

Minnesota Annual Performance Report (APR) FY 20

FY 20 Minneapolis Consortium
Minneapolis Consortium

NOTE: This APR is reporting on the Perkins V transition year, FY 20, 1 July 2019-30 June 2020 and corresponds to the funding opportunity FY 20 Strengthening Career and Technical Education for the 21st Century Act (Perkins V) in Amplifund.

1. Describe the consortium's efforts to design, implement, and/or improve programs of study during the Perkins V transition year.

The Minneapolis CTE Consortium benefitted from conducting the Comprehensive Local Needs Assessment early, with much of the work begun in the spring and summer of FY 19 and concluded in the summer and fall of FY 20. This helped the consortium throughout the year to identify areas of strength and opportunities for growth.

As determined by the CLNA in FY 20, MPS began laying the groundwork to re-align access to programs of study related to the 5-year workforce projection needs of the City of Minneapolis. This will include:

- Addressing re-alignment needs of curriculum in our Business program to include more connections to finance and marketing
- Creation of a new Agriculture POS
- Creation of a new Law & Public Safety POS
- Potential downsizing of our Web & Digital Communications POS
- Re-align Construction curriculum to include opportunities to earn articulated college credit

Together, MPS and Minneapolis College:

- Began a new joint program of study by implementing a Grow Your Own plan in Education in FY 20 by offering Introduction to Education as concurrent enrollment at Patrick Henry High school. This program is being expanded in FY 21.
- Worked throughout FY 20 to find a sustainable financial solution to continue providing the Nursing Assistant/Home Health Aide (NAHA) course to MPS students at Roosevelt High School. The college and school district came to an agreement that balances the financial support for this program of study, and will allow it to continue at no cost to the students. The NAHA course has been a long-term, significant program of study for the Minneapolis Consortium. Upon completion of the five-credit course, students are qualified to take the professional nursing assistant licensure exam for Minnesota, creating an immediate workforce opportunity for high school students.
- Examined the Aviation Technology program at Minneapolis College. Based on demand for the program, the College took steps to expand capacity in aviation technologies through purchasing equipment and adding personnel, while MPS determined to expand its Engineering, Manufacturing & Technology POS to better connect with the college's Aviation Technician program.
- Determined to expand upon and improve the pipeline to Minneapolis College's Architecture Technology program. The School of Art and Design at Minneapolis College conducted research during FY 20 for a new award in virtual reality and 3D rendering, and created a plan for purchasing equipment in FY 21 and rollout of the award in FY 22. MPS determined to expand its Engineering, Manufacturing & Technology POS to better connect with the college's architectural technologies, including this new award, which will provide additional pathway options for MPS students who are studying rigorous courses in the area of design at their high schools.

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At the secondary level the CTE department worked very intentionally with our school district's contract alternative programs and embedded work-based learning licensed staff and state-recognized programming at each school site. These schools provide a variety of educational programs designed to meet the needs of diverse learners. This work will also be expanding to include our Online Learning department with the hiring of a new work-based learning teacher/coordinator in FY 21.

At the college, students in special populations have a wide array of services that help provide them with access and awareness to programs leading to high-skill, high-wage and in-demand occupations. Departments such as Career Services, TRIO, academic advising, Destination: Diploma to Degree (D3), Starting Point, Collegiate Recovery Program, International Student Services, Veterans Services, Power of You, all provide career advising. In addition, each CTE program lists information regarding job placements and wages.

The AME program, American Indian Success program and LUCHA for Latinx students provided these supports in FY 20 to help students with access and success in CTE programs:

- Academic advising services to guide students from admission to graduation; including application, FAFSA, Accuplacer prep, and SAP appeal
- A supportive community in a dedicated space that creates access/pathways to resources; including scholarships, fellowships, internships, and work study
- Peer and faculty tutoring
- Math and writing institute
- Mentoring
- Service learning and career development opportunities

Minneapolis College supported students with children through the Student Parent Center which allows parents to bring their children to campus with them as they study, use computers, attend Student Parent Group meetings or simply need a place to relax on campus with their children.

4c. How did your consortium provide academic support ensuring all CTE students made meaningful progress in performance, including subgroups of students?

