

FY19 PERKINS GRANT APPLICATION

ANNUAL PERFORMANCE REPORT

Award Year: 2018

Report Period: 7/1/2018 – 6/30/2019

Consortium Name: Hennepin West Consortium

Submitted by: Click or tap here to enter text.

Submitted Date: Click or tap here to enter text.

Goal 1: Designing & Implementing Programs of Study: Goals, Objectives and Strategies

QUESTION 1.1: What activities were conducted during the grant year that supported quality Programs of Study (POS)?

To support quality POS, HWC has an articulation specialist that facilitates articulation meetings and follow up. The articulation meetings include quality POS and TSA discussion and revision.

In FY19, an Emergency Medical Responder concurrent enrollment partnership between HTC and ISD #287 was established. HTC continues its strategic plan to improve NCLEX scores of graduating nursing students. NHCC collaborated with Buffalo, Wayzata, Orono, and Wellstone International High (new partner high school) that accounted for a total of 16,328 concurrent enrollment credits. This information is expanded upon in question 1.2.

During FY19, NHCC applied for and was awarded a National Alliance of Concurrent Enrollment Partnerships (NACEP) accreditation. In addition, NHCC continues to utilize the assigned advising model with our programs to assist students with registration and other academic support. NHCC continues to expand the role of the CTE advisors to ensure there is an integrated process for student engagement.

HWC leadership monthly meetings include review of POS that highlight programming at the secondary and post secondary level. The leadership meetings also include reports from advisory committees, business & industry speakers and reports, as well as employment data/outlook. Participation in the state sponsored career pathway meeting's, conference (state & national) is encouraged and supported throughout our consortium. Perkins funding can be used for substitutes and mileage.

QUESTION 1.2: Describe the impact of the POS in terms of participation, concentrators, student outcomes, etc.

2019 HWC POS (Secondary Student Participation by Pathway)			
	Pathway	HS Courses	Participants
#1	Accounting	Accounting	377
		Advanced Accounting	37
#2	Programming & Software Development	AP Computer Science	91
		PLTW Computer Science	133
		Introduction to Computer Programming/Oracle	120
#3	Therapeutic Services	Nursing Assistant (NAR)	119
		Health Care Core/Health Prof. Technician	136
		Emergency Medical Technician	127
		Pharmacy Technician/Technician Instruction	34
		CPR	77
		Medical Terminology	81
#4	Information Support & Services	Networking	28
		A+ Computer Technician I & II	214
		Information Technology & Processing	677
#5	Engineering & Technology	PLTW Digital Electronics	42
		PLTW Introduction to Engineering Design	308
		PLTW Principles of Engineering	102
		PLTW Civil Engineering & Architecture	63
		PLTW Engineering Design & Development	24
		PLTW Aerospace Engineering	87
		Engineering Design & Drafting I & II	59
#6	Web & Digital Communications	Web Design & Digital I & II	33
		Graphic Design	837
		Web Graphics & Animation	242
#7	Early Childhood Development & Services	Careers in Education	48
		Child & Human Development	923
		Early Childhood Education	245
#8	Restaurant & Food Beverage Services	Culinary 2 & 3	1176
		Baking	145
		Food Science	559
		Foundations of Hospitality Management I & II	53
		Foundation/Fundamentals of Food Preparation	1030
		Global Foods	525
#9	Facility & Mobile Equipment Maintenance	Vehicle Automotive Sales	25
		Auto Body Repair	35

		Automotive Technician (Certification)	51
		Automotive Mechanics I & II	32
		Power Energy & Transportation	37
		Small Engines I & II	117
#10	Marketing Management	Marketing II, Sports Marketing, Advertising & Retail	302
		Marketing	341

Articulated College Credits (ACC)

FY19 Student earning ACC (all grade levels)	1324
Successful	922
Unsuccessful	182
Pending	220
FY19 Total # of Students (all grade levels) Downloading an ACC record	268
FY19 Seniors earning ACC (throughout HS)	350
Successful	233
Unsuccessful	64
Pending	53
# of Agreements	114

From the table listed above

- High Schools/courses are articulated but are not necessarily enrolling their students in the system.
- Not all students download their ACC record even if they are successful in earning articulated college credit.
- Data does not demonstrate how many seniors are downloading their ACC record.
- High School students are encouraged to explore career paths while in high school.
- Colleges may not be asking students if they have earned ACC.
- College may not be keeping track of how many students present an ACC but the credits do not qualify for the student selected major.
- The articulation meeting process is valuable and working well.
- Instructor (secondary) attendance and reporting follow through is an issue.

The HWC recognizes that there are multiple issues for student success in our current ACC system and procedures. An example of this would be HTC records indicate no students has presented an ACC record since Fall 2017, but this may be due to improper coding in ISRS or lack of asking by the institution. It is the goal of the consortium to strengthen and address our procedures and continue to analyze the data. Over the past few years, NHCC has opted out of participation for articulated credit however, in Spring 2019, the discussion is at the forefront again. Planning has started to move towards that direction in the near future in order to strengthen the consortium alignment between secondary and postsecondary.

PSEO

HTC PSEO Data in the Perkins FY18 report was incorrect, and due to IR & leadership changes, we were unable to replicate those numbers. The table below contains the FY18 correct numbers in comparison to FY19.

Type	FY18 # of Students	FY19 # of Students	% Change	FY18 # of Cr. Earned	FY 19 # of Cr. Earned	% Change
Concurrent	551	649	↑ 17.8%	2151	2330	↑ 8.3%
Traditional	122	119	↓ 2.5%	1641	1760	↑ 7.3%
Contract	93	196	↑ 110.7%	474	1265	↑ 166.9%

HTC statistics indicate that CTE PSEO participants have increased the number of credits earned from the previous year. A factor that may have influenced this increase is the hiring of a new Director of Partnerships & College Pathways. This resulted in a dedicated focus on PSEO information being verified, coded, tracked and entered correctly within ISRS. At this time, HTC is unclear as to how many of these students matriculated into an HTC program upon high school graduation.

Concurrent enrollment for NHCC has continuously increased. Although the data shows that our headcount has slightly decreased, the number of credits earned has increased due to having a dedicated staff member focused on increasing CTE partnerships. See the chart below:

NHCC PSEO_TYPE	Unduplicated Headcount			Credits Earned		
	2018	2019	% Change	2018	2019	% Change
Concurrent	587	555	-5.77%	1891	1823	-3.73%
Contract	522	672	22.32%	8574	11171	23.25%
Traditional	180	180	0.00%	3233	3334	3.03%
TOTAL	1289	1407	8.39%	13698	16328	16.11%

Technical Skills Assessment

HWC post-secondary and secondary continue to participate in TSA. Secondary FY19 P-Files indicate the HWC secondary (4 high schools participated) overall TSA pass Rate is 78%. Since the TSA reporting at the secondary level was not mandatory, the data is incomplete.

HTC created an extensive intervention plan for the Nursing department in FY17. Those initiatives have shown promising results. Perkins Funded NCLEX Unit Exam review course through Kaplan Nursing provided the following results.

	FY18 YTD	FY19 Q1	FY19 Q2	FY19 Q3	FY19 YTD	FY20 Q1
Pass Rate(%)	70.49%	94.12%	100%	81.82%	91.89%	TBD

The college financed an online NCLEX prep course for students who graduated to prepare them for their nursing exam. Beginning fall 2018, students are required to obtain these benchmarks: 75% in Fundamentals; 78% in Med/Surg I; 78% in Med/Surg II on exams/quizzes before other class points are allocated. If they score below the benchmark, students end the course unsuccessfully. Furthermore, HESI exams are now embedded throughout the program, starting with an entrance exam and ending with a live review for NCLEX included in the final course of the program. A HESI entrance exam cut score began Jan 2018.

