will be in support of the following elements:

Grant Narrative #2 - Programs of Study, Need H-J - CLNA Element #3 Need E-G. **($92,912.04)**
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.

Grant Narrative #2 & #9 - 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)

Grant 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)

Grant Narrative #4 - Programs of Study, Needs C and D - CLNA Element #3 Needs E and F. **($25,00.00)**
Ensure students have access to stackable credentials throughout their journey to a target occupation and post graduation training opportunites aligned to industry credentials and/or postsecondary learning opportunites (UFARS 461).

---

*Describe how your consortium plans to use your Perkins award on **Equipment/Capital expenditures (500s).** 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 FY26, as confirmed by the Minneapolis Consortium CLNA will be in support of the following elements:

Grant Narrative #2H-J: CLNA Element #3 Need E-G. **($60,000)**
Updated equipment and industry-grade simulators for SRPOS (UFARS 530) 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.

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.*

Grant Narrative #10: Governance - CLNA Element #1-5. **($35,975.00)**

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 continue efforts that prioritize the elimination of 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.

Minneapolis   Narrative Funding--Postsecondary

(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
	Accessibility Specialist PT Coach					$54,000.00						$54,000.00
	Perkins Coordinator										$58,000.00	$58,000.00
	Spanish Tutor for ECED					$11,268.00						$11,268.00
	Perkins Business Tutor									$28,577.00		$28,577.00
	Work Based Program PT Coordinator-Career Services					25,400						$25,400.00
	PT Stipend/Credits- Project Coordinator for CPL Project			$21,850.00								$21,850.00
	Para Fashion Design Tech PT									$14,000.00		$14,000.00
Personnel	SUBTOTAL	$0.00		$21,850.00	$0.00	$65,268.00	$25,400.00	$0.00	$0.00	$42,577.00	$58,000.00	$213,095.00
	Nursing Mannequin		$43,055.00									$43,055.00
	Refrigeration Components Cut Away		$54,234.00									$54,234.00
	Dental Asst Program autoclave, curing lights, mannequin's		$13,085.00									$13,085.00
	Enscape software licensing		$2,750.00									$2,750.00
Equipment	SUBTOTAL	$0.00	$113,124.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$113,124.00
Projects/events	Sp/Fall Open House Digital Outreach CTE students		$30,000.00									$30,000.00
Projects/events	Host MN Assoc Ed of Young Children CTE ECED		$4,500.00									$4,500.00
Projects/CTE Stop Outs	Digital Community Outreach to get students to complete their CTE Program, data driven, trackable metrics		$20,000.00									$20,000.00
Projects/events	Admissions - Open House (Event, Outreach, Bussing)		$7,000.00									$7,000.00
Projects/events	Curricu redesign/expansion of Dental/Nursing Asst Programs		$59,500.00									$59,500.00
Projects/events	Faculty making CTE Course material accessible		$19,942.73									$19,942.73
Projects/events	Admissions-College/Career Day (Outreach & Bussing)		$4,000.00									$4,000.00
Projects/events	Purchase Digital Outreach Records from Stud who want CTE		$10,000.00									$10,000.00
Projects/events	Parking for CTE Event Presenters		$600.00									$600.00
Projects/events	Credit For Prior Learning Evaluation Project for CTE Students			$45,000.00								$45,000.00
Assessments	Clifton Strengths Assessment for CTE Major Clarification									$6,000.00		$6,000.00
Projects/events	Planning for Entrepreneurship Center		$22,000.00									$22,000.00
Early College	Articulation Agreement work							$5,921.00				$5,921.00
Support to Professionals	CTE Works! attendance								$1,500.00			$1,500.00
Support to Professionals	Faculty Training CTE Photography & Motion								$5,350.00			$5,350.00
Support to Professionals	MBTI Training for Career Services for CTE students								$3,000.00			$3,000.00
Support to Professionals	Nursing ATI Training								$13,000.00			$13,000.00
Support to Professionals	Training for transitioning courses to 8 wk delivery in 2-3 CTE Programs								$32,784.83			$32,784.83
Non-Personnel	SUBTOTAL	$0.00	$177,542.73	$45,000.00	$0.00	$0.00	$0.00	$5,921.00	$55,634.83	$6,000.00	$0.00	$290,098.56
Administration--Federal and Nonpublic Indirect Cost [Chargeback]--No more than 5% of Total (Enter amount in YELLOW cell at right)											$32,437.77	$32,437.77
2025-2026 Proposed		$0.00	$290,666.73	$66,850.00	$0.00	$65,268.00	$25,400.00	$5,921.00	$55,634.83	$48,577.00	$90,437.77	$648,755.33

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
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	X		X	X	X
Support integration of academic skills into CTE programs and programs of study.		X			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	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	X					X	X	X
Not applicable.	X			X						

Minneapolis   **Reserve Funding--Postsecondary**   **Budget for innovations in up to two (2) of the categories below**

(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, Gen Management, Therapeutic Services	
				$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
Dosage Calculation	Nursing - Health/Science align skills with tools used in hospitals & clinics	$12,000.00		$12,000.00
Support to Professionals	Training for transitioning courses to 8 week delivery in 2-3 CTE programs		$11,330.64	$11,330.64
				$0.00
				$0.00
				$0.00
Non-Personnel	SUBTOTAL	$12,000.00	$11,330.64	$23,330.64
Administration--Federal and Nonpublic Indirect Cost [Chargeback]--No more than 5% of Total (Enter amount in YELLOW cell at right)				$1,227.93
2025-2026 Proposed		**$12,000.00**	**$11,330.64**	**$24,558.57**

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.		

Provide within CTE the skills necessary to pursue careers in high-skill, high-wage, or in-demand industry sectors or occupations.	X	

Support integration of academic skills into CTE programs and programs of study.	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

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 FY25

*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 FY26, Minneapolis College plans to allocate Perkins funding to support seven crucial positions.

Narrative #5: Special Populations – All CLNA Elements ($65,268)
This includes a Spanish tutor for ECED ($11,268), and an Accessibility Specialist & Academic Coach ($54,000).
Narrative #9: Performance Gaps – (E1, E3) Business Tutor ($28,577) (approved last year but not able to use until FY26).
Narrative #10: Consortia Support - Perkins Coordinator position ($58,000) plays a vital role in facilitating Perkins-related projects and ensuring compliance.
Narrative #9: Reserve Performance Gaps (E2,E3,E4): Fashion Design Tech Student Para Professional – ($14,000). These tutoring positions are designated to bolster student success and foster course completion within their designated programs.
Narrative #3: Workforce Innovation - Part-time Project Coordinator for the CPL Project - ($21,850).
Narrative #6: Work Based Learning - PT Work Based Program Intern - ($25,400)

*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 three key investments:

Narrative 2 – Programs of Study – E2- Equipment: $152,566.73 will be allocated for three pieces of equipment. One is in our HVAC system which includes a Refrigeration Component Cut Away. Acquiring this addresses the department's top instructional equipment needs. There is a need to keep students current with the changing standards in HVAC, and more specifically, the understanding of air conditioning & refrigerant components. To help them obtain employment in the HVAC industry we need to purchase AC & refrigeration components that are cut-away displays that function & interact within a refrigeration system. $43,055 is designated for a Nursing department high-fidelity simulation Mannequin. This will enhance nursing student training and improve clinical judgment, communication skills, and critical thinking. $13,085 for the Dental Assistant Program will address the top instructional equipment needs. To help students join the dental workforce we need to purchase additional and updated mannequins, curing lights, and autoclave to assist the students stay current with the latest dental standards and allow them to be completely workforce ready.

- A sum of $2,750 is designated for licensing the Escape software for Architectural Technology. This software, identified as a high-need, highly skilled, and high-wage career

POSTSECONDARY Narrative for Perkins V Application

*Describe how your consortium plans to use your Perkins award on **Non-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.*

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

Expenditures will include events aimed at enhancing student and employer engagement, such as: support for open houses, student outreach activities in ECED and EDUC, and support for professionals for continued trainings for CTE programs.

Narrative 3, Workforce Collaboration - We have been asked by workforce boards and CTE workforce industry leaders to create an evaluation tool that will help CTE students earn credit for their prior learning experiences including work at their facilities, which will accelerate their educational journey. Our CTE faculty would create the evaluation tool as well as meet with each CTE student to complete it ($45,000-faculty stipend).

Narrative 2-($30,000) for Digital Outreach for Fall and Spring Open House; ($20,000) Digital Outreach of specific low-income areas in Minneapolis, with data driven strategies, trackable and performance metrics; ($10,000) Digital outreach and engagement of future CTE students who have requested more information about CTE programs.

We have designated $66,965 for Narrative 8 – Support to Professionals. This includes $3000 for CTE MBTI training (Narrative 8) as it was very successful last year; $5350 for Photography & Motion, and $1500 CTE Works! Conference. Additionally, the college's career services department will conduct professional development sessions on the (Narrative 9) Clifton Strengths Assessment - $6,000. This assessment aids CTE students in selecting careers and major clarification that align with their strengths, thereby significantly increasing their likelihood of academic success and CTE program completion. This also includes the earmarked $13,000 for Nursing ATI champions training to master the ATI Complete Package, transitioning from Lippincott. This also supports the implementation of Open Educational Resources (OER) to improve student access to learning materials. We designated $44,115 of that total for training for transitioning courses to an 8 week delivery in 2-3 CTE programs (split between Basic & Reserve).