Examples of meaningful academic support in MCTEC would include:

- Professional development opportunities on Multi-Tiered Systems of Support, literacy, and curriculum transformation at MPS. This included introducing teachers to Culturally Sustaining Pedagogy work led by Django Paris, Reality Pedagogy/Urban Education by Christopher Emdin, and Abolitionist Teaching efforts of Dr. Bettina Love. MPS worked closely with NAPEquity.org to connect these learning opportunities specifically with CTE content areas and career-focused learning opportunities.
- Investment to improve pass rates in the nursing program at Minneapolis College. The NCLEX-RN pass rate at Minneapolis College has been consistently rising. In FY 19 the pass rate was approximately 90 percent, while it rose to 94 percent in FY 20, significantly higher than both national and state averages. The nursing department has implemented use of simulation software to improve the rates, and also credits the expertise of faculty. The Minneapolis College Nursing program has been continuously externally accredited since 1975, one of the longest running accredited Associate Degree nursing programs in Minnesota.
- The Destination: Diploma to Degree (D3) program. This provided support for students who have dropped out of high school or are in alternative schools. The majority of students in the program fall into one or more of these categories: English as a second language, low-income, homelessness, single motherhood. MPS and Minneapolis College work closely in providing wrap around services to ensure students are making acceptable progress in their programs. Majors for this population include: Business and Economics, Design and the Arts, Education and Public and Human Service, Information Technology, Nursing, Health Sciences and Wellness, and Trade Technologies.

4d. How did your consortium support non-traditional (by gender) students (For example, women in traditionally male-dominated careers and men in traditionally female-dominated careers)

MCTEC has continued to examine any potential barriers to students in non-traditional fields. The consortium has highlighted students as examples of success in non-traditional fields with encouragement to students to consider all fields. Examples on the Minneapolis College website have included profiles of a female HVACR student and male nursing student.

4e. As you reflect on your service to special populations, what strategies were successful? What strategies were not successful and why?

MCTEC recognizes that in most cases one particular program does not provide the difference for success for special populations, but rather a myriad of programs to address academic needs, counseling, health services, even housing and, in a time of distance learning, technology needs. The most successful strategies are those that have been listed, such as services that allow students of the same racial and cultural backgrounds to provide mutual supports: tutoring; technical supports; embedded work-based learning; focus on general academic proficiency; teacher training that includes culturally sustaining pedagogy and universal design-based curriculums. Most strategies work in tandem and no one particular strategy was identified in FY 20 as unsuccessful for neither the college nor MPS.

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The college made an important change to PSEO and concurrent eligibility to remove barriers that inequitably impacted various groups of students. Previously, eligibility for participation in these programs was based on class rank by GPA. Only students who met these requirements would then be subject to prerequisite based restrictions on the specific classes. The college recognized that students who met class prerequisites were, by definition, prepared to take the class, and so removed the class rank requirement for concurrent enrollment courses where there were prerequisites.

These changes were accompanied by adjustments to the college's course placement procedures that have introduced a wider range of multiple measures: instead of relying narrowly on Accuplacer based placements, the college has increasingly moved to a wider range of ways by which students can demonstrate preparation for classes, including combined considerations of GPAs and in some circumstances, self-placement. All of these are supported by a deep research base at the national, state and college level. These changes apply to all the college's students, easing the transition to college classes for dual enrollment, traditional and returning students.

ARTICULATION AGREEMENTS

The consortium updated and renewed articulation agreements in the areas of photography, welding and healthcare core programs of study, while continuing its existing agreements, giving students pathways through articulated credit into these programs:

- Architectural Technology Diploma
- Graphic Arts Certificate
- Graphic Arts A.A.S.
- Machine Tool Technology A.A.S.
- Welding and Metal Fabrication
- Any Informational Technology program requiring ITEC 1150
- Central Services Technician
- Dental Office Support
- Pharmacy Technician
- Photography and Digital Imaging

STUDENT TRANSITIONS

The Career Navigator at Minneapolis designed career-oriented programming to enable CTE high school students to explore the options for continuing in their respective studies. The Career Navigator visited two schools, but the remaining planned visits at other schools were canceled due to COVID 19.

The Career Coordinator at Minneapolis College presented to approximately 500 Minneapolis College students in CTE major classrooms to provide department information and facilitate career related workshops, as well as help students in resume writing, interviews and career exploration. A video for Intro to Business students was recorded centering on personality strengths for success in the major and career.

In FY 20, a faculty liaison from Minneapolis College visited business courses at Southwest High School to explain options and aspects of pursuing a degree in business.

5b. In addition to the narrative, please provide numbers of students participating in these categories.

Minneapolis Public School FY 20 seniors graduating with CTE Articulated college credits by POS and Course and multiplied out as to number of credits earned:

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families, colleagues and industry partners in bold and innovative manners in spite of the stress.

Both consortium member institutions were forced to rapidly transform in the face of changing epidemiological and regulatory (national, state, Minnesota State, MDE, city) environments.