NHCC continues to see an increase in the pass rate for nursing students with the specific intensive preparation of the exam. FY19 NCLEX results continue to soar with the intensive focus on strategizing on student success and persistence with the nursing student population. The pass rate for first-time testers is 84.62% and year-to-date is sustained at 91% pass rate.

Peace Officers and EMS have a testing system in place. Results were unavailable at this time. In the accounting program at HTC, seven HTC students earned their accounting awards and took the NOCTI exam where three (43%) of the students scored 70% or higher. Passing of the NOCTI exam is not required and success rates should be taken only at face value. Accounting faculty evaluated the details of this result and cumulative scores/trend to determine changes that may need to be made to the curriculum. Notably, in 7 out of 9 measures, the cumulative standard scores of HTC students exceeded both the state and national standard scores. Conversely, HTC scores on the other 2 measures were within 0.5% of state and national averages.

In FY19, Accounting Faculty at NHCC continued to embed the NOCTI exam into their curriculum and grading matrices. The results are being used by faculty to modify the curriculum so students are better prepared for the work world. Twenty-two (22) students took the exam in Fall '18 and all passed above the cut score. In Spring '19, thirteen (13) students took the exam, of which 12 passed above the cut score. See details of the years previous in the chart below.

NHCC	Fall 13	Spr 14	Fall 14	Spr 15	Fall 15	Spr 16	Fall 16	Spr 17	Fall 17	Spr 18	Fall 18	Spr 19
Total Number of Students who took exam	11	17	26	27	28	31	22	20	16	15	22	13
Number of students scoring above cut score	9	17	25	25	28	28	21	19	16	14	22	12

QUESTION 1.3: What activity (or POS) was the most successful, something that you would repeat or share with others and why?

To further develop and improve CTE programming, HWC hosted a Partnership Retreat (previously referred to as Community Outreach Symposium in the FY19 grant) with consortium partners from our high schools and colleges, Minnesota Department of Education, Minnesota State Colleges and Universities, business & industry, TwinWest Chamber, parents and students.

The retreat provided an overview of Perkins V with a focus on collaboration. Our goals were met, which entailed educating, highlighting consortium achievements, discussing and gaining input from our consortium partners. Topics included: Perkins V, POS versus program approval, reaching under represented student populations and the comprehensive local needs assessment. Due to the success of the Partnership Retreat, this event will be replicated in FY20 with a focus on data and the results of the comprehensive local needs assessment. In reflection, Real Time Talent will be invited to speak as well as additional community members in FY20.

QUESTION 1.4: Describe any innovative initiatives. Did your consortium award incentive sub-grants for exemplary performance or to promote innovation? If yes, please describe.

HWC provides sub grants to each high school based on prepared plans submitted by each district and are also based on needs of the high school and the consortium.

St. Louis Park High School has done an exceptional job in developing career pathways. More information is available at <https://www.slpschools.org/Page/1902>. The Career Pathways of Study courses are aligned with business & industry standards and local college programs. Several of the courses may earn students an articulated college credit. Additionally, AP or IB courses may be eligible for college credit. Skill development is included in all Career Pathways of Study courses. There are advisory committees in place for each pathway.

Lionsgate Academy has expanded career offerings in Business Education and Work Based Learning. In addition, Lionsgate has developed a school store that is used for in-school experiential learning activities that is utilized by more than one department.

Eden Prairie High School has a student-run credit union branch. This was created in partnership between the Royal Credit Union and Eden Prairie Schools. Students enrolled in the Business & Marketing Intern program staff the credit union along with a Royal Credit Union Supervisor. Students and staff of are able to conduct common financial transactions such as deposits and withdrawals. In addition to encouraging saving and providing convenient access for staff and students, Royal Credit Union offers financial education in the classrooms and the community. Team members present educational sessions throughout the school year on topics including saving, budgeting and preparing for college. <https://www.edenpr.org/eden-prairie-high-school/student-life/royal-credit-union>

Wayzata High School hosts a Technical Career Fair that focuses on all technical careers in FACS, Technical Education, Business Education, Health Occupations and more. Students engage in hands on learning. WHS also showcases career pathways that are not available at their school. The number of students participating has doubled from FY18 to FY19. In FY19, the Technical Career Fair was open to all districts in the HWC. In addition, during the lunch hour, teachers meet with

advisory committees. Minnetonka (Vantage) and WHS (COMPASS) continue to improve their career pathways program through the CAPS network.

HTC and NHCC partnered with the Brooklyn Bridge Alliance for Youth to conduct a research project to learn why 40% of students do not enroll in their 2nd year of college. Stop Drop, Enroll is a first-of-its-kind research project. Faculty, staff and students from both colleges contributed to the research through surveys and interviews. The study provided insights from different perspectives. Yet, it kept the central question in focus by identifying the leading factors that lead to students dropping out of college, as well as the assets that help students persist. The research showed that the top predictors of not persisting past the first semester included:

- earning below a C in a course
- withdrawing from a course
- registration hold
- financial concerns
- balancing work and school
- class schedules
- mental health issues

Though the college has many outreach efforts already in place to address student needs. The Stop Drop Enroll research reiterated the importance for both colleges to approach to continue addressing these issues. We are engaging our campuses and the broader community in developing a collective plan of action.

Hennepin Technical College hosted its first Signing Day which, celebrated students who enrolled for the Fall, 2019. The HTC Foundation and Enrollment Services coordinated this event. The event recognized new students to HTC who were selected to receive scholarships. The scholarships included the State of Minnesota Workforce Scholarship and the new HTC Promise Scholarship, which is awarded to students based on educational merit.

If you answer “Yes” to any of the following questions, please briefly describe your activities.

QUESTION 1.5: Did your consortium:

1.5.A expand the use of technology in CTE programs?

HWC did expand technology in our CTE programs to improve instruction or to meet the college rigor. The engineering, manufacturing and technology career field was enhanced at St. Louis Park, Robbinsdale Cooper, Hopkins, Wayzata and Minnetonka by expanding their equipment.

- Maker Bot with Inkjet printer
- Extruder
- Tormach CNC Mill
- Vinyl Cutter
- Table Saw

Culinary programs at Minnetonka and Hopkins improved their hospitality and tourism cluster with the purchase of:

- Water Bath, which is laboratory equipment made from a container filled with heated water. It is used to incubate samples in water at a constant temperature over a long period of time. All water baths have a digital or an analogue interface to allow users to set a desired temperature.
- Industrial Refrigerator

HTC Automation Robotics Engineering Technology program expanded lab offerings and modernization through the purchase of:

- Collaborative Robot
- Vision Cameras
- Human-Machine-Interfaces
- Smart Sensors

In addition, of this equipment provided for more meaningful hands-on opportunities, created exposure to new technologies and methods of machine operations, developed a more holistic approach to modern machine control, and provide real-world experiences for the students.

The Carpentry program at HTC purchased 3 sets of basic tools. This was to ensure full access for all students during labs.

1.5.B offer or provide professional development to CTE teachers, faculty, administrators, and/or career guidance and academic counselors?