Narrative 2 – Programs of Study – Events. Other expenditures will include events aimed at enhancing student and employer engagement, such as: Parking for CTE Employers ($600); Hosting MN Assoc Ed of Young Children CTE ECED ($4500); Bus transportation for 4 CTE events ($6000); ($1000) for community outreach at the CTE Career Day events, and $4000 is for the Open House events & College & Career Day for FY26 (Narrative 2) materials, (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, participate in hands-on learning and demonstrations for many CTE programs and learn about MCTC industry connections. Attendees also learn more about the process of enrolling, student supports available to them and financing their education.

$25,400 is earmarked for Narrative 6-Work based Learning; where we will fund a new Work based program. Employer partners are seeking recruitment opportunities to build a strong pipeline by creating project-based experiences, internship opportunities, and apprenticeships for Minneapolis College students. The Career Services department plans to create a comprehensive work-based program to ensure students effectively build work related opportunities through project-based experiences and apprenticeships.

Expenditures related to program development initiatives include planning for an entrepreneurship center, support for articulation agreements, curriculum updates, and development of dosage calculation support curriculum for Nursing ($12,000), (Narrative 11-Reserve).

Narrative 2-Programs of Study-E3-($22,000) - Planning for Entrepreneurship Center: These funds will be used to cover the workload (in credits) of the faculty who will complete Phase 2 of the work. We also earmarked $19,9432.73 for faculty stipend for faculty making CTE course materials accessible. There is $59,500 designated for curriculum redesign and expansion for the CTE Nursing/Dental programs.

Narrative 7 – Early College-($5,921) - 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, in our Narrative 3-Workforce Innovation, we are adding a project for Credit for Prior Learning (CPL) for CTE students ($45,000).

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

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* *each expenditure* *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.*

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.

- (Narrative 9) (E1, E2) The college will allocate funds for a Dosage Calculation Remediation Plan ($12,000) The second year of funding is intended to support course evaluation, refinement based on student outcomes and feedback, and the further development of the course as a standalone offering.

(Narrative 9) (E2,3,5) PT Paraprofessional Fashion Design Tech ($12,686.01) - This would allow students up to 20 hours a week of embedded tutoring and direct support.

Consortium Plan: Budget Summary 2022-2023

DO NOT enter ANY information below--All Amounts will Autopopulate from Other Tabs

Narrative 1:	Secondary	$20,100.00		$20,100.00
CLNA	Postsecondary		$0.00	$0.00
	Total	*$20,100.00*	*$0.00*	*$20,100.00*
Narrative 2:	Secondary	$452,097.04		$452,097.04
Programs of	Postsecondary		$290,666.73	$290,666.73
Study	*Total*	*$452,097.04*	*$290,666.73*	*$742,763.77*
Narrative 3:	Secondary	$0.00		$0.00
Partnerships	Postsecondary		$66,850.00	$66,850.00
WIOA, Etc.	*Total*	*$0.00*	*$66,850.00*	*$66,850.00*
Narrative 4:	Secondary	$47,500.00		$47,500.00
Integrated Academic	Postsecondary		$0.00	$0.00
/Technical Skills	*Total*	*$47,500.00*	*$0.00*	*$47,500.00*
Narrative 5:	Secondary	$5,000.00		$5,000.00
Special	Postsecondary		$65,268.00	$65,268.00
Populations	*Total*	*$5,000.00*	*$65,268.00*	*$70,268.00*
Narrative 6:	Secondary	$112,068.73		$112,068.73
Work - Based	Postsecondary		$25,400.00	$25,400.00
Learning	*Total*	*$112,068.73*	*$25,400.00*	*$137,468.73*
Narrative 7:	Secondary	$7,000.00		$7,000.00
Early College	Postsecondary		$5,921.00	$5,921.00
	Total	*$7,000.00*	*$5,921.00*	*$12,921.00*
Narrative 8:	Secondary	$45,600.00		$45,600.00
Support for	Postsecondary		$55,634.83	$55,634.83
Professionals	*Total*	*$45,600.00*	*$55,634.83*	*$101,234.83*
Narrative 9:	Secondary	$22,500.00		$22,500.00
Performance	Postsecondary		$48,577.00	$48,577.00
Gaps	*Total*	*$22,500.00*	*$48,577.00*	*$71,077.00*
Narrative 10:	Secondary	$60,975.00		$60,975.00
Governance	Postsecondary		$90,437.77	$90,437.77
	Total	*$60,975.00*	*$90,437.77*	*$151,412.77*
Narrative 11:	Secondary	$24,558.57		$24,558.57
Reserve Funds	Postsecondary		$24,558.57	$24,558.57
	Total	*$24,558.57*	*$24,558.57*	*$49,117.14*
Indirect Cost/	Secondary	$35,975.00		$35,975.00
Administration	Postsecondary		$33,665.70	$33,665.70
Chargeback (5%)	*Total*	*$35,975.00*	*$33,665.70*	*$69,640.70*
	Secondary	$797,399.34		$797,399.34
	Postsecondary		$673,313.90	$673,313.90
PLAN TOTALS	*Total*	**$797,399.34**	**$673,313.90**	**$1,470,713.24**

COMPARING PROPOSED BUDGET TO ALLOCATION AMOUNTS

	Basic	Reserve	Total
Secondary Allocation	$772,840.77	$24,558.57	$797,399.34
Budget Over/Short	$0.00	$0.00	$0.00

Postsecondary Allocation	**$648,755.33**	**$24,558.57**	**$673,313.90**
Budget Over/Short	**$0.00**	**$0.00**	**$0.00**

Completing the Program of Study Spreadsheet
July 1, 2025 - June 30, 2026 (FY26)
Minneapolis

There is information to complete on BOTH of the FY26 spreadsheet tabs. You will submit this completed document as a separate attachment along with your spring consortium plan. *NOTE: Using this document in Google Sheets or saving as an MS Excel document in a format other than the original may disable dropdown menu options.*

SRPOS Verification tab: Consortium leaders verify that each of the Programs of Study identified on the "SRPOS" tab meet **ALL SEVEN** of the criteria required for a State-Recognized Program of Study.
Check the box on row 16 and insert consortium leader signatures on row 19.

SRPOS tab: Consortium leaders **may submit up to 15** Programs of Study that they verify below meet all seven criteria for State-Recognized Programs of Study. This information will be posted for the public on the Minnesota State website to meet federal requirements for posting of POS information. **Two pathways per POS may be identified.** NOTE: Programs of Study that are "in development" are not yet Programs of Study and should **NOT** be listed on this tab.

POS Funding tab: Consortium leaders may submit up to **10 Programs of Study** for which some level of Perkins funding is identified/requested in the consortium plan. **Two pathways per POS may be identified.** Financial support requested for all POS included on this tab should be included in Narrative 2 of the Consortium Plan. Identify the priority of financial support designated (Priority 1 for highest priority, Priority 3 for lowest priority, or Reserve) using the dropdown options in row 11. **Consortia may wish to identify POS "in development" for funding on this tab.**

Key Instructions: State-Recognized Programs of Study (SRPOS) tab

* Dropdown menus are provided to complete POS information in rows 2 - 4, 6 - 9, and 10.
* Changes to any dropdown selections in rows 2 - 4 or 6 - 9 should reset all dropdown options below in that column.
* Two columns are provided for each SRPOS, to be used by those consortia who partner with more than one postsecondary institution, or who are aligning to more than one career pathway within the selected career cluster. You can identify two separate postsecondary institutions in the two POS columns along with the specific program name(s) offered by each institution. (The second column could also be used to identify a postsecondary partner with whom you have a brokering relationship.)

ROWS 2-3: Do **NOT** manually enter information in row 2-3 cells highlighted in YELLOW--those cells should populate with information when you begin entering field, cluster, and pathway information in the first column of each SRPOS.

ROW 4: Identify the career pathway for the POS. Note that the pathway cell in the second POS column is shaded BLUE. If you are working with a second postsecondary partner, or aligning to a second career pathway within the same cluster for your primary postsecondary partner, you **can** select a different "pathway" to align the second POS column. The postsecondary partners and postsecondary programs to which you can align your POS in rows 6-9 will be based on the pathway choices you identify in these two cells.

ROW 5: Enter the CTE approved program code number for the programs aligned to each POS, followed by the school districts in your consortium with that approved program.

ROW 6: A list of Minnesota State postsecondary institutions will appear as dropdown menu options based on the programs they offer aligned with the field/cluster/pathways you identify in rows 2-4. If you are partnering with two postsecondary institutions, use both columns for the POS to identify one in each column. If only one postsecondary partner, or only one career pathway being developed in the POS, leave the 2nd column blank. There is an option "Institution Not on List (See Narrative)." If the institution that you are partnering with is not on the list, use this option and provide the missing institution's name and college program in Narrative 2.

