



FY21- 22 HennepinWest Consortium Application

Prepared by Hennepin West Consortium
for Minnesota State FY21-22 Strengthening Career and Technical Education for the 21st Century Act (Perkins V)

Submitted by Jason Jones

Submitted on 07/08/2020 10:14 AM Central Standard Time

Opportunity Details

Opportunity Information

Title

FY21-22 Strengthening Career and Technical Education for the 21st Century Act (Perkins V)

Description

APPLICATION OPENS MARCH 15, 2020.

The Perkins V Grant for Career and Technical Education provides funds for approved Career and Technical Education (CTE) programs. In Minnesota, funds are distributed on the basis of state-approved career and technical education programs and appropriate teacher licensure. Programs are administered under Minnesota Rules Chapter 3505 and the federal Strengthening Career and Technical Education for the 21st Century Act (Perkins V).

The Minnesota Department of Education (MDE) approves Career and Technical Education Programs (CTE) that meet teacher licensing and other criteria. These programs are eligible to access federal Perkins V funds. Districts that accept these federal dollars must report enrollment and student proficiency for CTE courses and programs to the department.

Opportunity Manager

Yingfah Thao

Public Link

<https://www.gotomygrants.com/Public/Opportunities/Details/c8f37cba-6a86-4e88-9d19-1ea1959a2ced>

Is Published

Yes

Submission Information

Submission Window

03/15/2020 8:00 AM - 07/10/2020 5:00 PM

Submission Timeline Additional Information

NOTE: SUBMISSION DEADLINE UPDATE COVID-19 has affected us all in many ways and has greatly impacted our work. We recognize these unusual circumstances consortia leaders are facing, including meeting the May 1 deadline for submitting two-year Perkins V applications. Therefore, although we haven't changed the due date of May 1, we would allow consortia to submit applications as late as June 1. This will allow some additional time for those of you who need it due to circumstances caused by COVID-19. If, due to extenuating circumstances, you are unable to meet the May 1, 2020 deadline for submission, contact Jeralyn Jargo at 651-201-1650.

Technical Assistance Session

Technical Assistance Session

Yes

Session Date and Time

04/30/2020 8:00 AM

Conference Info / Registration Link

A link has been sent to all Perkins Consortium Coordinators. Contact yingfah.thao@minnstate.edu

Eligibility Information

Eligibility Type

Public

Additional Eligibility Information

Pursuant to Section 134 of the Perkins V Act, to receive funds under Perkins V, a consortium must develop and submit an

annual, unified, local secondary/postsecondary Perkins application and budget. The application must address secondary and postsecondary Career and Technical Education programming. The approved local application—with statement of assurance signatures—serves as the consortium’s formal application for receiving Perkins funding.

Additional Information

Additional Information URL

<https://minnstate.edu/system/cte/perkins-local-application/index.html>

Additional Information URL Description

All forms and instructions related to the Perkins Local Application can be found on our web site

Project Information

Application Information

Application Name

FY21- 22 HennepinWest Consortium Application

Total Amount of Award Requested

\$1,597,633.68

Primary Contact Information

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Project Description

Consortium Membership List

Consortium Membership List

List the college and school districts in your consortium. Be sure to spell out the full, legal names below.

Secondary

- Brooklyn Center STEAM school
- Eden Prairie High School
- Hopkins Public Schools
- Intermediate District 287
- Lionsgate Academy
- Minnetonka High School
- Osseo Area Schools ISD 279
- Robbinsdale Area Schools
- St. Louis Park High School
- Wayzata Public Schools

Postsecondary

- Hennepin Technical College
- North Hennepin Community College

Please score the form as either 1-“complete,” or 0-“not complete” (Reviewer Only)

Narrative 1: Comprehensive Local Needs Assessment (CLNA)

CLNA Results

Describe the results of the comprehensive local needs assessment. Use the space below to provide additional information on your CLNA that is not already included in your CLNA Framework attachment. For funds budgeted under this item, describe which use(s) of funds in section 135 of Perkins V is/are supported.

The Hennepin West Consortium (**HWC**) has a strong alignment between secondary and postsecondary programming at their schools, giving students opportunities to continue their career education and exploration across all six Career and Technical Education (**CTE**) career fields and on to high-wage, high-skilled, in-demand careers. Industry partners, through advisory committees, assist in the design and delivery of all programming to ensure that local secondary and postsecondary students have the skills and experience needed for growth in those careers.

Given student interest, employer demand, and local labor market analysis, the consortium will continue to support programs of study (**POS**) in the following career clusters: Information Technology; Health Science; Human Services; Hospitality and Tourism; Architecture and Construction; and Science, Technology, Engineering, and Mathematics. Continued support by consortium to encourage continuous improvement will help meet the current & future demands of Minnesota's workforce and employers within the HWC region.