In FY19, the consortium planned and developed four professional development activities for CTE teachers, faculty, administrators, and/or career guidance and academic counselors. Highlighted professional development included:

- Partnership Retreat Training – Refer to Goal 5, Question 1
- Career Pathway Booklets – Refer to Goal 1, Question 1.5.B
- Real Time Talent Training – Refer to Goal 4, Question 3
- Externships – Refer to Goal 2, Question 2
- Articulation – Refer to Goal 2, Question 1

The HWC leadership team came together to brainstorm ideas to improve outreach to middle school stakeholders regarding pathways. The decision was to create career pathway booklets through Career Tech Media, which will highlight HWC high-demand career pathways, HWC districts and consortium colleges. The goal is to inform students and parents about college and career options. In addition, the booklets will assist to CTE teachers, faculty, administrators, and/or career guidance and academic counselors in promoting HWC pathways. There will be emphasis non-traditional occupational areas by using appropriate graphic imaging along with business and/or career leader spotlights.

The HTC Career Experience Coordinator (CEC) position was supported to expand internships and mentorships for students enrolled in programs that don't include a required internship and/or mentorship component. In addition, The CEC also works with our Career services department to develop multiple career fairs. Professional development was made available for the coordinator and career services employees to attend CTE Works, ACTE conference and the NACE conference. These conferences provide an opportunity for the HTC career services to expand their networks, learn best practices to support student career employment, and foster new innovative ideas.

HTC utilized Perkins funding to improve services to special populations. Training was offered to faculty regarding Autism Spectrum Disorder (ASD) and how to improve student success. Additionally, HTC collaborated with the MinnState and with autism experts on a pilot project to improve job placement outcomes for autistic students on the Brooklyn Park and Eden Prairie campuses. Unfortunately, these efforts did not receive further funding. The project was not continued.

1.5.C provide support for CTE programs that improve the academic and career and technical skills of students through the integration of academics with CTE?

The goal of HWC secondary is to integrate academics into CTE. In order to support the integration, the consortium has purchased materials, utilized TSA's, and supported training workshops for development of strategies. Additionally the districts are using the PLC (Professional Learning Communities) model for reviewing learning outcomes and data to develop a strategic plan for student academic success.

Secondary schools continue to follow the direction of the World's Best Workforce Plan and integration of Personal Learning Plans. Resources are provide for professional development for teachers, guidance counselors and administrators in addition to resources for students such as MCIS.

The HTC and NHCC Stop/Drop/Enroll data indicates:

- TRIO/SSS at HTC most successful functioning area of the college for student persistence and completion
- the Learning Resource Center at HTC help close the achievement gap between all CTE students and marginalized subgroups

HTC Learning Resource Center

All established tutors in the LRC have completed Level 3 CRLA certification and new tutors are cycled into the training as they are hired. Tutors also continued to access professional development of significant duration in order to add to their repertoire of classes tutored. For FY19, this included:

- sat in on or took new classes for credit (15)
- obtained new licensure or certified training (2)
- developed and delivered tutorials, training or technology upgrades to college personnel or centers (10)

- attended tutor training or other series of workshops (2)
- developed and/or delivered trainings or workshops for students (7)
- set up or upgraded technology for students (1)
- and completed independent study endeavors (3)
- additional professional development activities included maintaining CRLA certification, attending various one-day workshops, and committee work

The data chart below demonstrates the number of tutoring visits has been consistently high with nearly 90% or more of regular users maintaining good academic standing according to GPA. A large percentage of tutoring clientele that visit the centers more than 3 times fall within the classifications as economically disadvantaged, diverse residency statuses, or marginalized populations.

(LRC Report) Data from EPM11 Perkins data reporting and analysis tool

Semester	Fall 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2016	Spring 2017	Fall 2017	Spring 2018	Fall 2018	Spring 2019
Number of Tutoring Visits	2676	3423	3212	3560	4402	3791	3328	3057	3220	3183
Ave GPA	2.87	2.85	2.80	2.93	2.90	2.86	2.84	2.90	2.85	2.93
% ≥ 2.0 GPA	91.6%	92.7%	89.2%	92.0%	91.4%	90.4%	90.8%	89.6%	90.5%	92.4%
% of users with economic disadvantages	75.6%	76.0%	66.5%	65.8%	71.2%	70.3%	72.8%	68.6%	69.7%	65.0%
% of users coded as refugee/asylee, non-resident alien, resident alien	44.4%	40.4%	34.2%	36.7%	38.5%	41.6%	36.2%	38.1%	33.8%	33.5%
% of users with disabilities	14.2%	12.0%	21.5%	19.8%	22.6%	19.2%	19.8%	19.3%	19.5%	22.3%

In the NHCC Tutoring Center, tutors are partially funded with Perkins dollars for CTE programs that have a high demand for student support. In addition, Tutor.com is an additional, web-based tutoring online support that is also funded under the Perkins grant. Both of these tutoring options are available to all NHCC CTE students.

1.5.D use Perkins funds to support CTE programs that offer experience in and understanding of, all aspects of an industry for which students are preparing to enter?

Intentional use of internships is to connect CTE students with future industry employers. Through Perkins funded activities such as: internships, mentorships, apprenticeships, site visits, job shadow, cooperative education, and use of MCIS, students experience all aspects of the industry. NHCC

developed a Graphic Design internship program using a consultant that cultivated relationships with Business and Industry in FY18. The goal of these collaborations was to provide paid internship opportunities for Graphic Design students. In FY19, NHCC continues to expand their Graphic Design Internship Program and the type of the jobs that are available within business/industry. The consultant estimates she met 10 times with students to review portfolios, assist with professional networking, and in general counsel them on work transition upon earning their degree. Ten paid internships were awarded to students from the annual Experience Project Internship Event in May. NHCC uses College Central Network (CCN) to manage the bulk of its job postings and job fair activities. Data highlights for FY19 are as follows:

College Central Network FY 19	
Number of New Job Postings (posted to students and alumni)	1876
Number of New Employer Registrations	333
Number of New Student Registrations	220
Number of New Alumni Registrations	16
Total Number of Students/Alumni Registrations in CCN	3131
Number of Job Fairs	2
Collective Number of Employers Registered for Job Fairs	105
Career Center Activities	
Number of individual employer tabling events (FY18)	143
Number of job openings posted (excluding electronic CCN postings)	352
Number of resume/cover letter reviews (in-person and email)*	144
Number of career exploration/job skills appointments (excluding resumes)*	109
*excludes internship activities	

In addition, a Career Center Intern was hired from Sept '18 to May '19 to assist with career advising appointments, resume/cover letter writing assistance, job search, mock interviews, and general support for the Career Center Director with job fairs, employer outreach and career related workshops. Her work yielded direct assistance for 60 students.

HTC has 14 CTE programs, resulting in 26 awards with an embedded internship, externship or practicum as a required activity for successful completion. These programs include, but are not limited to; Health Unit Coordinator, Child Development, Medical Assistant and Automotive. Two (2) HTC accounting students participated in internships with Clifton, Larson, Allen, a local CPA firm. The HTC Accounting program has an average student age of 32, where more often than not, students are already working a full-time accounting job. This limits the pool of student looking for internships.

The HTC Career Education Center (CEC) offers additional internship opportunities for CTE students. In conjunction with the Great Lakes Higher Education Guaranty Corporation grant, which ended

FY18, the (CEC) worked in collaboration with other CTE programs to find funded opportunities for students in high skill, high demand careers. In FY19, seven manufacturing companies continued internship program and offered a minimum \$2,000 scholarship per student as well as a paid internship. During the pilot program, the CEC had 46 applicants. Six students were successfully placed. Student breakdown was: 17% female, 83% male, 50% students of color (66% Asian and Pacific Islander, 33% Black and African American). 100% of the participants are continuing their studies and are on track to graduate. All positions were in a manufacturing pathway, specifically Industrial Building and Engineering Maintenance, Plastics Engineering Technology, Electronics Technology, and Fluid Power programs. New areas of internship opportunities will include Accounting, Business, and Culinary Arts.