ROWS 7-9: From the dropdown menu options of postsecondary programs offered by the institution you selected in row 6, identify in rows 7-9 up to THREE programs students prepare for through this POS. NOTE that these options will be different in the two POS columns (if you are partnering with two institutions) based on the different programs provided at each postsecondary institution.

Approved Work-based Learning Programs : S-RPOS MUST include authentic work-based learning at either the

secondary OR postsecondary level. For secondary WBL credentials (row 12), list the approved program-specific or diversified WBL program codes (and the school districts approved to offer them) through which a student could obtain WBL experience in that POS. If the consortium does not have any MDE-approved secondary work-based learning programs or postsecondary WBL opportunities, you may consider listing any embedded experiential learning available in approved CTE classes in the program of study.

Key Instructions: POS Funding tab

* Dropdown menus provided to complete POS information in rows 2 - 4, 6 - 9, 10 - 11, and row 13.

* See instructions above (rows 37-38) regarding YELLOW cells.

* For any S-RPOS you intend to include on the Funding tab, you can **copy/paste** the applicable cells from rows 2-9 on the S-RPOS tab to those rows/cells on the Funding tab.

Use the same instructions as above for completing information in rows 2-9.

ROW 10: Select "Yes" or "No" from the dropdown menu to identify whether the POS was identified as a state-recognized POS on the SRPOS tab.

ROW 11--Funding Priority: Consortium leadership teams should identify the priority spending level of spending requests made in support of their Programs of Study. Consortia can **identify up to TEN (10) POS** on this tab. NO MORE THAN THREE (3) can be identified as Priority 1 (top level), and NO MORE THAN **THREE (3)** POS can be identified as Priority 2. Note that POS listed on this tab DO NOT need to be State-Recognized POS to be prioritized for funding; however, Narrative 2 of your consortium plan should clearly describe how this need and priority were identified to align with your CLNA.

Use the table below to assist in determining the funding priority level for each Program of Study:

Priority Level	Rationale
Priority 1 *(no more than THREE POS)* *--LIST THESE POS FIRST--*	Program of Study represents a high priority workforce need in CLNA findings. These are not necessarily the largest amounts to be spent--simply the highest priorities. The State Team would expect to see these among a consortia's earliest expenditures upon approval of their plan.
Priority 2 *(no more than THREE POS)* *--LIST THESE POS NEXT--*	Program of Study represents a workforce need for continued support, possibly to provide industry-standard equipment or innovate existing program delivery. The State Team would expect to see these expenditures made ahead of Priority 3 items as the consortium team would have determined them to be of higher priority.
Priority 3 *(either 3 POS, or 4 if no Reserve)* *--LIST THESE POS NEXT--*	Program of Study represents an established program area in need of supports including professional development and supplemental curriculum materials.
Reserve Funds *(OPTIONAL)* *--LIST AS FINAL POS IF INCLUDED AS A POS PRIORITY--*	Use of Reserve funding to develop a new POS (i.e., development to establish new POS or to develop coordination and alignment of secondary and postsecondary programs which exist at one level but not at the other). If consortium plan does not include use of reserve funds for new POS development, do not identify any POS with this label on the POS funding tab.

* *[OPTIONAL] Row 12--Interdisciplinary CTE-Related Courses:* If one or more schools in the consortium offers an *introductory course* in an approved program area *different* than the programs listed in row 5 aligned with the identified field/cluster/pathway, enter the following: *School Name--Alternative Career Field Program #--Course #.* *Examples could include: Agribusiness course listed under Business; T&I Welding course listed under Agriculture* *Focus should be on courses that may be included in equipment requests for the primary CTE program in the POS.* *(Contact MDE Program Specialists if you have questions on listing courses in these cells.)*

RESOURCE LINKS
Minnesota Department of Education—Career and Technical Education
Minnesota Department of Education—Program Approval
Maps of Approved Secondary Programs
Minnesota State—Career and Technical Education
Minnesota State—Consortia Resources
Minnesota State—State-Recognized Programs of Study User Guide

State-Recognized Program of Study Verification
July 1, 2025 - June 30, 2026 (FY26)
Minneapolis Consortium
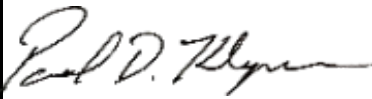
There are seven minimum criteria that must be met for identification as a State-Recognized Program of Study:

1. Course standards accurately align to the academic, technical, and employability skills learners must master for entry and success in a given career pathway.

2. Program of Study incorporates active involvement from an integrated network of partners.

3. Secondary program(s) meets MDE program approval requirements and incorporate courses that lead to postsecondary credits/credentials.

4. Postsecondary academic program meets Minnesota State board policy and Higher Learning Commission requirements.

5. Materials, Equipment and Resources used in the program reflect current workplace, industry, and/or occupational standards.

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

7. Program of Study development, improvement and advocacy are supported by findings from a comprehensive local needs assessment.

The State-Recognized Programs of Study submitted by our consortium
meet all seven of the minimum criteria identified above.

X

[Insert "X" in the box to confirm]

_____   _____
[Secondary Consortium Leader]   [Postsecondary Consortium Leader]

Minneapolis	POS 1		POS 2	
Career Field	Business_Management_Administration	Business_Management_Administration	Agriculture_Food_Natural_Resources	Agriculture_Food_Natural_Resources
Career Cluster	Business_Management_and_Administration	Business_Management_and_Administration	Agriculture_Food_and_Natural_Resources	Agriculture_Food_and_Natural_Resources
Career Pathway	General_Management	Operations_Management	Food_Products_and_Processing_Systems	Power_Structural_and_Technical_Systems
High Schools & Approved CTE Programs (Table C)	(140710) Aitkin, Bertha-Hewitt, Brainerd, Browerville, Henning, Isle, Little Falls, Pierz Healy, Pillager, Pine River Backus, Sebeka, Verndale, Wadena-Deer Creek		(019901) Caledonia, Cannon Falls, Chatfield, Dover-Eyota, Fillmore Central, Goodhue, Kenyon-Wanamingo, Lake City, Lanesboro, Lewiston-Altura, Plainview, Red Wing, Rushford-Peterson, St. Charles, Spring Grove, Winona, Zumbrota-Mazeppa	
Postsecondary Partner Institutions	Alexandria_Technical_Community_College_025	Northland_Community_Technical_College_049	Riverland_Community_College_023	South_Central_College_054
Postsecondary CTE Program #1	Please Select...	Production and Inventory Management	Food Science	Agribusiness Service Technician
Postsecondary CTE Program #2	Please Select...	Please Select...	Food Science Technology	Please Select...
Postsecondary CTE Program #3	Please Select...	Please Select...	Please Select...	Please Select...
State-Recognized	Yes		No	
Funding Priority	Priority 1		Priority 1	
Interdisciplinary CTE-Related Courses (optional)	Little Falls 019901 course #05		Anoka-Hennepin 090101 course #21	Rushford-Peterson 171000 course #41 Red Wing 171710 courses #31, #32

Minneapolis	**POS 3**		**POS 4**	
Career Field	Health_Science_Technology	Health_Science_Technology	Arts_Communications_Information_Systems	Arts_Communications_Information_Systems
Career Cluster	Health_Science	Health_Science	Arts_Audio_Video_Technology_and_Communications	Arts_Audio_Video_Technology_and_Communications
Career Pathway	Therapeutic_Services	Diagnostic_Services	Journalism_and_Broadcasting	Audio_Video_Technology_and_Film
High Schools & Approved CTE Programs (Table C)	(070300) Howard Lake-Waverly-Winsted, St. Cloud, Wright Technical Center		(171502) Grand Rapids	
Postsecondary Partner Institutions	StCloud_Technical_Community_College_073	StCloud_Technical_Community_College_016	Lake_Superior_College_033	Hennepin_Technical_College_006
Postsecondary CTE Program #1	Surgical Technology	Cardiovascular Technology	Media Studies and Production	Please Select...
Postsecondary CTE Program #2	Practical Nursing	Please Select...	Please Select...	Please Select...
Postsecondary CTE Program #3	Please Select...	Please Select...	Please Select...	Please Select...
State-Recognized	Yes		No	
Funding Priority	Priority 1		Priority 2	
Interdisciplinary CTE-Related Courses (optional)			Grand Rapids 140710 course #68	

Minneapolis	POS 5	POS 6
Career Field		
Career Cluster		
Career Pathway	Please Select…	
High Schools & Approved CTE Programs (Table C)		
Postsecondary Partner Institutions	Please Select…	Please Select…
Postsecondary CTE Program #1	Please Select…	Please Select…	Please Select…
Postsecondary CTE Program #2	Please Select…	Please Select…	Please Select…
Postsecondary CTE Program #3	Please Select…	Please Select…	Please Select…
State-Recognized		
Funding Priority	Priority 2	Priority 2
Interdisciplinary CTE-Related Courses (optional)		

