

**West Broadway Education and Career Center**  
**Monthly Outreach and Communication Meeting**  
**1/13/2015**

Meeting Minutes and Discussion Items

1. Welcome and Introductions
  
2. Education Foundations – Adult Education, Credit Recovery, GED, etc. -Minneapolis Public Schools and Minneapolis Community and Technical College  

Carlye Peterson (Minneapolis Public Schools) and Kristine Snyder (Minneapolis Community and Technical College) provided an introduction to partnerships currently in place to create an education pathway between MPS and MCTC. This includes MPS Adult Education providing math instruction on the MCTC campus. The partnership is designed to target student needs to be college-ready and to reduce student investment in tuition based developmental courses. The goal for the WBECC is to create education pathways with the school district, MCTC and other north side education providers without duplicating services already being provided.
  
3. Education Pathways - Draft “List of Ideas” for Education Programming in WBECC - Minneapolis Public Schools and Minneapolis Community and Technical College

- Early Childhood Education - Diagram how Pathway Progresses

The Early Childhood Education Program is an example of education pathways to be developed with the WBECC. Currently MPS Adult Education provides education and training for participants to earn the CDA (Child Development Associate) credential required for work as a childcare provider in Minnesota. MPS Adult Education offers the CDA as a short-term credential to individuals who have a high school diploma or GED. MCTC has reviewed this curriculum and aligned it with the Early Childhood Education Development (ECED) programs at the college. Using a “Tech Prep” agreement, the college provides six credits to individuals who enroll in the ECED program. The program includes an 18-credit certificate, as well as an associate’s degree. The goal is to support MPS Adult Education students in jump-starting their college education. Through this model there is an opportunity for students to work and earn hours towards a Department of Human Services (DHS) license to work in childcare. The current teacher at MPS Adult Education is reinforcing and demonstrating how to build a portfolio and emphasizing the college level work.

- It was noted that there are a lot of scholarship dollars for early education.

Combining the ECED certificate or degree with a certificate in entrepreneurship would further the employment or independent business options of future students.

- Further interest was expressed in Entrepreneurship. The North Workforce Center currently provides a class on how to begin a business.

Other possible pathways are listed below. Time prevented a detailed discussion of each pathway.

- Nursing Assistant and other health occupations
- IT fundamentals
- Commercial Drivers License
- Food Management
  - Current MPS Adult Education programming includes a customer service certificate and ServSafe certification. Every restaurant is required to have a staff member with ServSafe certification on site at every shift, resulting in employment opportunities.
- Building Trades
- Entrepreneurship paired with Early Childcare and other likely business opportunities.

It was noted that whatever education pathways are selected, they need to serve as a means of helping individuals enter growth areas of the economy.

The question was raised whether the current Early Education pathway required a GED. The suggestion was made that whenever possible an education pathway should integrate GED attainment for those who do not have a high school diploma or GED.

Time is a great obstacle to education attainment -- workforce center clients have a restricted timeframe to receive education and return to employment.

- MCTC representatives described an emerging program D3 (Destination Diploma to Degree) that imbeds developmental coursework into college level courses. It is anticipated that D3 will accelerate college attainment for individuals with developmental education needs, increasing retention and student engagement.
- College Level Examination Program (CLEP) were discussed as an alternative means of receiving college credit. CLEP is accepted by most/all Minnesota state colleges.

It was noted that there is a move to bring back “Ability to Benefit” which allowed individuals who did not have a diploma or GED to receive financial assistance while pursuing a college degree.

Individual learning plans were identified as a means of addressing the specific learning needs of Workforce Center clients and MPS/ MCTC students.

- The education needs of North Minneapolis residents could likely be categorized into four or five major types of needs and that this may be more effective than planning for the needs of each individual.
- The GED is a separate pathway from receiving college credits and it may not be a goal of GED seekers to receive college credit. Not having a GED is very limiting. Receiving a GED is an important milestone.

- The initial goal for many workforce clients is career skills, not college credits.

It was noted that currently individual academic and work preparedness is assessed through each tenant partner with a unique test. It was shared that at the recent WBECC visioning retreat there was discussion of creating a “cross walk” between assessments to reduce clients having to test and retest, which may have a negative impact.

Building Code Consideration -- As Minneapolis Public Schools has begun planning the renovation of their planned lease space, it was discovered that the building currently is not coded to serve students under 18 years old. The cost of making this change is significant and will likely impact the entire building. Options discussed include paying the additional construction costs to code the building for education of minors, seeking a waiver (discussion of whether a waiver is possible), or limiting education programming to students over 18 years old. A conference call with the developer to collect more information will be set up.

Due to a shortage of time, additional education pathways were to be submitted by email for inclusion in the minutes and further review/ discussion at a future meeting.

Education pathway suggestions include:

- Administrative Careers
- Health Careers, including Human Service Representatives (current MCTC partnership with Hennepin County), Pharmacy Technician, and Patient Account Coordinator
- Business Management Certificate (may be more flexible option than Entrepreneur Certificate)
- Information Technology Fundamentals
- Accounting
- Customer Service/ Dispatching

Other education initiatives suggested for consideration include:

- Exploring the CTE (Career and Technical Education) and Math initiative at MPS
- Providing a CLEP Preparation service and testing center

#### 4. Computer Access and Digital Literacy in North Minneapolis – City of Minneapolis

A study of digital literacy in North Minneapolis and computer access was distributed and briefly discussed. North Minneapolis residents appear to have lower rates of digital literacy. It was also noted that residents are less likely to have access to a computer in their home. A review of public computer access was provided. While there is access to public computers during the day, this becomes severely limited after 6:00 pm, Saturdays and Sundays.

WBECC partners were encouraged to continue to consider opportunities to increase both digital literacy and computer access with the opening of WBECC. It was noted that some discussion of tentative planning has taken place on this topic. A proposal

has been made that would relocate a computer lab to allow public access and there is tentative discussion of the workforce center having limited evening hours.

5. Changes to First Floor Building Plans

DEED representatives shared a request that was made to the developer following the WBECC visioning retreat. The request was to expand the welcome area from approximately 10 square feet to 20 square feet. This is a major change request and would reduce the space available for private lease at the front of the building. DEED is waiting on a response to the request.