The success of the program can be partially attributed to an/the:

- Improved vetting system of student candidates and position requirements
- Created unique learning plans for each internship
- Efforts Career Experience Coordinator

1.5.E use Perkins funds to support the improvement or development of new career and technical education courses and initiatives, including career clusters, career academies, and distance education?

HWC college partners provide additional CE & ACC opportunities through brokering to neighboring districts outside of HWC based on geographical areas that their college(s) serves. Secondary schools broker with other colleges if the HWC partner colleges do not have the programming necessary to support the high school POS transition plan. Examples include, secondary districts for college credit opportunities in Cybersecurity with Century College, Ecology of Food and Nutrition with North Hennepin Community College and the Emergency Medical Technician with Hennepin Technical College.

1.5.F use Perkins funds to provide activities to support entrepreneurship education and training?

HWC has formalized entrepreneurship classes in which 428 students participated. Four secondary high schools (Hopkins, Wayzata, Lionsgate Academy and St. Louis Park) expanded their school stores for multi use in multiple CTE programs. For example Accounting, Marketing and Merchandising programs are working together. Wayzata High School has concurrent enrollment in entrepreneurship with Hennepin Technical College.

Many CTE courses include concepts of entrepreneurship within their instruction. Examples include:

- Woods/Construction programs making Adirondack chairs, cutting boards, play house, sheds, etc. to sell
- Culinary programs that run restaurants
- Special Education provides opportunities for students to take orders and complete food delivery
- FACS departments offer a preschool that is operated by students.

Goal 2: Effectively Utilize Employer, Community, and Education Partnerships

QUESTION 2.1: How did your consortium support partnerships among local educational agencies, institutions of higher education, adult education providers, and, as appropriate, other entities, such as employers, labor organizations, intermediaries, parents, and local partnerships, to enable students to achieve state academic standards and career and technical skills?

Partnerships are abundant in HWC including education, labor and industry. Advisory committees are utilized at the post secondary and secondary level including a variety of partners. We use a joint advisory committee model where secondary participates on post secondary advisory committees and vice versa. In addition, secondary partners have begun to form regional advisory committees to reduce the stress on business and industry. TwinWest is spearheading this initiative. HWC membership includes an intermediate district (#287) and a charter school (Lionsgate). Services are brokered to other districts and or schools in and outside our consortium as needed.

HWC secondary collaborates with post secondary institutions within our consortium and through brokering. Secondary has over 100 articulation agreements with post secondary institutions and 14 concurrent enrollment agreements. Articulated college credit agreements have been strengthened by including a TSA (Technical Skill Assessment). Of the TSA exams reported, seventy-eight percent (78%) of the students passed the third party or industry exam. In addition to TSA, CTE courses incorporate reading and math skills as part of academic attainment. HWC secondary has met or exceeded the negotiated targets in math (53% passing) and reading (61% passing).

Through the www.CTEcreditMN.com website, parents are notified when their student creates an account, adds a course with ACC and is successful in earning credit.

Additional types of high school to college agreements include IB, AP, PSEO, PLTW and Concurrent Enrollment. Hennepin Technical College has 93 confirmed articulation agreements with 4-year institutions with another 33 confirmed but not officially posted on the MN Transfer website (Refer to question 1.4). In addition, NHCC has 13+ CTE transfer articulation agreements with 4-year institutions.

According to the secondary P Files from 2018 (most recent data) secondary Work Base Learning constitutes less than 1% of our total student population.

HWC Program – Work Based Learning	Student Impact #
WE/Disadvantage	150
WE/Handicap	239
Diversified Occupations	365
Marketing Coop	60
Education Internship	48

Early Learning School	245
Business Education Coop	105
School Store	8
TOTAL	1220

HWC secondary was awarded a Youth Skill Training Grant in partnership with TwinWest from the MN-DLI in FY19. In year one, the focus was on training for employers regarding the grant and preparing the employees to mentor students. The goal is to increase WBL in the manufacturing and trade industry. In FY20, year two, the opportunities for WBL will be increased for students (16 and over), which includes classroom instruction and part-time employment.

The Stop Drop Enroll project was the first local research study on student persistence. The alliance included 9 public partners: City and county partners: Brooklyn Center, Brooklyn Park, Hennepin County. School district partners: Anoka-Hennepin Schools, Brooklyn Center Community Schools, Osseo Area Schools, Robbinsdale Area Schools. College partners: Hennepin County Technical College and North Hennepin Community College. The goal of the study was to understand the individual and institutional reasons why students dropout or stop out of college, and to understand what would enable them to stay enrolled.

The researchers used a systems view as they sought to discover the root causes of students not enrolling after the first semester, as well as the solutions. Findings show that nearly 40% of our students stop/drop out for a variety of reasons including: personal/life complications, institutional barriers, and financial reasons. Refer to Goal 1 Question 1.4.

QUESTION 2.2: Do business and industry partners help connect students to experiential and work-based learning opportunities? If so, what type of experiential/work-based learning is available to students in which programs? How many students were impacted in specific career pathways?

In FY19 we utilized the Operation Connect website, which engaged future workforce through a variety of career-based learning experiences. Opportunity Connect allowed businesses, students and educators to connect, communicate and collaborate in short-term and longer-term experiences. However, due to programming issues and cost, HWC will be utilizing the Elevate Futures website for FY20, which will provide career connections for all students. Students will be able explore career fields, create resumes, career cards and learn about local companies that offer positions in those career fields. This website will also allow businesses, students and educators to connect, communicate and collaborate in short-term and longer-term experiences. Teachers will be able to request classroom speakers, field trips, etc. There will be links to www.CTEcreditMN.com, the new HWC career pathways book and ITX curriculum to name a few.

HWC also offers opportunities for faculty through our externship program. Our externship program is a week-long experience during the summer in five high demand pathways. Faculty work alongside employees, tour the industry and develop a career or project curriculum unit related to the industry the faculty explored. Externships have directly impacted students in the classroom with current, relevant industry information. Additionally, faculty members are afforded

opportunities to train or attend workshops that assist in developing relevant curriculum for their courses.

Business and industry are active on advisory committees, which influence Work Based Learning (WBL) and program development. Many programs utilize mentor/mentee methods, job shadows and other project based opportunities. These programs are not reflected in current data. Examples of courses that include career exploration are: PLTW, Construction Careers, Medical/Health Careers (e.g. EMT, Pharmacy Tech, Nursing, EMR) and Culinary Careers. (See Goal 2, Question 1 for additional data)

WBL Seminar Secondary Courses	Student Impact #
Work Experience (WE) Seminar (Handicap & Disadvantage)	317
Diversified Occupations Seminar	365
Marketing Coop Seminar	60
Career Exploration & Investigation Seminar	359
Career Exploration Business Careers	151
Business Seminar	110
TOTAL	1362

Intentional use of internships is to connect CTE students with future industry employers. Through Perkins funded activities such as: internships, mentorships, apprenticeships, site visits, job shadow, cooperative education, and use of MCIS, students experience all aspects of the industry. Refer to Goal 1, Question 1.5.D.

NHCC developed a Workforce Innovation and Experiential Learning Center, which is being created to connect students to business and industry partners for internship and work-based learning opportunities. The center will be in use in FY20. Currently, our students utilize work-based learning or service learning opportunities within our Nursing and Business programs. In the latter part of FY19, partnership discussions arose within the following programs: Construction, Information Technology, and Computer Information Systems in order to increase the need to recruit women, people of color, and indigenous populations within these fields of study.