Minneapolis College moved aggressively to switch instruction and student support to remote delivery, where possible. This required a massive reorientation that the college addressed in part through faculty professional development, hardware technology purchases and remote delivery of student services. In terms of faculty professional development, the college sought to ensure consistency and quality of instruction. The Minnesota State System Office offered high quality and comprehensive professional development opportunities, but there was a known gap in trainings that pertain to the unique challenges of delivering CTE and lab based-experiential courses in an online format. The Perkins funded initiative provided support to individual faculty members to undergo intensive training to transition to remote modes of instruction.

This plan had two main components:

- Implementation of a D2L (The college's digital Learning Management System) Template that was deployed in spring for summer and fall classes. This template ensured incorporation of best practices for faculty and standardized and streamline students' interaction/
- Accelerated Summer Training course (AST)--An intensive course for faculty in CTE programs or those who support CTE programs to improve skills in remote instruction

The ASP course was 3 weeks, delivered through D2L with limited synchronous Zoom discussions., primarily self-paced. Faculty spent 10-12 hours per week average on the course components. This training course ran in two overlapping cohorts of 25 faculty members each, with both concluding in June. This is new funding that enables CTE faculty to participate in this training; without this funding, the college would have been unable to support this work at this scale. Despite the large time commitment and the summer timing, 34 CTE faculty completed this work, as supported by Perkins.

The college's bold response to the pandemic paid off:

- as of September 2020, just four people were on campus who subsequently had COVID19 diagnoses; the college traced contacts and infection rates intensively and does not believe that any COVID19 transmissions occurred on campus
- CTE course success rates held steady, despite the drastic shifts. For example, overall CTE course success rates in CTE courses were flat overall (79% for FY 20 vs 79% for FY 19) and rates for disaggregated Perkins special populations, racial groups and both genders were not negatively impacted.

Perkins funding was also able to support technology that was required to accomplish the sudden move to remote instruction, necessitated by COVID19. The college made the following purchases:

1. 2"Ow Pro" Epson DC-21 video document cameras. The COVID-19 pandemic has necessitated the move to increased remote delivery of instruction. These cameras display and record documents and sound, as an instructor talks and marks up paper, enabling instructors to work naturally in a hands-free fashion, without needing additional people working the camera. Further, the audio and video integrate smoothly with the software packages used by faculty.
2. 30 Lenovo ThinkPad laptops. These would be for use by Aircraft Maintenance Technology students on- and off- campus, but the devices would remain the property of the college. The COVID 19 pandemic has necessitated the move to increased remote delivery of instruction. These

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FY 20 Minneapolis Consortium
Minneapolis Consortium

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Secondary: Attendance at CTE Works!/MACTA/NCPN Conferences, industry partnerships to raise awareness of industry-related technical skills, technical skill development of CTE teachers, MTSS: multi-tiered systems of support, curriculum development, etc.

Postsecondary: Attendance at the ACTE conference, MBTI certification, faculty training on new software in Architectural Technology and training for effective online teaching for CTE courses.

7d. What topics were addressed and what were the related outcomes?

- MTSS Data Analysis and Long/Short-Term Instructional Cycle planning. Review Perkins/CTE Levy compliance data collection and analysis opportunities that should drive/influence teacher long-term planning; Use of TSA strand data to improve teacher lesson planning; Use of Course-At-A-Glance (CAGs), CTE CreditMN and TSAs to improve MTSS long-term outcomes to increase the number of students earning college credit and/or industry-recognized credentials; Review CTE Staff Intranet and online access to CTE teacher resources.
- CTE courses aligned to MNSCU college credit bearing opportunities. Align existing CTE state-approved courses with MNS state college credit opportunities.
- Employer Engagement Workshops associated with workforce development needs of Minneapolis and Hennepin County and alignment to technical skills incorporated into our CTE courses.
- Safe Schools Training Sessions. Professional development to support safety skills incorporated into our CTE courses.
- Work-based learning teacher coordinator certification to support MPS CTE initiative to expand our work-based learning courses.
- Professional development to support existing Tier 1 and Tier 2 CTE teachers to successfully navigate the PELSB alternative licensing via a portfolio FY system
- Virtual Job Shadow training. This career exploration online software and videos will motivate and empower your students to take control of their futures by planning for careers today. Includes multiple career assessment tools, engaging job shadow and career advice videos, and robust career planning tools. The CTE team is willing to come train your staff in small or large group settings on the use of Virtual Job Shadow and how teachers can connect academics to the world of work and high school course 99201P Career Readiness Seminar.
- Upgrades to state-recognized CTE POS software in alignment with industry standards.
- MACTA: Focused on current Perkins V legislation and CLNA requirements
- National Career Pathways Network conference. National networking opportunity for CTE leadership and school district senior academic officer to align CTE and school district priorities.