Minneapolis	POS 7	POS 8
Career Field		
Career Cluster		
Career Pathway		
High Schools & Approved CTE Programs (Table C)		
Postsecondary Partner Institutions	Please Select…	Please Select… Please Select…
Postsecondary CTE Program #1	Please Select…	Please Select… Please Select…
Postsecondary CTE Program #2	Please Select…	Please Select… Please Select…
Postsecondary CTE Program #3	Please Select…	Please Select… Please Select…
State-Recognized		
Funding Priority	Priority 3	Priority 3
Interdisciplinary CTE-Related Courses (optional)		

Minneapolis	POS 9		POS 10	
Career Field **Career Cluster** **Career Pathway**				
High Schools & Approved CTE Programs (Table C)				
Postsecondary Partner Institutions	Please Select...	Please Select...	Please Select...	Please Select...
Postsecondary CTE Program #1	Please Select...	Please Select...	Please Select...	Please Select...
Postsecondary CTE Program #2	Please Select...	Please Select...	Please Select...	Please Select...
Postsecondary CTE Program #3	Please Select...	Please Select...	Please Select...	Please Select...
State-Recognized				
Funding Priority	Priority 3		Reserve	
Interdisciplinary CTE-Related Courses (optional)				

Program of Study--Field	Program of Study--Cluster	Table C -- MDE Program Area	Table C -- Program Code	Table C--Career Cluster/Pathway	Table C--Secondary Courses to be Offered to Align With This Cluster
Engineering, Manufacturing, Technology	Transportation, Distribution and Logistics Pathway: Facility & Mobile Equipment Maintenance	Trade and Industry	170302 171710	Transportation	#20-#81 #67-#69
Engineering, Manufacturing, Technology	Transportation, Distribution and Logistics Pathway: Transportation Operations	Trade and Industry	170302 171710	Transportation	#20-#81 #67-#69
Engineering, Manufacturing, Technology	Architecture and Construction	Trade and Industry	171000	Construction	#20-#56
Arts, Communications, Information Systems	Arts, Audio Video Technology, and Communications	Trade and Industry	171502	Communication Technology	#20-#88
Arts, Communications, Information Systems	Information Technology	Trade and Industry	171512	Computer Science/Information Technology	#01-#36
Engineering, Manufacturing, Technology	Manufacturing		170302 171000 171502 171710	Manufacturing	#01-#12 #01-#12 #01-#12 #01-#12; #66
Engineering, Manufacturing, Technology	Manufacturing Pathway: Manufacturing Production Process Development	Trade and Industry	171710 171000 170302 171502	Manufacturing	#01-#71 #01-#56 #50-#53 #80-#88
Engineering, Manufacturing, Technology	Manufacturing Pathway: Production		171710 171000 170302 171502	Manufacturing - Welding	#30-#33 #41-#42 #60-#62 #80-#88
Engineering, Manufacturing, Technology	Manufacturing Pathway: Maintenance, Installation and Repair		171710	Manufacturing	#20-#71
Business, Management, and Administration	Marketing Pathways: Merchandising, Marketing Management, Marketing Communications, Professional Sales	Business and Marketing	140710 040800	Marketing Communications Marketing Management	#45-#51 #01-#12
Business, Management, and Administration	Business Management and Administration Pathways: Operations Management, Business Information Management, Human Resources Management, General Management	Business and Marketing	140710 040800	Business Management	#30-#39 #13 & #15
Business, Management, and Administration	Business Management and Administration Pathway: Administrative Support	Business and Marketing	140710	Administrative Support	#07-#14
Business, Management, and Administration	Finance Pathways: Accounting, Business Finance; Securities and Investment	Business and Marketing	140710 040800	Accounting and Finance	#18-#26 #14
Business, Management, and Administration	Hospitality and Tourism Pathways: Lodging; Recreation, Amusements, and Attractions; Restaurants and Food/Beverage Services; Travel and Tourism	Business and Marketing	140710 040800	Hospitality and Tourism Management	#55-#60 #16
Arts, Communications, Information Systems	Information Technology Pathway: Programming and Software Development	Business and Marketing	140710	Information Technology	#74-#80
Arts, Communications, Information Systems	Information Technology Pathway: Web and Digital Communications		140710	Information Technology	#64-#73 & #76-#77
Agriculture, Food, and Natural Resources	Agribusiness Systems	AFNR	019901	Agribusiness Systems	#05-#14
Agriculture, Food, and Natural Resources	Animal Systems	AFNR	019901	Animal Systems	#15-#29
Agriculture, Food, and Natural Resources	Plant Systems	AFNR	019901	Plant Systems	#30-#44
Agriculture, Food, and Natural Resources	Natural Resources Systems Environmental Service Systems	AFNR	019901	Natural Resources, Energy, and Environmental Service Systems	#45-#53 #54-#59
Agriculture, Food, and Natural Resources	Power, Structural and Technical Systems	AFNR	019901	Power, Structural, and Technical Systems Biotechnology Systems	#60-#74 #85-#90
Agriculture, Food, and Natural Resources	Food Products and Processing Systems	AFNR	019901	Food Products and Processing Systems	#75-#84
Health Science	Biotechnology Research and Development	Health Science	070300	Health Science Fundamentals	#01-#04; #08; #10; #11; #15
Health Science	Diagnostic Services	Health Science	070300	Health Science Fundamentals	#01-#04; #08-#11; #13; #17-#18
Health Science	Support Services	Health Science	070300	Allied Health Services	#01-#04; #30-#38
Health Science	Health Informatics	Health Science	070300	Health Science Introduction	#01-#04
Health Science	Therapeutic Services	Health Science	070300 070101	Emergency Medical Services Dental Services	#01-#04; #08-#14; #16-#18; #24-#28; #40-#45 #01-#04; #45
Business, Management, and Administration	Hospitality and Tourism Pathway: Restaurants and Food/Beverage Services	FCS Service Occupations	090101 090301	Culinary/Hospitality/Food Science Culinary/Hospitality Hospitality Management Hospitality Service Careers: Tourism/Recreation	#01; #06; #16-28 #01-#07 #08-#12 #18-#21
Human Services	Education and Training Pathways: Professional Support Services; Teaching & Training	FCS Service Occupations	090101 090201	Early Childhood Guidance & Education Careers Education & Training Careers	#01; #06; #40-42 #01; #06; #46-48 #01-#07
Engineering, Manufacturing, Technology	Manufacturing Pathway: Manufacturing Production and Development	FCS Service Occupations	090101 090204	Fashion, Apparel & Interior Design	#01; #06; #57-74 #05-#11
Engineering, Manufacturing, Technology	Architecture and Construction Pathway: Design/Pre-Construction	FCS Service Occupations	090101 090204	Fashion, Apparel & Interior Design	#01; #06; #57-74 #05-#11
Human Services	Human Services Pathway Pathways: Counseling and Mental Health Services; Early Childhood Development and Services; Family and Community Services; Personal Care Services	FCS	090101	Families & Community Service Early Childhood Guidance & Education Careers Human Services & Service Learning	#01; #06; #34-36 #01; #06; #40-42 #01; #06; #53-54
Human Services	Human Services Pathway Pathway: Cosmetology	Service Occupations	090204	Cosmetology	#01-#03
Human Services	Law, Public Safety, Corrections, and Security Pathway: Law Enforcement Services	Service Occupations	090401	Law Enforcement Careers Family & Community Service	#01-#07 #08-#09

The pathways below currently have NO Minnesota State postsecondary programs offered:

CAREER_FIELD	PATHWAY_DESC
Arts, Communications, & Information Systems	Communications_Technology
Business, Management, & Administration	Business_Finance
Business, Management, & Administration	Insurance
Business, Management, & Administration	Marketing_Research
Business, Management, & Administration	Lodging
Business, Management, & Administration	Recreation_Amusements_and_Attractions
Engineering, Manufacturing, & Technology	Sales_and_Services
Engineering, Manufacturing, & Technology	Transportation_Systems_Infrastructure_Planning_Management_and_Regulation
Engineering, Manufacturing, & Technology	Warehousing_and_Distribution_Center_Operations
Engineering, Manufacturing, & Technology	Logistics_and_Inventory_Control
Engineering, Manufacturing, & Technology	Health_Safety_and_Environmental_Assurance
Human Services	Administration_and_Administrative_Support
Human Services	Revenue_and_Taxation
Human Services	Foreign_Service
Human Services	Governance
Human Services	Planning
Human Services	Regulation
Human Services	Consumer_Services