In FY19, HTC completed a partnership with HIRED in the last stages of the M-Powered MJSP grant. Seven employers met on a regular basis to provide program direction and advisement, as well as interviewed graduates for employment. Over the course of the contract, forty-four students completed M-Powered CNC and Precision Metal Forming, and forty-five have earned NIMS credentials. Twenty-eight entry-level students obtained new employment, with the remaining incumbent workers maintaining employment and receiving advancements. Both of these programs feature on-the-job (OJT), nationally recognized industry credentials, and college credits. Participants are encouraged to continue their education after they start their new metal manufacturing career. We continue to see high demand from industry for these graduates.

QUESTION 2.3: Describe the status and activities of CTE advisory committees in your consortium.

In FY19, NHCC provided a world café style platform for all advisory committees. This platform is a structured conversational process for knowledge sharing in which groups of people discuss a topic at several tables, with individuals switching tables periodically and getting introduced to the previous discussion at their new table by a "table host". The discussion focused on retention and recruitment. Based upon employer input, faculty and staff were able to create curriculum and/or a classroom experience to better prepare students for career-based employment. In addition, it also assisted employers with student engagement and their approach to internship selection and the number of hours needed, etc.

CTE and academic programs within high schools are beginning to partner to create curriculum which reflects real world experiences for students. Advisory and Stakeholder Committees are instrumental to the introduction of these real world projects. (See Goal 2, Question 1 for more information) HWC and TwinWest have partnered to create teacher externships, student projects, student leadership activities, classroom field trips, and speakers. Based on input from employers, HWC college career services staff will spend more time in classrooms to prepare students prior to attending career fairs. For FY20, reverse career fairs will be offered in several program areas with well-prepared students seated and employers circulating. In addition, TwinWest facilitated the development of the MN Department of Labor & Industry grant to improve and expand the manufacturing pathway. Three high schools are actively involved and student internships are in process.

Advisory committees have historically been used at HTC, which have included secondary members and vice versa. These arrangements often develop because of long standing relationships between college faculty and high school teachers in the same disciplines. Automotive areas tend to maintain these relationships even when faculty and teachers change and they are reestablished with the next generation. Joint advisory committees examples are:

- Medium Heavy - District 916 (NE Metro Career & Technical Education Center)
- Auto Technology - Osseo Senior High School
- Auto Technology - Southwest Metro Intermediate District
- Auto Technology – District 728 (Elk River)
- Ford Asset faculty are reestablishing the advisory relationship with Osseo Senior High School
- Auto Body faculty attends the Roosevelt High School advisory meetings
- District 287 attends HTC advisory meetings.
- HTC faculty from the Automation Robotics Engineering program participate on the advisory committees for Shakopee, Eden Prairie and Chisago Lakes schools.

Newer relationships have developed as a result of concurrent enrollment efforts such as:

- Forest Lake and Buffalo instructors in Landscape/Horticulture instructor attends HTC advisory meetings
- Buffalo instructors in Child Development attend HTC advisory meetings

QUESTION 2.4: Did your consortium use Perkins funds to support CTSOs? If so, how?

All secondary schools support Career and Technical Student Organizations (CTSO) in a variety of ways including paying for substitute teachers, covering advisor expenses, stipends for advisors, student study materials, and transportation for students.

In FY19, Hopkins, Wayzata and St. Louis Park high school expanded school stores for multi use. For example entrepreneurship classes are working with accounting, marketing, business, and merchandising to simulate different departments that work together in industry to have successful business models. Lionsgate Academy uses their school store in many classes but most recently as a hands-on tool to teach entrepreneurship.

MyGuru, a professional GRE test prep company was contracted by NHCC for the Bio Medical club students considering graduate school. The tutoring company provided live and recorded lectures and video office hours for students as they prepared to take the GRE.

QUESTION 2.5: Did your consortium use Perkins funds to support partnerships between education and business, or business intermediaries, including cooperative education and adjunct faculty arrangements at the secondary and postsecondary levels? If yes, please describe.

As indicated in Goal 2, Question 2 Twin West coordinates and pays for expenses related to the externship program for faculty. HWC provides faculty with a stipend and mileage reimbursement for participation. All cooperative education programs are supported through funding mileage for faculty, busses for field trips, substitutes and curriculum materials.

HWC hosted a Partnership Retreat in April 2019, which focused on the role of Perkins in our districts and colleges. Partners in attendance were from business, industry, district administrators, post-secondary deans, post-secondary administrators, Minn State CTE, MDE CTE, students, faculty and the HWC leadership team. Topics included:

- HWC Data
- HWC accomplishments
- Student testimonies on how Perkins has impacted them
- Student projects
- Twin West presented the impact of Perkins/CTE on the business community
- Minnesota State presented Perkins V information
- Minnesota Department of Education presented CTE levy, program approvals, WBL, POS and more.

In September 2018 Twin West held a Talent Symposium signature event that brought together the governor's candidates, business leaders, educators, HWC leadership and community members (parents & students), to advance our shared understanding of talent challenges & accelerate opportunities for strengthening our competitive advantage.

The Symposium included:

- The unveiling of Opportunity Connect to the general public

- A presentation of critical information on current and forecasted talent shortages
- Resources to connect business leaders to key talent efforts
- A conversation with Gubernatorial Candidates focused on talent & workforce issues.

The Champion of Youth Breakfast was hosted by HTC Student Life and Career Development (SLCD), Brooklynk (Cities of Brooklyn Center and Brooklyn Park) and the Brooklyn Bridge Alliance. This event brought together the local business and community partners. The purpose of the event was to:

- Ensure young people and non-traditional students are on a pathway to college and careers.
- Develop an awareness was increased regarding high-quality programs, resources, and initiatives that exist in our local community
- Share results from business strategic investments in workforce and community.
- Highlight ways for businesses to be involved
- Provide testimonials from young people and community members impacted by the investments our business community

Goal 3: Improve Service to Special Populations

QUESTION 3.1: What strategies were adopted to overcome barriers for special populations and non-traditional (by gender) learners?

Best Practices in Nontrad continued to be evaluated throughout FY19. There is still work to be done to reverse the social construct that careers choose people based on their gender (verses people choosing their careers based interests, values and abilities) and to adjust outreach so that women and men can see their place in more varied careers.

The Non-Traditional Careers, Student Support Consultant attended webinars offered by the Institute on Women in the Trades, Technology, and Sciences (IWITTS) as well as Diversity and Equity seminars offered by Minnstate. Resources on ‘Becoming Leaders: A Practical Handbook for Women in Engineering, Science and Technology’ and ‘Brave Not Perfect’ was studied and ordered for both HTC/NHCC libraries. ‘Man-Up: A Practical Guide to Men is Nursing’ is still in use through the HTC Nursing Faculty offices. This guide is also available in the NHCC Library and is being considered as a source for a men’s nursing student support group.

The work focused on serving both the secondary and post-secondary students. Career Exploration activities were provided for secondary students, whereas support is provided at the post-secondary level.

Support for secondary schools and students included:

- Career exploration activities to showcase nontraditional careers as viable options
- Conscious raising games and interactions
- Direct one-one-one support to students.
- Career fairs for alternative high schools tabling nontrad career information and interactive games

- Co-collaborating with Park Center High School to provide a 'Community Careers Panel' highlighting nontraditional representatives
- Hosting 'Unconventional Jobs/Unstoppable Women' events at HTC for Highview Alternative High School and Girl Scouts ConnectZ.