For Minneapolis College outcomes, please see above in the Be Bold! Section (6) on PD for online teaching.

8. Recognizing that some students need multiple entry and exit points to CTE programs, describe how your consortium has helped students return to the education system to complete their GED or secondary school education, or to learn a new skill following job loss.

At the secondary level the CTE department worked very intentionally with our school district's contract alternative programs and embedded work-based learning licensed staff and state-recognized programming at each school site. These schools provide a variety of educational programs designed to meet the needs of diverse learners. Alternative Schools provide families with the opportunity to choose the learning environment that meets the specific needs of their students. Specialized Programming is designed to meet specific community placement needs or the requirements of a student's individual education plan (IEP). These schools include:

- Longfellow Alternative High School provides teenage girls who are pregnant or are already parenting with the special attention and resources needed to ensure students will graduate and be able to provide for their child.
- Loring Nicollet provides a safe environment for a diverse student population including GLBTQ students. Diversity, Equity, and Health & wellness is highly valued and is addressed throughout the curriculum.
- Navayee is an Ojibwe word that means "the center" and at NaWayEe Center School we work with students to find their center and find our collective center in the Indian community. Navayee is open to students in grades 7-12, ages 12-19.
- MERC is a structured school with an emphasis on respect, accountability and responsibility. MERC works closely with students to help change past behaviors which might have resulted in their getting behind in credits. MERC is a safe environment with small class size, a committed staff and a determination to help students make plans and set goals for their future.
- Minneapolis Academy and Career Center is a developing education and career collaborative by Minneapolis Public Schools, in partnership with the Minnesota Department of Employment and Economic Development (DEED) - North Minneapolis WorkForce Center, Minneapolis Community and Technical College (MCTC) and NorthPoint Health and Wellness Center.
- Takoda Prep focuses on helping all students make advancements in reading, writing, and mathematics while maintaining a strong connection to American Indian culture.
- VOA High School (VOAHS) is a state-approved, contract alternative program serving Minneapolis Public School (MPS) students. This program allows for credit make-up and student success by offering flexible scheduling, small class sizes, extra credit earning opportunities, an on-site independent study program and substantial student support

At Minneapolis College:

- Students who have dropped out of high school or find themselves behind on high school graduation credits are able to enter CTE programs through the D3 program. D3 students are from the alternative schools at MPS listed above, and they are allowed to take developmental courses that count toward completing high school requirements, while also taking courses toward a CTE field of study.
- Veteran enrollment increased by more than 40 percent from FY 19 to FY 20 at Minneapolis College. Veterans received career exploration and advising, as well as academic support through career services and Veteran's and Military Services.
- The college has made a shift in promotional focus to short (one semester) credentials that spans admissions, marketing and academic affairs

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divisions. These types of programs can be especially well suited to career changers and out of work individuals. For example, at a recent information night for the college's School of Nursing, Health Science, and Wellness, there was a special break out session that featured the following:

- College to Career (short-term career training- one semester or less)
 - Central Service Tech
 - Nursing Assistant
 - Personal Trainer
 - Pharmacy Technician

9. What actions did the consortium take to advance teacher recruitment, retention, training, and education? What were your successes and challenges? What would you change in the future?

Instructor needs varied at the postsecondary and secondary levels, resulting in different activities.

At the secondary level, MPS focused on:

- professional development that supports existing teachers to successfully navigate the PELSB alternative licensing via portfolio system and promote non-CTE teachers to pursue a work-based learning teacher coordinator certificate;
- the school district's four (4) strategic priorities within all professional development supported with Perkins funds; Multi-Tiered systems of Support (MTSS), Social Emotional Learning (SEL), Literacy, and Equity.; and
- coaching secondary non-CTE teachers to obtain their work-based learning teacher/coordinator certificate in alignment with upcoming performance targets associated with work-based learning.

Minneapolis College has had to implement a many-pronged approach to recruiting qualified instructors, particularly for CTE fields for which credentialed instructors are difficult to come by. A success for FY 20 is how efforts paid off in the Aircraft Maintenance programs. For the first time since the College re-started its Aircraft Maintenance Technician Department as a department within Academic Affairs in the 2016 Fall Semester, the Department has a full complement of three UFT instructors. Because of difficulty both recruiting and retaining UFT instructors, the College posted UFT ACMT Instructor positions six times between February of 2018 and August of 2020 in order to yield our three current UFT instructors.