Minneapolis	State-Recognized POS 1		State-Recognized POS 2		State-Recognized POS 3	
Career Field	Agriculture_Food_Natural_Resources	Agriculture_Food_Natural_Resources	Arts_Communications_Information_Systems	Arts_Communications_Information_Systems	Arts_Communications_Information_Systems	Arts_Communications_Information_Systems
Career Cluster	Agriculture_Food_and_Natural_Resources	Agriculture_Food_and_Natural_Resources	Information_Technology	Information_Technology	Information_Technology	Information_Technology
Career Pathway	Plant_Systems	Plant_Systems	Programming_and_Software_Development	Programming_and_Software_Development	Network_Systems	Network_Systems
High Schools & Approved CTE Programs (Table C)	(019901) CTE Tech Center		(171512) CTE Tech Center		(171512) CTE Tech Center	
Postsecondary Partner Institutions	Hennepin_Technical_College_053	Please Select...	Minneapolis_Community_Technical_College_059	Anoka_Ramsey_Community_College_059	Minneapolis_Community_Technical_College_048	Please Select...
Postsecondary CTE Program #1	Landscape Design and Construction	Please Select...	Software Developer	Cybersecurity	Cisco Network	Please Select...
Postsecondary CTE Program #2	Professional Gardening	Please Select...		Computer Programming		Please Select...
Postsecondary CTE Program #3	Please Select...	Please Select...		Please Select...		Please Select...
Dual Enrollment Opportunities						
Recognized Secondary Credentials:						
Approved Work-based Learning Programs	(000750) Minneapolis (009090) Minneapolis		(000750) Minneapolis (009090) Minneapolis		(000750) Minneapolis (009090) Minneapolis	
Certification and Industry Recognized Credential	MNLA Cerrtified Nursery and Landscape Professional, Greenhouse Technician, Professional Gardening		Palo Alto Cybersecurity Apprentice, Database Specialist Certificate, Open Source Developer Certificate, Cisco Network Administrator Certificate, Computer Specialist Certificate		Database Administrator Certificate, Linux Network Administrator Certificate, Information Technology Fundamentals Certificate, Microsoft Network Administrator Certificate	
Recognized Postsecondary Credentials:						
Academic Award	AAS, Diploma, Occupational Certificate		AS, AAS, Diploma, Certificate	AS, AAS, Diploma, Certificate	AAS, Diploma, Certificate	
Work-based Learning	Internship Opportunities		Internship Opportunities	Internship Opportunities	Internship Opportunities	
Licensure, Certifications, and/or Industry Recognized Credentials						

Minneapolis	State-Recognized POS 4		State-Recognized POS 5		State-Recognized POS 6	
Career Field	Arts_Communications_Information_Systems	Arts_Communications_Information_Systems	Business_Management_Administration	Business_Management_Administration	Engineering_Manufacturing_Technology	Engineering_Manufacturing_Technology
Career Cluster	Arts_Audio_Video_Technology_and_Communications	Arts_Audio_Video_Technology_and_Communications	Business_Management_and_Administration	Business_Management_and_Administration	Transportation_Distribution_and_Logistics	Transportation_Distribution_and_Logistics
Career Pathway	Visual_Arts	Visual_Arts	General_Management	General_Management	Facility_and_Mobile_Equipment_Maintenance	Facility_and_Mobile_Equipment_Maintenance
High Schools & Approved CTE Programs (Table C)	(171502) CTE Tech Center		(140710) CTE Tech Center		(170302) CTE Tech Center	
Postsecondary Partner Institutions	Minneapolis_Community_Technical_College_077	Hennepin_Technical_College_077	Minneapolis_Community_Technical_College_025	Alexandria_Technical_Community_College_025	Dakota_County_Technical_College_021	Minneapolis_Community_Technical_College_021
Postsecondary CTE Program #1	Graphic Design: Digital and Print Media	Graphic Design: Web Design	Business Management	Business Management	Automotive Service Technology	Aircraft Maintenance Technician
Postsecondary CTE Program #2	Photography and Motion	Video Production Specialist		Please Select...	Auto Body Collision Technology	Bicycle Assembly and Repair Technician
Postsecondary CTE Program #3		Please Select...		Please Select...		Please Select...
Dual Enrollment Opportunities						
Recognized Secondary Credentials:						
Approved Work-based Learning Programs	(000750) Minneapolis (009090) Minneapolis		(000750) Minneapolis (009090) Minneapolis		(000750) Minneapolis (009090) Minneapolis	
Certification and Industry Recognized Credential					Automobile Technician: Service Consultant, Aircraft Maintenance Technician	
Recognized Postsecondary Credentials:						
Academic Award	AAS, Certificate	AS	AS, AAS, Certificate	AS, AAS, Certificate	AAS, Diploma, Certificate	AAS, Diploma, Certificate
Work-based Learning	Internship Opportunities	Internship Opportunities	Internship Opportunities	Internship Opportunities	Internship Opportunities	Internship Opportunities
Licensure, Certifications, and/or Industry Recognized Credentials						

Minneapolis	State-Recognized POS 7		State-Recognized POS 8		State-Recognized POS 9	
Career Field	Engineering_Manufacturing_Technology	Engineering_Manufacturing_Technology	Engineering_Manufacturing_Technology	Engineering_Manufacturing_Technology	Engineering_Manufacturing_Technology	Engineering_Manufacturing_Technology
Career Cluster	STEM	STEM	Architecture_and_Construction	Architecture_and_Construction	Manufacturing	Manufacturing
Career Pathway	Engineering_and_Technology	Engineering_and_Technology	Construction	Design_PreConstruction	Manufacturing_Production_Process_Development	Production
High Schools & Approved CTE Programs (Table C)	(171502) CTE Tech Center		(171000) CTE Tech Center		(171502) CTE Tech Center (171710) CTE Tech Center	
Postsecondary Partner Institutions	Normandale_Community_College_019	Saint_Paul_College_019	Hennepin_Technical_College_011	Minneapolis_Community_Technical_College_015	Minneapolis_Community_Technical_College_041	Minneapolis_Community_Technical_College_056
Postsecondary CTE Program #1	Engineering Broad Field	Engineering Broad Field	General Construction Laborer	Architectural Technology	CNC Machinist	Welding and Metal Fabrication
Postsecondary CTE Program #2		Please Select...	Carpentry	Please Select...		Please Select...
Postsecondary CTE Program #3		Please Select...		Please Select...		Please Select...
Dual Enrollment Opportunities						
Recognized Secondary Credentials:						
Approved Work-based Learning Programs	(000750) Minneapolis (009090) Minneapolis		(000750) Minneapolis (009090) Minneapolis		(000750) Minneapolis (009090) Minneapolis	
Certification and Industry Recognized Credential						
Recognized Postsecondary Credentials:						
Academic Award	Diploma, Certificate	Diploma, Certificate	Diploma, Certificate	Diploma, Certificate	AAS, Diploma	AAS, Diploma, Certificate
Work-based Learning	Internship Opportunities	Internship Opportunities	Skills USA / VICA (Vocational Industrial Clubs of America) Internship Opportunities		Internship Opportunities	Behind the Mask, Skills USA, Internship Opportunities
Licensure, Certifications, and/or Industry Recognized Credentials						AWA

Minneapolis	State-Recognized POS 10		State-Recognized POS 11		State-Recognized POS 12	
Career Field	Health_Science_Technology	Health_Science_Technology	Human_Services	Human_Services	Human_Services	Human_Services
Career Cluster	Health_Science	Health_Science	Law_Public_Safety_Corrections_and_Security	Law_Public_Safety_Corrections_and_Security	Law_Public_Safety_Corrections_and_Security	Law_Public_Safety_Corrections_and_Security
Career Pathway	Therapeutic_Services	Therapeutic_Services	Law_Enforcement_Services	Law_Enforcement_Services	Emergency_and_Fire_Management_Services	Emergency_and_Fire_Management_Services
High Schools & Approved CTE Programs (Table C)	(070300) CTE Tech Center		(090401) CTE Tech Center		(090401) CTE Tech Center	
Postsecondary Partner Institutions	Minneapolis_Community_Technical_College_073	Hennepin_Technical_College_073	Normandale_Community_College_034	Alexandria_Technical_Community_College_034	Anoka_Technical_College_018	Please Select...
Postsecondary CTE Program #1	Nursing	Nursing Assistant/Home Health Aide	Peace Officer	Police Training and Education	Emergency Medical Services	Please Select...
Postsecondary CTE Program #2	Nursing Assistant	Medical Assistant		Please Select...		Please Select...
Postsecondary CTE Program #3	Pharmacy Technician	Practical Nursing		Please Select...		Please Select...
Dual Enrollment Opportunities						
Recognized Secondary Credentials:						
Approved Work-based Learning Programs	(000750) Minneapolis (009090) Minneapolis		(000750) Minneapolis (009090) Minneapolis		(000750) Minneapolis (009090) Minneapolis	
Certification and Industry Recognized Credential	Certified Nursing Asst and/or Emergency Medical Responder / American Red Cross CPR		American Red Cross CPR		American Red Cross CPR	
Recognized Postsecondary Credentials:						
Academic Award	AS, Certificate	AS, Certificate	AS	AS	AS	AS
Work-based Learning	RN licensure upon passing NCLEX-RN, placement of state registry of nursing assistants upon passing state exam.		Internship Opportunities	Internship Opportunities	Internship Opportunities	Internship Opportunities
Licensure, Certifications, and/or Industry Recognized Credentials						