Support for post-secondary schools and students included:

- Email communication to introduce nontrad consultant services,
- Nontraditional Career Newsletter emailed each semester
- Criminal Justice Speaker Series at NHCC in conjunction with student organization called Women on Wednesdays
- Lunch presentation for faculty at HTC highlighting new opportunities for students through the consultant.
- STEM Trailblazer's Panel by Million Women Mentors MN was held at NHCC for both college and high school students
- Encouraged current students to be part of the panel presentation at CTE works conference
- Hosted a table at the Career Services job fairs for both HTC and NHCC
- Student presentations on both campuses to encourage nontraditional careers

The Non-Traditional Careers, Student Support Consultant also partners with outside organizations such as Girl Scouts ConnectZ, Tree House Youth Outreach, and Groves Academy that serve a variety of special populations including: at risk-youth, low-income, first generation, and students with learning differences. Though originally the initial outreach focused on expanding nontraditional career options, it was found that these partnerships also reached many of our other special populations. More specific programming will be included in the future to highlight support services for these groups.

Role models at Nontrad events was highly beneficial and inspiring to women students. The HTC event entitled 'Unconventional Jobs/Unstoppable Women' included current students involved in classroom demonstrations and informal networking time during lunch. High school students were able to see 'people that looked like them', and doing jobs that students did not realize were open to women. In addition, a program on Community Careers (Law Enforcement, Social Work, Court Reporting, and Paralegal) was held at Park Center High School collaboratively between the and Non-Traditional Careers, Student Support Consultant Career Resource Director to specifically bring in the opposite gender, calling out the discrepancies and noting the benefits and specific challenges that each gender encountered moving through a nontraditional career. An unexpected benefit of having college students involved in the high school events was the opportunity to act as a role model and 'feel good' about giving back to the next generation. Many of the Unconventional Jobs/Unstoppable Women classroom rotations were hosted by current HTC women students.

Professional development opportunities are offered to everyone in the consortium. HWC completed Phase 2 of their special populations plan that was implemented in FY18. In phase 2 (FY19), HWC continued to participate in state training opportunities (CTE Works, webinars, etc.). Active memberships are encouraged with ACTE, MnACTE, MnACTE/SNP and MACTA as they provide non-traditional training in ways to attract students to CTE programs. On the consortium

level, guests are invited to monthly meetings to aid in strategy development. Teachers are encouraged to participate in training that analyzes/interprets data and to reach out to programs that are successful in attracting non-traditional students. MPMA's Manufacturing Day and Women in Technology will continue to be financially supported (e.g. substitutes, busses).

Gateway to College is a District 287 dual credit alternative learning program for students aged 16-20 who do not have a high school diploma or who are behind in earning credits. In FY19, 95 students were served at HTC. Students in Gateway to College earned 196 credits in the of fall 2018 and 236 credits in the spring 2019. Twenty four (24) students graduated. Four of those graduates will continue their education at HTC. The remainder (17 graduates) intend to transfer to another 2 or 4 year institution. The program was moved from the Brooklyn Park campus to the Eden Prairie campus during the summer of 2018. There were concerns regarding losing students that were unable to make the move. These concerns did not manifest as FY18 and FY19 had 93 and 95 enrolled students respectively. An intentional effort began in FY19 to increase matriculation to HTC after graduation, these results will be better realized in FY20.

In FY19, HTC developed three new partnerships with Osseo ALC, Wayzata district and the Bloomington Choice program to create new early middle college programs. These students earned 745 credits.

The Nontraditional Career Assessment for Men and Women continues to be used and made available for both secondary and post-secondary students. Other materials to highlight men in nursing and women in IT were regularly used at all events. In addition to flyers highlighting each school's nontraditional career programs, a Gender Myth-Busters Jenga game was introduced.

The Non-Traditional Careers, Student Support Consultant gathered interested parties to establish building a Nontraditional Careers Campaign (Blur the Lines) to be used by the HWC consortium. The Highview Alternative High School students volunteered to work on a logo for this project. The Advanced Design Class at NHCC agreed to further this project during the Spring of 2020 with possible website development, social media, and other marketing materials. These materials will be given to all HWC high schools and colleges for use in guidance, career, and CTE program specific offices. The goal of the campaign is to increase awareness and conversations around careers being not just male or female, but open to all.

QUESTION 3.2: What support service was provided during the grant year that was most successful in increasing special population and/or non-traditional learner recruitment and retention?

The work of the Non-Traditional Careers, Student Support Consultant has been the most successful in increasing special population and non-traditional learner recruitment and retention. During the consultants first year, we as a consortium, learned about different opportunities for our students. In FY19, the consultant was able to expand opportunities for secondary schools by meeting with outside organizations in order to improve dates, times, etc. of special event offerings. On the post secondary level the consultant was able to reach out to specific special populations to provide them with the resources they needed to assist in their success.

Also see Stop Drop Enroll information – Goal 1, Question 4.

QUESTION 3.3: Describe how your consortium uses data-driven decisions to target consortium activities to the needs of special populations. What impact have these efforts had on success of special populations?

As a consortium, leadership provides an overview of negotiated targets and other related data, which analyzes special and under-served populations. Examples of strategies developed include: Encouraging faculty to participate in training that analyzes/interprets data, research and replicate successful programs to attract non-traditional students.

In addition school districts provide Intervention Specialists, which review data and work with PLC's to develop strategies to work with special populations. Mentors are connected to students to serve as role models in non-traditional career fields. Interest inventories and aptitude tests are utilized. Guidance counselors provide career materials and support to the non-traditional students. Language development and cultural understanding in CTE programs is supported through career fairs, field trips, speakers, job shadowing and STEM activities. Approximately 25% of the secondary funds are spent in Goal 3, special populations.

At the post secondary level tutors are provided along with the implemented strategies by the Non-Traditional Careers, Student Support Consultant. There was not an emphasis on data review in FY19 but the consortium knows this needs to be addressed. The consultant will work closely with Institutional Research and Enrollment Services at each college. Currently, when an event is hosted, enrollment cards are filled out by high school students and entered into admissions databases for further tracking. A challenge is students submit incomplete enrollment cards. This hinders student follow-up to determine if any students matriculated to the colleges or in general chose to pursue a nontraditional career, which is more difficult to track. Since the age ranges are wide (grades 9-12), it will require more detailed data mining and follow-up. Soft data was communicated back from chaperons of those who attended Nontrad events. The students found them to be eye opening and inspirational, and help debunk the myth that certain careers are only for men or only for women.

Almost all of HTC's student population fall into some category of a special population:

- 61% underrepresented
- 1 out of 4 are first generation
- 48% are non-Caucasian
- all with an average age of 28

For more information, see Goal 1, Question 4.

QUESTION 3.4: How did your consortium provide preparation for non-traditional fields in current and emerging professions and other activities that expose students to high-skill, high-wage occupations?

Non traditional career preparation for students including the following events or activities:

- Specific to Women in STEM, NHCC hosted the Million Women Mentors MN Trailblazer's Panel. NHCC women graduates showcased exciting, high-demand/skill/wage career options. This event was one of the most well attended events for Million Women Mentors in Minnesota.
- NHCC Women on Wednesday hosted a guest speaker from the Brooklyn Park Police Department. This event was co-coordinated with a current woman NHCC Criminal Justice major to showcase a viable career in policing.
- Additional high-skill/high wage Career Expo planning began in the fields of Healthcare Careers and Criminal Justice for the FY20 academic year with a target audience of HWC high school students.
- Unconventional Jobs and Unstoppable Women events at HTC highlighted high-skill/high-wage jobs in the Trades.
- A Lean-In Support Group was started for women in IT. Though there was excitement around the group initially, it proved difficult to continue mainly because schedules were difficult to coordinate. In the end, only two meetings were held. A decision was made to table the group until there was a more convenient time for all involved.