These are strategies used to gain this success:

- Retained the services of a recruiting firm. (It is uncommon for the College to retain a firm for any search for a position other than President or one of the Vice-Presidents.);
- Sent the job posting to contacts at aircraft mechanic employers: Delta Air Lines, AAR (Duluth);
- Posted the job posting on the job board for ATEC, the national professional organization for aircraft maintenance technician program faculty; and on Higher Education Jobs (expensive);
- The Academic Dean personally followed up with finalists from previous searches who were not offered a position and invite them to apply again;
- Promoted faculty positions as a "lifestyle" choice: opportunity to work predictable, daytime, weekday hours in a comfortable environment (i.e. not on the tarmac in subzero weather); and opportunity to be an "entrepreneur with a pension plan" by growing the program within the context of employment at a public college with a faculty union
- Asked current UFT faculty to approach individuals in their professional networks who are retired or near retirement

The success of these activities would indicate they would likely be repeated in the future for areas of high need. Minneapolis College and MPS have, on occasion, shared faculty who have worked in MPS as a full-time instructor and as an adjunct at the college. MCTEC will continue to take advantage of these opportunities as they arise.

10. What actions did the consortium take to expand equitable access and opportunities for work-based learning for all students? How were students made aware of these opportunities?

Opportunities for work-based learning were addressed at both MPS and Minneapolis College in FY12, and MCTEC will continue to expand CTE awareness-raising campaigns to promote the value of CTE courses and enrollment options.

At MPS:

- Work-based learning opportunities were expanded to all middle school students in grades 6, 7, 8 using Virtual Job Shadow online resources aligned with community input that students need to make career connections earlier in their education journey
- MPS promoted CTE options across the City via emails, texts, facebook posts and other social media platforms to current and potential students in the school district
- MPS students were encouraged to participate in events, outreach programs, materials and career assessment and advising at the college
- Work continued with our district-wide parent advisory committees (PAC).
 - PACs create and support a space for vibrant family groups (Black, Latino, Hmong, Somali, Special Education, Talent Development) to come together around shared interests and experiences, focused on ways to support and sustain student academic and social-emotional success.
 - They increase parent and family involvement in their children's education through effective communication and leadership development while empowering and advocating for all families.
 - PAC participants connect with other parents and community leaders, provide input concerning school-related issues, make recommendations in support of enhancing learning opportunities and environments, advocate for issues vital to the success of schools, youth, and families in their community
- A School Board vote occurred in May 2020 re: the centralization of CTE course offerings in MPS from eight locations to three, creation of a district-wide scheduling and transportation system, and alignment of all CTE POS with the district's International Baccalaureate Careers

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Programme.

At Minneapolis College:

- Several programs have internships, clinicals or practicums embedded into them. In FY 20, the college worked to ensure that students in these programs were able to complete their programs to the greatest degree possible.
- In some cases, site supervisors allowed the internship/practicum to continue.
- The college worked with program, college and state system levels to connect with relevant accrediting/licensure bodies to get guidance on time requirements, and made adjustments when possible.
- For those who were able to continue, faculty moved to distance monitoring, such as a video observation or phone check-in.
- Some students were required to delay their internship/practicum but were moved back in as soon as it was allowed.
- Separately, as mentioned, the Internship and Employer Development program at Minneapolis College resulted in nearly 100 students obtaining an internship after working on their resume, interviewing, and internship/job search skills with Career Services during FY 20.

11. What actions did the consortium take to improve integration of academic and technical skills in CTE programs? Please provide specific examples in your response.

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- Arts, Communications & Information Systems and Business, Management & Administration Career Fields

MPS also would like to include its Secondary Work-Based Learning Efforts as a point of pride.

The baseline data for enrollment in Minneapolis Public Schools work-based learning opportunities in in FY 2017-18 and FY 2018-19 were very strong in both the comprehensive high schools and contract alternative programs; including differentiated curriculum alignment for special education students participating in our Autism, Developmental Cognitive Disability (DCD), Coordinated Learning for Academic and Social Success (CLASS), Life Skills, Deaf/Hard of Hearing (D/HH, Special Program for Students with Social Emotional and Behavioral Needs (SPAN), and our Physically Impaired (PI)DCD programs. In FY 2017-18, 486 handicapped disadvantaged students and 560 diversified occupation students earned work-based learning credit. Those numbers increased to 1,798 WBL students (397 handicapped disadvantaged students and 1401 diversified occupation students) in FY 2018-19. It is likely that Minneapolis Public Schools will perform well on this new measure in FY 2020-21.

Minneapolis Public Schools CTE programs has incorporated opportunities for experiential learning in each of their state-recognized CTE