Minneapolis	State-Recognized POS 13		State-Recognized POS 14		State-Recognized POS 15	
Career Field	Human_Services	Human_Services				
Career Cluster	Education_and_Training	Education_and_Training				
Career Pathway	Teaching_Training	Teaching_Training				
High Schools & Approved CTE Programs (Table C)	Pending approved program					
Postsecondary Partner Institutions	Minneapolis_Community_Technical_College_071	Please Select...		Please Select...		Please Select...
Postsecondary CTE Program #1	Education	Please Select...		Please Select...		Please Select...
Postsecondary CTE Program #2	Elementary Education Foundations Transfer Pathway	Please Select...		Please Select...		Please Select...
Postsecondary CTE Program #3	Special Education Transfer Pathway	Please Select...		Please Select...		Please Select...
Dual Enrollment Opportunities						
Recognized Secondary Credentials:						
Approved Work-based Learning Programs	(000750) Minneapolis (009090) Minneapolis					
Certification and Industry Recognized Credential						
Recognized Postsecondary Credentials:						
Academic Award	AS	AS				
Work-based Learning	30 hours of K-12 schools/community service learning					
Licensure, Certifications, and/or Industry Recognized Credentials						

Minneapolis	POS 1		POS 2	
Career Field	Agriculture_Food_Natural_Resources	Agriculture_Food_Natural_Resources	Arts_Communications_Information_Systems	Arts_Communications_Information_Systems
Career Cluster	Agriculture_Food_and_Natural_Resources	Agriculture_Food_and_Natural_Resources	Information_Technology	Information_Technology
Career Pathway	Plant_Systems	Plant_Systems	Programming_and_Software_Development	Programming_and_Software_Development
High Schools & Approved CTE Programs (Table C)	(019901) CTE Tech Center		(171512) CTE Tech Center	
Postsecondary Partner Institutions	Hennepin_Technical_College_053	Please Select...	Minneapolis_Community_Technical_College_059	Anoka_Ramsey_Community_College_059
Postsecondary CTE Program #1	Landscape Design and Construction	Please Select...	Software Developer	Cybersecurity
Postsecondary CTE Program #2	Professional Gardening	Please Select...		Computer Programming
Postsecondary CTE Program #3	Please Select...	Please Select...		Please Select...
State-Recognized	Yes		Yes	
Funding Priority	Priority 3		Priority 2	
Interdisciplinary CTE-Related Courses (optional)			171512 - 03, 13	

Minneapolis	POS 3		POS 4	
Career Field	Arts_Communications_Information_Systems	Arts_Communications_Information_Systems	Business_Management_Administration	Business_Management_Administration
Career Cluster	Arts_Audio_Video_Technology_and_Communications	Arts_Audio_Video_Technology_and_Communications	Business_Management_and_Administration	Business_Management_and_Administration
Career Pathway	Visual_Arts	Visual_Arts	General_Management	General_Management
High Schools & Approved CTE Programs (Table C)	(171502) CTE Tech Center		(140710) CTE Tech Center	
Postsecondary Partner Institutions	Minneapolis_Community_Technical_College_077	Hennepin_Technical_College_077	Minneapolis_Community_Technical_College_025	Alexandria_Technical_Community_College_025
Postsecondary CTE Program #1	Graphic Design: Digital and Print Media	Graphic Design: Web Design	Business Management	Business Management
Postsecondary CTE Program #2	Photography and Motion	Video Production Specialist		Please Select...
Postsecondary CTE Program #3		Please Select...		Please Select...
State-Recognized				
Funding Priority	Priority 3		Priority 1	
Interdisciplinary CTE-Related Courses (optional)	171502 - 64, 74			

Minneapolis	POS 5		POS 6	
Career Field	Engineering_Manufacturing_Technology	Engineering_Manufacturing_Technology	Engineering_Manufacturing_Technology	Engineering_Manufacturing_Technology
Career Cluster	Transportation_Distribution_and_Logistics	Transportation_Distribution_and_Logistics	Architecture_and_Construction	Architecture_and_Construction
Career Pathway	Facility_and_Mobile_Equipment_Maintenance	Facility_and_Mobile_Equipment_Maintenance	Construction	Design_PreConstruction
High Schools & Approved CTE Programs (Table C)	(170302) CTE Tech Center		(171000) CTE Tech Center	
Postsecondary Partner Institutions	Dakota_County_Technical_College_021	Minneapolis_Community_Technical_College_021	Hennepin_Technical_College_011	Minneapolis_Community_Technical_College_015
Postsecondary CTE Program #1	Automotive Service Technology	Aircraft Maintenance Technician	General Construction Laborer	Architectural Technology
Postsecondary CTE Program #2	Auto Body Collision Technology	Bicycle Assembly and Repair Technician	Carpentry	Please Select...
Postsecondary CTE Program #3		Please Select...		Please Select...
State-Recognized				
Funding Priority	Priority 2		Priority 3	
Interdisciplinary CTE-Related Courses (optional)			171502 - 02, 03, 04, 06, 08, 87, 88	

Minneapolis	POS 7		POS 8	
Career Field	Engineering_Manufacturing_Technology	Engineering_Manufacturing_Technology	Health_Science_Technology	Health_Science_Technology
Career Cluster	Manufacturing	Manufacturing	Health_Science	Health_Science
Career Pathway	Manufacturing_Production_Process_Development	Production	Therapeutic_Services	Therapeutic_Services
High Schools & Approved CTE Programs (Table C)	(171502) CTE Tech Center (171710) CTE Tech Center		(070300) CTE Tech Center	
Postsecondary Partner Institutions	Minneapolis_Community_Technical_College_041	Minneapolis_Community_Technical_College_056	Minneapolis_Community_Technical_College_073	Hennepin_Technical_College_073
Postsecondary CTE Program #1	CNC Machinist	Welding and Metal Fabrication	Nursing	Nursing Assistant/Home Health Aide
Postsecondary CTE Program #2		Please Select...	Nursing Assistant	Medical Assistant
Postsecondary CTE Program #3		Please Select...	Pharmacy Technician	Practical Nursing
State-Recognized				
Funding Priority	Priority 1		Priority 1	
Interdisciplinary CTE-Related Courses (optional)	171502 - 02, 03, 04, 06, 08			

Minneapolis	POS 9		POS 10	
Career Field	Human_Services	Human_Services	Human_Services	Human_Services
Career Cluster	Law_Public_Safety_Corrections_and_Security	Law_Public_Safety_Corrections_and_Security	Education_and_Training	Education_and_Training
Career Pathway	Emergency_and_Fire_Management_Services	Emergency_and_Fire_Management_Services	Teaching_Training	Teaching_Training
High Schools & Approved CTE Programs (Table C)	(090401) CTE Tech Center		Pending approved program	
Postsecondary Partner Institutions	Anoka_Technical_College_018	Please Select...	Minneapolis_Community_Technical_College_071	Please Select...
Postsecondary CTE Program #1	Emergency Medical Services	Please Select...	Education	Please Select...
Postsecondary CTE Program #2		Please Select...	Elementary Education Foundations Transfer Pathway	Please Select...
Postsecondary CTE Program #3		Please Select...	Special Education Transfer Pathway	Please Select...
State-Recognized				
Funding Priority	Priority 2		Reserve	
Interdisciplinary CTE-Related Courses (optional)				

800 WEST BROADWAY
Opening doors to employment, education and healthy living.

800 West Broadway Memorandum of Understanding
Actual / In Kind / Shared Costs

Tenant Shared Costs   **$319,901.00**

Core tenants of the 800 West Broadway building (also home to the Minneapolis North Workforce Center) are:

- **NorthPoint Health and Wellness**
- **Minneapolis Public Schools – Adult Basic Education**
- **The Minnesota Department of Employment and Economic Development-DEED)**

Three core tenants have committed to the following:

- Cost of (1) Security Guard – DEED $75,000.00

- Cost for a Lighted Flagpole installation, flag, and maintenance – DEED,   2,000.00

- Cost of Website – DEED, $18,000.00

- Cost of (1) Navigator – NorthPoint Health and Wellness $75,000.00
  Includes but is not limited to: office supplies & equipment, training, and benefits

- Cost of (1) Site Coordinator – Minneapolis Public Schools $100,000.00
  Includes but is not limited to: office supplies & equipment, training, and benefits

- Cost of joint marketing (i.e. brochures, website maintenance, social media, etc.) $3,000.00

- Cost of supplies for joint events (i.e. coffee, beverages, etc.) $300.00

- Annual rent, including liability insurance, taxes, and common utilities $46,601.00

Additional In Kind Costs   **$1,351,836.00**

Minneapolis Public Schools – Adult Basic Education $1,200,000.00
Minneapolis Public Schools – Department of Career & College Readiness: $48,242.00

FY24 Perkins In Kind Costs will include $9900,000.00

MPS Project Coordination associated with Career Readiness/Experiential Learning $7,200.00
Three staff x 40 hours x $60/hour
MPS Committee and advisory work associated with MPS Adult Basic Education $1,800.00
Director of CTE x 4 hours/month x $60/hour

Last Revision: 4/29/2025

MPS CTE SY2024-2025
Minnesota Colleges and Universities Articulated College Credit Agreements
Students must pass most courses with 80%+ grade and pass the end of course exam.
Agreements are updated each year between September-December.