The following CTE career clusters will be evaluated for the potential to expand POS: Business, Management and Administration; Education and Training; and Law, Public Safety, Corrections and Security.

Funds and activities to include, but not limited to: the continual development and improvement of the Comprehensive Local Needs Assessment, administrative costs, advisory boards, transportation and subs, and managing data.

Local Uses of Funds: 135.b-6; 135.c; 135.d;

Upload your completed CLNA Framework

Perkins-V-CLNA-HWC

Please score the form as either 1-“complete,” or 0-“not complete” (Reviewer Only)

Narrative 2: Programs of Study

Programs of Study Narrative

Please describe: • How the results of the comprehensive local needs assessment informed the selection of the specific CTE programs and activities selected to be funded • Any new programs of study your consortium will develop and submit to the state for approval • How students, including students who are members of special populations, will learn about their school's CTE course offerings and whether each course is part of a CTE program of study • How your consortium is moving towards a minimum of six complete state-recognized programs of study. Your response should describe how your consortium will implement the action plan developed in element #3 of the CLNA Framework. For funds budgeted under this item, describe which use(s) of funds in section 135 of Perkins V is/are supported.

Across 8 school districts, 1 intermediate district and 1 charter school, HWC offers 41 unique programs, 131 program offerings that align with 14 career clusters in five career fields, as well as, career exploration courses and programming. We are currently supporting 10 approved Programs of Study across 5 of the 6 Career Fields. Overall, graduate completion rates at Hennepin Technical College (**HTC**) from July 2017 to June 2018 were relatively well-aligned with local labor market demand. Programs aligned with Manufacturing had the greatest number of completions for both degree types (AAS & AS awards) of all clusters, followed by Architecture and Construction. The Law, Public Safety, Corrections, and Security cluster has the second highest number of certificate completions and the Information Technology cluster has the second highest number of awarded Associate degrees. Graduate completion rates at North Hennepin Community College (**NHCC**) from July 2017 to June 2018 were relatively well-aligned with local labor market demand. Programs aligned with Business, Management, and Administration had the greatest number of completions of all clusters, followed by Finance. The Health Sciences cluster has the highest number of awarded Associate degrees. (See Attachment HWC Narrative #2 Table). We will determine our POS priorities, based on CLNA results and drive funds to those areas.

In FY21, HWC will investigate expanding the Health Science career cluster by looking at new ways to deliver curriculum at the secondary level. There are three districts that offer courses in the Health Sciences but gaps have been identified between secondary and postsecondary in this area. The goal would be to lay the groundwork in year one to add additional high schools/districts that offer courses in this cluster and to align them to college programs. Year two would be implementation of these courses.

There is an enrollment gap between secondary students completing hospitality and tourism courses and those entering post secondary programs. Employment data demonstrates that there is a large turnover in employment resulting in a need for a well replenished pool of applicants. Although wages are low in entry level positions, the wage increases as employees advance in their career. Our goal will be to look at cross curricular ideas, such as, combining entrepreneurship programming and the hospitality and tourism career cluster.

Cybersecurity careers have become an area of focus for both secondary and postsecondary institutions. The colleges and high schools have reviewed the recent data trends and determined programs should be implemented. The Information Technology career cluster will be analyzed to determine how the consortium can support enrollment, alignment and programming between secondary and postsecondary. Another potential goal for this career cluster would be to bring secondary and postsecondary instructors together to examine the potential of cross-curricular courses in year one. In year two, if warranted, courses will be created. An example would be a secondary business education instructor teaching Excel to focus on health informatics or data analysis.

Based on the CLNA, we know there will continue to be employment opportunities in the Law, Public Safety, Corrections and Security cluster. NHCC is one of two colleges in the state of MN that offers a criminal justice program that includes a Paralegal program, which is a fit under the legal services pathway. HTC offers Law Enforcement Services as well. HWC will be reviewing how support for these career pathways can be introduced at the secondary level. Again, cross-curricular options will be analyzed for possible implementation in FY22.

Manufacturing and Science, Technology, Engineering and Mathematics career clusters were found to be of sufficient size, scope and quality to meet current industry needs. Labor market analysis of our region indicates HWC should stay abreast of projected industry trends in order to maintain alignment. Currently HWC has brokered their Engineering & Technology POS through PLTW & Normandale Community College, but we recognize opportunities exist to align the POS with HTC and NHCC directly. Year one we will review this POS, and year two we will implement our data-driven changes.

Opportunities for equal access to CTE programs are provided by secondary registration processes, career planning tools, guidance counselors, and CTE teachers. HWC will continue to work with Special Education and English Language Learner (**ELL**) programs to ensure CTE programs are meeting the needs of students. We invite program administrators to our monthly leadership team meetings to strengthen equitable access. Secondary will look at how our college partners meet the needs of these populations in order to replicate their successes in this area. NHCC's Workforce Innovation and Experiential Learning Center (**WIELC**), in collaboration with CTE Career Advisors, provides support for career planning through job placement for all CTE students.