The following strategies were utilized by our consortium: classroom accommodations, promotional materials, mentor-mentee programs, guest speakers that can relate to non-traditional student's, career orientation workshops, job shadows, career interest assessments, resume and portfolio development, peer mentoring, school stores and work-based learning seminars that are geared toward special populations to access high-skill, high wage or high demand careers.

QUESTION 3.5: How did your consortium provide support for programs for special populations that led to high-skill, high-wage or in-demand occupations?

HWC secondary programs support special education, ELL programing and Work Based Learning programs. Materials and training are provided to support career information that lead to high-skill, high-wage or in-demand occupations. Additionally we support programs by funding and student exposure to MCIS, iSeek, Naviance, GPS, etc. Each district provides equity and access training for all special populations. Career resource centers and staff support special population needs as well as all students.

The Non-Traditional Careers, Student Support Consultant also serves on the board of organizations that serve special populations: Million Women Mentors Minnesota, First Generation College Student Organization, and a subcommittee on Diversity and Inclusion at Minnstate. For the past two years, the Nontrad Consultant has also presented best practices for nontraditional careers at CTE Works.

Goal 4: Provide a Continuum of Service Provision for Enabling Student Transitions

QUESTION 4.1: Describe the kinds of articulation, dual enrollment, and transfer credit courses offered. What was the level of participation? How are these advanced credit courses transcribed on the student's high school record and on college transcripts?

HWC supports Articulated College Credit (ACC), Concurrent Enrollment (CE), PSEO (Post Secondary Education Options), College in the Schools including AP and IB, PLTW (Project Lead the Way).

www.CTEcreditMN.com is a 17 consortia group that supports the website and its storage of records and articulation agreements. Articulated College Credit (ACC) is not listed on the high school transcript but ACC is designated in each high school registration guide. Students print their ACC record and bring the record to the college listed on the record when registering. When the ACC is listed on the college transcript it shows as a transfer credit with no grade listed. The student receives the credits but their college GPA is not affected.

For the past 4 years HWC has focused on Concurrent Enrollment, which decreased the number of students participating in ACC. However, due to cost restrictions with CE, the ACC participation continues to increase. In FY19, 1333 students participated in ACC, which is 10% of the student population in our consortium. Of the 1333 students, 68% were approved for ACC. An additional 14% are in a pending status, which could result in ACC for the student. There are over 110 articulation agreements in all career fields and clusters.

Concurrent Enrollment (CE) students must apply to participate in CE. If accepted, students are considered a student of that college. CE is marked on the high school record and lists the college the student received the credits from. The student receives both college and high school credit. Students must request and pay for the college transcript. Participation has declined due to cost to the districts and the secondary teacher credentialing. Three districts (Osseo, Intermediate District 287 & Wayzata) continue to participate in CE along with four colleges (HTC, NHCC, NCC, Century). Eleven courses in eleven pathways are offered through Concurrent Enrollment, which includes 5 of 6 career fields and 8 of 16 career clusters.

PSEO (Post Secondary Education Options) is offered to students in all HWC secondary schools. Students have a transcript at the college they attend. Students who participate in PSEO are meeting their high school graduation requirements, have a 3.0 GPA and are in the top one third of their high school class. The student only receives college transcribed credit for PSEO.

Additional college options are College in the Schools including AP (Advanced Placement), IB (International Baccalaureate) and PLTW (Project Lead the Way). All three options require a test to receive credit. PLTW students pay a nominal fee to participating colleges for a transcript. Three districts participate in IB. PLTW is offered in six districts. The test results of AP and IB courses are evaluated by the colleges, which determine college credit eligibility. AP and IB are indicated on the high school transcript. All nine districts participate in AP.

HTC brokered Concurrent Enrollment partnerships with:

- Buffalo: Woodworking, Child Development, Landscaping, Business, Automotive, Engineering/CAD
- Edison: Business
- Forest Lake: Landscaping
- Prior Lake(MNCAPS): Business
- Roseville: Automotive, Small Engine Repair and Woodworking

Articulated College Credit has many regional agreements that reach the metro area and beyond.

QUESTION 4.2: Did your consortium use Perkins funds to establish agreements, including articulation agreements, between secondary school and postsecondary career and technical education programs to provide postsecondary education and training opportunities for students? If yes, please describe.

HWC funds in coordination with 4 consortia (forms the College High School Partnership – CHSP) provides facilitation and follow up for 12 articulation meetings per year with over 104 agreements in place. The CHSP utilizes the www.CTEcreditMN.com to register student credit and allows for students to download their Articulated College Credit (ACC) record.

NHCC has approximately thirteen (13) four-year college transfer agreements. See chart below.

College	FY19
Concordia University, St. Paul	2
Metropolitan State University	6
Minnesota State University Moorhead	4
Saint Cloud State University	1
Total	13

HTC had 93 approved four-year articulated college agreements. See chart below.

College	FY19
Bemidji State University	3
Christ College of Nursing and Health	2
Concordia University, St. Paul	3
Herzing University	2
Metropolitan State University	18
Minnesota State University Moorhead	60
Southwest Minnesota State University	3
University of Wisconsin - River Falls	2
TOTAL	93

The table does not reflect the 33 finalized agreements with Bemidji State University, they have not been posted to the MNTransfer website.

QUESTION 4.3: Did your consortium use Perkins funds to improve career guidance and academic counseling programs and/or to support occupational and employment information resources? If yes, please describe.

HWC provides career materials and offers training for career guidance counselors, academic counselors and faculty. The consortium funds Real Time Talent for employment data access. In addition, HWC funded two training sessions presented by Real Time Talent staff for anyone in the consortium. HWC felt it was imperative that career guidance and academic counselors understand how Real Time Talent can be used to assist students in their career choices. Participants learned to data mine through the Real Time Talent application and how to present employment data to students.

The consortium supports professional development for CTE faculty and staff. Examples include:

- Membership in ACTE, MnACTE, MACTA, and other professional organizations.
- Attending conferences such as CTE Works, National Policy Seminar, ACTE, NTPN and other conferences that would improve their knowledge of CTE.
- Encouraging CTE teachers to work with the Academic Specialist and PLC (Professional Learning Community).

QUESTION 4.4: Did your consortium use Perkins funds to support initiatives to facilitate the transition of sub-baccalaureate career and technical education students into baccalaureate programs? If yes, please describe.

No funds were utilized.

QUESTION 4.5: Describe other transition activities (secondary to postsecondary; secondary to work; postsecondary to work), courses, or services you provided. What were the lessons learned from these activities?

HWC secondary high schools have staffed career resource centers to assist students with career and college program choices. Career resource centers provide access to employment outlook guides, MCIS, Naviance as well as other decision-making tools. In addition, many of the high schools offer career seminar courses that assist with career and college readiness. By providing these services we have learned that students are better able to make college and career choices. An area the secondary needs to improve on is relating this information to parents.

Career workshops and fairs have been a success. HWC learned that student engagement increased with hands on learning, direct instruction from the college faculty and round table discussion with business and industry. Students sign up in advance for the career program(s) they are interested in and are provided with a worksheet and questions that students must fill out. Participants are prepped ahead of time. Although this is a successful strategy in connecting with students, improvement can be made in the area of reaching out to parents by both the secondary and post secondary.

A goal of HWC is to provide Work Based Learning (WBL) opportunities including, job shadows, internships, apprenticeships, mentorships and in-school work experience. HWC secondary has set a goal to improve the options for apprenticeships. In an effort to improve apprenticeships HWC secondary is utilizing funds from the Youth Skill Training Grant from the MN-DLI in partnership with TwinWest.

Goal 5: Sustain the Consortium

QUESTION 5.1: What activities were conducted that helped to improve and sustain the consortium? Are you considering changes to your consortium structure to better serve students? If yes, please describe.