Career Pathway	MPS Course Number	MPS Course Name	Anoka Technical College	Anoka-Ramsey Community College	Dakota County Technical College	Hennepin Technical College	Minneapolis College	Normandale Community College	St. Cloud Technical & Community College	St. Cloud State University	Additional Minnesota/National Colleges & Universities	MDE Program Code	MDE Course Code	MPS HS Credit
Automotive	96701	Small Engines				1 cr - ABCT 1145 1 cr - MMST 1100 2 cr - MMST 1105						170302	20	0.5
Automotive	97101	Basic Auto				1 cr - ABCT 1145 1 cr - MMST 1100						170302	21	0.5
Automotive	97111	Advanced Auto				1 cr - ABCT 1145 1 cr - MHTT 1002 1 cr - MMST 1100 2 cr - MMST 1105 2 cr - MMST 1115			1 cr - TRAN 1503	3 cr - ETS 1	MN West CTC 1 cr - TRAN 1100 Ridgewater College 2 cr - AUTO 1104 Rochester CTC 1 cr - AMT 1730 South Central College 1 cr - AST 1112 South Central College 1 cr - ABCT 1840	170302	30	0.5
Business	93506AO	Intro to Business		3 cr - BUS 1101		3 cr - BUSN 1000	Concurrent Enrollment 3 cr - BUSN 1140	3 cr - BUSN 1105				140710	30	0.5
Business	93511	Entrepreneurship Entrepreneurship-RA *RA version of course not eligible for Minneapolis College concurrent enrollment.*		3 cr - BUS 1101	2 cr - ENTR 1860	3 cr - BUSN 1000 3 cr - BUSN 1510	Concurrent Enrollment 3 cr - BUSN 2254	3 cr - BUSN 1105 3 cr - BUSN 1125			Ridgewater College 2 cr - MSM 2823 Rochester Comm & Tech 1 cr - BUS 1144 South Central College 3 cr - MKT 1910 American Council on Education (-RA only) credits vary, see website	140710	36	0.5
Business	93711	Principles of Marketing				1 cr - BUSN 2005	Concurrent Enrollment 3 cr - BUSN 2300				Ridgewater College 2 cr - MSM1101 South Central College 2 cr - MKT 1810	140710	45	0.5
Business	93739	IB Business and Management SL					Concurrent Enrollment 3 cr - BUSN 1145				Alexandria Tech 3 cr - MKTG 1511	140710	31	1.0
Computer Science	91009AO	IT Exploration		2 cr - CNET 1000 1 cr - BUS 1115		3 cr - ITEC 1000					MN West Comm & Tech 2 cr - CST 1101	171512	20	0.5
Computer Science	91206	ITEC 1110 Info Tech Skills		3 cr - CNET 1100		3 cr ITEC 2675						171512	01	0.5
Computer Science	91639	Robotics				4 cr - ITEC 1505 3 cr - ITEC 1515						171502	87	0.5
Computer Science	91640	Drone Technology									Northland Com & Tech 3 cr UAST 2110	171502	88	0.5
Computer Science	95607 95607AO	Computer Science Essentials			3 cr - ISTC 1300	3 cr - ITEC 1000 3 cr - ITEC 1515	3cr - ITEC 1150				MN State SE 3 cr - COMC 1730 Ridgewater 3 cr - CST 1794 South Central College 4 cr - COMP 1130 See PLTW website for additional options	171512	21	1.0
Computer Science	95616	Computer Science Principles		1 cr - CNET 1105 1 cr - BUSN 1115	3 cr - ISTC 1300	4 cr - ITEC 1505					MN State SE 3 cr - COMC 1730 Ridgewater 3 cr - CST 1794 South Central College 4 cr - COMP 1130 See PLTW website for additional options	171512	23	1.0
Computer Science	95626	Computer Science A			3 cr - ISTC 1300	4 cr - ITEC 1505	3 cr - ITEC 1150				MN State SE 3 cr - COMC 1730 Ridgewater 3 cr - CST 1794 South Central College 4 cr - COMP 1130 See PLTW website for additional options	171512	24	1.0
Computer Science	95637 95637AO	Cybersecurity 1		1 cr - CNET 1105		3 cr - ITEC 1000						171512	05	0.5
Computer Science	95638 95638AO	Cybersecurity 2				3 cr - ITEC 1005						171512	13	0.5

MPS CTE SY2024-2025
Minnesota Colleges and Universities Articulated College Credit Agreements
Students must pass most courses with 80%+ grade and pass the end of course exam.
Agreements are updated each year between September-December.

Career Pathway	MPS Course Number	MPS Course Name	Anoka Technical College	Anoka-Ramsey Community College	Dakota County Technical College	Hennepin Technical College	Minneapolis College	Normandale Community College	St. Cloud Technical & Community College	St. Cloud State University	Additional Minnesota/National Colleges & Universities	MDE Program Code	MDE Course Code	MPS HS Credit
Construction	96212	Construction Trades 1	2 cr - ARCH 1000 w/96222			1 cr - CARP 1102 2 cr - CARP 1111 w/96222 1 cr - CARP 1141 w/96222 3 cr - CBTG 1121 2 cr - CARP 1240	2 cr - ARCH 1020 w/96222			3 cr - ETS 1 w/96222	Rochester Comm & Tech 1 cr - CR 1637 South Central College 1 cr - CARP 1229	171000	21	0.5
Construction	96222	Construction Trades 2	2 cr - ARCH 1000 w/96212			1 cr - CARP 1102 w/96212 2 cr - CARP 1111 w/96212 1 cr - CARP 1141 w/96212 3 cr - CBTG 1121 w/ 96212 2 cr - CARP 1240 1 cr - CARP 1511	2 cr - ARCH 1020 w/96212			3 cr - ETS 1 w/96222	Rochester Comm & Tech 1cr - CR 1637 South Central College 1 cr - CARP 1229	171000	30	0.5
Engineering & Technology	95406	Introduction to Engineering Design				1 cr - CARP 1850					See PLTW website Ridgewater College 1 cr - DRFT 1001 Rochester Comm & Tech 1 cr - CAD 1226 South Central College 1 cr - CMAE 1526 See PLTW website for additional options	171502	02	1.0
Engineering & Technology	95416	Principles of Engineering		2 cr - ENGR 1100				3 cr - ENGT 1512			Ridgewater College 1 cr - DRFT 1001 Saint Paul College 2 cr - ENGR 1706 South Central College 1 cr CTLS 2110 South Central College 1 cr - MECA 1250 See PLTW website for additional options	171502	03	1.0
Engineering & Technology	95426	Digital Electronics	3 cr - ETEC 1250					3 cr - ENGT 1513			South Central College 1 cr - MECA 1250 See PLTW website for additional options	171502	04	1.0
Engineering & Technology	95506	Civil Engineering & Architecture	2 cr - ARCH 1000			1 cr - CARP 1810 2 cr - ARCH 1101 3 cr - ARCH 1203	2 cr - ARCH 1010 2 cr - ARCH 1030	3 cr - Elective 0			South Central College 2 cr - ARCH 1101 w/ South Central College 1 cr - CTLS 2830 w/ South Central College 1 cr - CTLS 2110 See PLTW website for additional options	171502	08	1.0
Engineering & Technology	95906	Engineering Design & Development								3 cr - ETS 1	See PLTW website for additional options	171502	06	1.0
Healthcare	98126 98126AO	Medical Terminology	2 cr - HLTH 1040	2 cr - BIOL 1102		2 cr - HLUC 1020 4 cr - OFCR 1301		3 cr - HLTH 1010	1 cr - HLTH 1440		Central Lakes 3 cr - HINS 1360 MN West CTC 2 cr - HC 1180 Rochester CTC 2 cr - HCOP 1610 South Central College 2 cr - HC 1000	070300	03	0.5
Healthcare	98146	Emergency Medical Responder	4 cr - EMED 1113			3 cr - EMSV 1050		3 cr - HLTH 2209			Alexandria TCC 2 cr - PTE 1520 Rochester CTC 2 cr - EMC 1121 South Central College 1 cr - HEMS 1300	070300	40	0.5
Healthcare	98616 98616AO	Healthcare Core		3 cr - HCCC 1000		4 cr - HLUC 1002		4 cr - HCCC 1074			South Central College 4 cr - HC 1525	070300	02	0.5
Healthcare	98636	Anatomy & Physiology	4 cr - HLT 1005									070300	08	1.0
Law & Public Safety	91101 91101AO	Intro to Law & Civil Service				3 cr - SOCI 1500		3 cr - SOC 2130			Alexandria Tech 3 cr - PTE 1500 Rochester Community & Tech 3 cr - POFC 1105 Rochester Community & Tech 3 cr - CRJU 1305	090401	01	0.5

MPS CTE SY2024-2025
Minnesota Colleges and Universities Articulated College Credit Agreements
Students must pass most courses with 80%+ grade and pass the end of course exam.
Agreements are updated each year between September-December.

Career Pathway	MPS Course Number	MPS Course Name	Anoka Technical College	Anoka-Ramsey Community College	Dakota County Technical College	Hennepin Technical College	Minneapolis College	Normandale Community College	St. Cloud Technical & Community College	St. Cloud State University	Additional Minnesota/National Colleges & Universities	MDE Program Code	MDE Course Code	MPS HS Credit
Law & Public Safety	91201 91201AO	Police & Community Relations				3 cr - SOCI 1500 3 cr - POLC 2241 3 cr - POLC 1200		3 cr - SOC 2130 3 cr - SOC 2132			Alexandria Tech 3 cr - PTE 1500 Alexandria Tech 4 cr - PTE 1540 w/ 91101 or 91101AO Rochester Comm & Tech 3 cr - CRJU 1105 Rochester Comm & Tech 3 cr - CRJU 1305 Rochester Comm & Tech 3 cr - POFC 2121 Rochester Comm & Tech 3 cr - POFC 2125	090401	02	0.5
Machine Technology	96301	Machine Technology 1				2 cr - MACH 1205	4 cr - MTTC 1000		3 cr - MACH 1503		MN West CTC 1 cr - MACH1430 Ridgewwter 1 cr - MACT 1831 South Central College 2 cr - MTT 1120	171710	40	0.5
Machine Technology	96302	Machine Technology 2	1 cr - WELD 1004 and 1 cr - WELD 1006				4 cr - MTTC 1000 4 cr - MTTC 2035		2 cr - WELD 1515	3 cr - ETS 1	MN West CTC 1 cr - MACH 1430 MN West CTC 1 cr - MACH 1440 Ridgewater 1 cr - MACT 1831 South Central College 1 cr - MTT 1120	171710	41	0.5
Machine Technology	96303	Machine Technology 3	1cr - WELD 1004 1cr - WELD 1006						2 cr - WELD 1515	3 cr - ETS 1	MN West CTC 1 cr - MACH1430 Ridgewater 1 cr - MACT 1831 South Central College 1 cr - MTT 1120	171710	91	0.5
Media Arts	92406 92406AO	Adobe Photoshop				3 cr - MGDP 1205 3 cr - MGDP 1230					Century College 3 cr - GRDP 1018 Ridgewater College 1 cr - MMDT 1008 Ridgewater College 2 cr - MMDT 1051 Ridgewater College 3 cr - PHOT 1024 South Central College 2 cr - GCC 1120	171502	51	0.5
Media Arts	92416 92416AO	Adobe Illustrator				3 cr - MGDP 1205 3 cr - MGDP 1240					Century College 3 cr - GRDP 2951 Ridgewater College 2 cr - MMDT 1008 Ridgewater College 2 cr - MMDT 1041 South Central College 2 cr - GCC 1120	171502	52	0.5
Media Arts	92509 92509AO	Creative Media 1				2 cr - ARSP 1110						171502	70	0.5
Media Arts	92519 92519AO	Creative Media 2									Century College 3 cr - NVP 2131	171502	72	0.5
Media Arts	92606	Digital Photography				2 cr - MGDP 1120 3 cr - MMVP 1500	3 cr - PHDI 1110 w/92616				Century College 3 cr - PHOT 1071 Ridgewater College 2 cr - PHOT 1019 Ridgewater College 1 cr - MMDT 1088 Rochester Comm & Tech 1 cr - ART 1184 South Central College 2 cr - ART 140 ALL above with 92616	171502	40	0.5
Media Arts	92616	Advanced Photography & Editing				2cr - MGDP 1120 3 cr - MMVP 1500	3 cr - PHDI 1110 w/92606				Century College 3 cr - PHOT 1071 Ridgewater College 2 cr - PHOT 1019 Ridgewater College 1 cr - MMDT 1088 Rochester Comm & Tech 1 cr - ART 1184 South Central College 2 cr - ART 140 ALL above with 92606	171502	41	0.5
Media Arts	92709	Digital Video 1				3 cr - MMVP 1500 4 cr - MMVP 1600						171502	62	0.5
Media Arts	92719	Digital Video 2				3 cr - MMVP 1500 4 cr - MMVP 1600						171502	71	0.5
Urban Agriculture	90101 90101AO	Urban Agriculture				1 cr - LNDC 1110 1 cr - LNDC 1250 1 cr - LNDC 1271					MN West Comm & Tech 1 cr - AGRI 1103 Ridgewater College 1 cr - AGRI 1650 South Central College 1 cr - PLSC 1100 South Central College 1 cr - PLSC 1200	019901	01	0.5
Urban Agriculture	90201 90201AO	Plant Science & Horticulture				2 cr - LNDC 1242					MN West Comm & Tech 1 cr - AGRI 1102 Ridgewater College 2 cr - AGRI 1660 South Central College 1 cr - PLSC 1300	019901	30	0.5

MPS CTE SY2024-2025
Minnesota Colleges and Universities Articulated College Credit Agreements
Students must pass most courses with 80%+ grade and pass the end of course exam.
Agreements are updated each year between September-December.

Career Pathway	MPS Course Number	MPS Course Name	Anoka Technical College	Anoka-Ramsey Community College	Dakota County Technical College	Hennepin Technical College	Minneapolis College	Normandale Community College	St. Cloud Technical & Community College	St. Cloud State University	Additional Minnesota/National Colleges & Universities	MDE Program Code	MDE Course Code	MPS HS Credit
Urban Education	90241	Introduction to Urban Education					Concurrent Enrollment 3 cr - EDUC 1500					090101	48	0.5
Urban Education	90261	Multicultural Education					Concurrent Enrollment 3 cr - EDUC 2350					090101	47	0.5
Urban Education	90251	Technology for Educators					Concurrent Enrollment 2 cr - EDUC 1400					090101	46	0.5
Welding	96526	Welding 1	1 cr - WELD 1002 w/96536 1 cr - WELD 1004 1 cr - WELD 1006			2 cr - WELD 1135 2 cr - ABCT 1145 w/96536	2 cr - WELD 1101		2 cr - WELD 1515 2 cr - WELD 1529 w/96536	3 cr - ETS 1		171710	30	0.5
Welding	96536	Welding 2	2 cr - WELD 1002 w/96526 2 cr - WELD 1008			2 cr - WLDG 1135 2 cr - ABCT 1145	2 cr - WELD 1102		2 cr - WELD 1529 w/96526			171710	31	0.5

This document was last revised April 16, 2025

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 Projects Coordinator	Sara Etzel	100%	Secondary	7/1/2026	$199,885	Basic	1,2,3, 4,5,6,7,8,9,10	Duties aligned with FY26 grant application focusing on SRPOS fidelity, SDPL, and student recruitment in alignment with CLNA.
4	Spanish Tutor for ECED	Donaji Garcia	30%	Postsecondary	9/23/2023	$11,268	Basic	5	Position is continuing, but has been vacant since September 2023, restarted 11/24
6	Perkins Coordinator	Kari Weileder	45%	Postsecondary	5/20/2024	$58,000	Basic	10	Position continues in SY26. Position was supposed to be 45% FY25 and is now for FY26.
7	Business/Accounting Tutor	FY26 not FY25	100%	Postsecondary	8/1/2024	$28,577	Basic	9	20 hour per week. New position
8	Fashion Design Tech Paraprofessional	Connie Hues	100%	Postsecondary	8/29/2022	$14,000	Basic	9	13 hours per week. New position with new goals responsibilities addressing performance gaps.
9	Accessibility Resource Ctr Coach	FY26 To Be Hired	100%	Postsecondary	8/15/2025	$54,000	Basic	5	Accessibility Resource Center - PT Coach for CTE Program
12	Workbased Learning Intern	FY26 To Be Hired	100%%	Postsecondary	8/15/2025	$25,400	Basic	6	
13									
14									
15									
16									
17									
18									
19									
20									

For Office Use Only:
DO NOT REMOVE THESE ROWS
FROM YOUR FINAL REPORT

Consortium Plan--Funded Positions
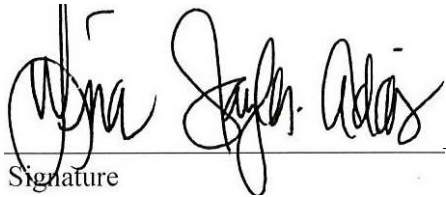
STATEMENT OF ASSURANCES & CERTIFICATIONS

I. The eligible sub-recipient (applicant) will comply with all requirements of Public Law 115-224, *Strellgthellillg Career and Technical Edllcatioll for the 2/ˢᵗ Cell/lllJ 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: (I) 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 Occupationaland 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 t he awarding of these fund�.

12. The eligible sub-recipient shall comply with all requirements imposed by the gr ntor 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: _____

College : _____

College President's Name (Print) : _____

_____   _____
Signature   Date

email: _____

Phone: _____ _

District Name: Minneapolis Public Schools

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

Superintendent's Name - (Print): _Dr_. Lisa Sayles-Adam_____

_____   4/29/25
Signature   Date

email: mpssup@mpls.kl2.mn.us

Phone: 612-668-0200

(Duplicate as needed)

MINNESOTA STATE
Career and Technical Education

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.

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 Community & Technical College

College President's Name (Print): Sharon Pierce

Signed by:

Sharon Pierce

CD1463A2A40A494

4/28/2025 | 12:43:54 PM CDT

Signature   Date

email: sharon.pierce@minneapolis.edu

Phone: 612-659-6300

District Name: _____

District Number/Type: _____

Superintendent's Name – (Print): _____

Signature   Date

email: _____

Phone: _____

(Duplicate as needed)

Revised February 2020