HWC sustainability is continually evolving. The HWC Procedural Guide provides basic guidance tools for our consortium. Improvements in consortium structure to better serve our students will come from the local needs assessment, which is discussed in question below.

To improve our relationships with stakeholders, HWC hosted a Partnership Retreat in April 2019, which focused on the role of Perkins in our districts and colleges. The agenda included:

- HWC Data
- HWC accomplishments
- Student testimonies on how Perkins has impacted them
- Student projects
- Twin West presented the impact of Perkins/CTE on the business community
- Minnesota State presented Perkins V information
- Minnesota Department of Education presented CTE levy, program approvals, WBL, POS and more.

The Partnership Retreat will be replicated in FY20.

HWC will continue to focus on how HWC CTE is meeting the needs of economic development. HWC invites community members (legislators, superintendents, principals, college presidents, work force development, local community members, etc.) to engage with us. HWC will sustain collaborative relationships with advisory committees, MNACTE, MACTA, and ACTE.

HWC has developed a vision for CTE in our area that includes articulated college credit, concurrent enrollment programming, on-line courses, joint advisory partnerships and sharing CTE resources across HWC. All of these efforts are student centered.

The monthly meeting structure informs districts, colleges and community partners of our CTE vision and assists in developing our student centered strategies. Each year a summer retreat is utilized to move forward with our grant strategies and provide professional development for the year.

QUESTION 5.2: Provide an overview of the consortium leadership team (i.e. are they representing all districts, colleges, business and industry, and other community partners)?

Our structure has representation from each school district & both colleges. Monthly meetings are used for collaboration of ideas & to inform partners. Twin West, postsecondary deans, faculty, specialists, secondary principals, teachers & leadership are invited & incorporated into meeting agendas as it relates to consortium goals.

QUESTION 5.3: Did your consortium use Perkins funds to improve the recruitment and retention of career and technical education teachers, faculty, administrators, or career guidance and academic counselors, and the transition to teaching from business and industry, including small business? If yes, please describe.

Currently, the colleges follow the MinnState system hiring policies and practices to recruit qualified CTE applicants. Secondary positions are posted on district websites, local newspapers and professional organization websites. Candidates may be solicited from professional organizations, post secondary programs, business and industry. CTE Directors and Perkins Coordinators through MACTA, are active members on the ESSA, legislative and licensure committees. Participation on these committees drives state regulations. HWC members are also called to testify on topics related to CTE. In addition, HWC supports the National Policy Seminar that promotes CTE on the federal level. CTE and personnel directors at the districts work to ensure potential teacher candidates are or can be licensed properly for CTE Out of Field, Tier 1 or Tier 2. The CTE Director mentors the new instructor and assists with developing a professional development plan to obtain full CTE licensure, which includes providing information on college certification programs, the portfolio process, professional organizations, and CTE curriculum/teaching standards.

NHCC provides faculty development dollars for initiatives to support employee retention. Professional development opportunities include improving their pedagogical skills as well as campus engagement. Campus engagement is encouraged by serving on advisory committees, strategic planning committees, hiring search committees, and campus-wide activities that have a direct impact on institutional engagement by hearing directly from faculty. Furthermore, NHCC is intentional about recruiting and posting career opportunities on employment sites and subscribing to diverse websites to ensure we are recruiting diverse talent for the campus.

QUESTION 5.4: To what degree does the consortium seek additional grants (federal, state, or local) or braid various funding streams together to support consortium activities? Please provide examples.

HWC had taken advantage state grants as needed to support our strategies. HWC works to maximize the use of Perkins funds by having districts to accessing these other funding streams: CTE levy, district funds, professional development and high school department budgets to name a few. Additionally, through the advisory committee system has provided us with opportunities to offset CTE program expenses. CTSO's (Career & Technical Student Organizations) also provide a funding source through their fund raising efforts.

Examples include:

- In FY18 we planned to improve WBL opportunities and applied in conjunction with TwinWest for the Department of Labor & Industry grant to improve and expand the manufacturing pathway. Three high schools are actively involved and student internships are in process. HWC secondary was awarded a Youth Skill Training Grant (youth 16 and older) in partnership with TwinWest from the MN-DLI in FY19. In year 1, the focus was on training employers regarding the grant and preparing the employees to mentor students.
- Student transportation costs to CTSO events and related CTE site visits
- Substitute instructors
- CTSO's registration for advisors
- Equipment & curriculum materials for POS
- Equipment donations
- Businesses sponsored events

In FY19, NHCC partnered with Metropolitan State University in a multi-campus collaboration grant in order to develop curriculum for a new degree: Associate of Science in Data Science. With the participation of this grant, it allowed the college to create a new degree that is within the high growth, in demand field of study to add to CTE POS.

QUESTION 5.5: How would the new definition of size, scope, and quality change the way you spent your Perkins funds this past year? What changes will you need to make in your next submission regarding size, scope, and quality?

HWC was not impacted by size and scope. The change in the quality definition has stimulated an evaluation of the HWC POS. All POS will be evaluated for quality, growth, direct pathways and relevancy to trends in business and industry.

QUESTION 5.6: How is your consortium planning to conduct the comprehensive local needs assessment required for submission with the two-year Perkins V application?

As required in Perkins V, a formal local needs assessment will provide HWC with a new perspective to look to the future in order to be more visionary and student centered. The Stakeholders Committee will review data but also be visionaries that ask the question, "How does this impact students?" The goal is to create programming and utilize funds in a unique way that other educators want to model it. The assessment to review and evaluate with the Stakeholders Committee in order to make new bold recommendations (not just a rebranding) while keeping the focus on students would be:

- Barriers (equity & access) to the programming such as course location, prerequisites, requirements, etc.
- Knowledgeable experts including licensure and credentialing
- Various learning options (e.g. hybrid, online, all college credit options)
- Experiential learning opportunities

- Quality versus quantity
- Improving, expanding or discontinuing current POS
- Additional special populations listed in Perkins V
- Data review
- Prioritization Perkins goals and strategies

Other Summary Comments

QUESTION: If you were unable to accomplish activities in your plan, indicate reasons why and what you might do differently. How can state staff better support your efforts?

The annual Criminal Justice Fair was not offered in the spring of 2019. Scheduling with secondary was difficult due to district testing and spring breaks. A date was chosen but as the date approached, NHCC had facility issues with flooding. In addition, Perkins funding had been utilized for 3 years prior. Post secondary Perkins supported the Criminal Justice Fair but could not contribute to the funding of the activity. There was less assistance from the coordinator of the project. As a consortium it was decided to cancel the Criminal Justice Fair and concentrate on the Partnership retreat instead.

QUESTION: What lessons-learned will you incorporate into your two-year application due May 1, 2020?

The review of the CNLA results will guide our two-year plan.

Thank you for submitting a comprehensive and thorough APR. We appreciate your use of data to provide evidence. The consortium has provided multiple examples of successful partnerships including the review and expansion of articulated credits,; the teacher externship program; the Stop, Drop and Enroll project as well as the partnerships directly with business and industry to provide authentic work experiences. Support for special populations continues to be a high priority for Perkins activities.

Opportunities:

Leadership changes at both colleges provide opportunities and challenges to support the coordination of the secondary and postsecondary connections. Continue to review and analyze the long-term personnel funding through Perkins. Several positions have been called-out as examples of sustaining and maintaining functions rather than supporting innovation or continuous improvement. Again, the state review team continues to look for your continued transition of these essential but sustaining positions to appropriate funding sources. Rely on your CLNA to direct your activities and your budget.