Our data indicates positive results for students seeking non-traditional careers (**non-trad**). HWC will continue to contract

professional services and activities for this work, which may include: Non-Trad Networking & Support Forum for students; mentors database connecting non-trad seekers with current professionals within a POS; partner with National Institute for Women in Trades, Technology and Science (**IWITTS**) group to target consortium supported programs to increase enrollment of non-trad career seeking female students. Review of the last three years of personnel activity reports (**PARs**) help determine expansion of current initiatives, creation of new initiatives and discontinuation of initiatives that are no longer working. Work will be done in the K-12 system to increase enrollment, support currently enrolled non-trad students and provide employment assistance post graduation.

Career and Technical Student Organizations (**CTSOs**) are an extension of the classroom and an integral part of POS for secondary students. CTSOs provide hands-on learning and are used as a measure of achievement. CTSO support, professional development, career fairs and resource materials like Minnesota Career Information System (**MCIS**) for teachers and students will be funded as appropriate. HWCs partnership with TwinWest will provide CTE teachers and student opportunities for leadership experiences and educator externship programs. This partnership also offers regional advisory committees, a stakeholder Talent Symposium, and access to the Elevate Futures website to strengthen consortium POS.

Approved POS:

- **Accounting**
- **Programming and Software Development**
- **Therapeutic Services**
- **Information Support and Services**
- **Engineering and Technology**
- **Web and Digital Communications**
- **Early Childhood Development and Services**
- **Restaurant and Food Beverage Services**
- **Facility and Mobile Equipment Maintenance**
- **Marketing Management**

Reviewing POS for Potential Expansion/Creation:

- **Business, Management, and Administration: General Management**
- **Health Science: Therapeutic Services/Support Services**
- **Education and Training: Teaching and Training**
- **Law, Public Safety, Corrections and Security: Law Enforcement Services/Legal Services**
- **Manufacturing: Production**
- **Science, Technology, Engineering and Mathematics: Engineering and Technology**

Funds and activities to include, but not limited to: Professional development and training, curriculum development and materials, updating and purchasing new equipment, meeting time to include advisory boards, travel, paid staff time.

Local Uses of Funds for Narrative 2: 135.b 2-(A, C, D, F), 5-(A, B, D, L, M, P, R); 135.c

Please score the form as either 1-“complete,” or 0-“not complete” (Reviewer Only)

Narrative 3: Workforce Innovation Opportunity Act (WIOA) and other workforce agencies

WIOA Narrative

In collaboration with local workforce development boards and agencies, describe how the consortium will provide: • Career exploration and career development coursework, activities or services • Career information on employment opportunities that incorporate the most up-to-date information on high-skill, high-wage, or in-demand industry sectors or occupations as determined by the comprehensive local needs assessment • An organized system of career guidance and academic counseling to students before enrolling and while participating in a CTE program. For funds budgeted under this item, describe which use(s) of funds in section 135 of Perkins V is/are supported.

In FY21, efforts will be made for all 8th grade students to receive a CTE career pathway booklet highlighting HWC's POS. This resource provides students an overview of POS available in our consortium colleges and high schools. Through our partnership with TwinWest, all students will have access to career information through the online Elevate Futures platform. We will demonstrate how to use the system with our stakeholders (educators, students, parents, guidance counselors, etc). In addition, MCIS is available to all districts/schools/colleges in HWC. The Elevate Futures platform is our expansion of MCIS. This platform allows students to create resumes that link to specific jobs, apply for experiential learning opportunities, and also learn about local industries. CTE educators can use the system to access relevant CTE lesson plans, request classroom speakers, request industry site visits or attend virtual career fairs.

Additional career exploration opportunities provided will be:

- CTE Month(February) activities to promote career exploration in CTE
- NHCC Workforce Innovation and Experiential Learning Center (WIELC) provides services to CTE students for experiential learning opportunities
- Real Time Talent resources
- DEED collaboration
- BrookLynk (**WIOA youth**)
- Adult Basic Education (**ABE**)
- Workforce Innovation and Experiential Learning Center (WIELC)

HWC is committed to researching the following to determine potential for implementation:

- Virtual reality industry tours (partner with REM 5 - VR company) & career exploration realities
- Contextual Learning Career fairs (presentations, hand-on activities, industry tours) based on stakeholder input
- Pre-career fair training & guidance for students and teachers to ensure an improved career fair experience.
- Post-career fair discussion to help prospective students to best utilize the information learned.

- College faculty teaching mini lessons via ITV/Zoom/WebEx to HS students during their class-demonstrations. (e.g.) Culinary, Accounting, or other multiple CTE areas to build a library of online videos.

Funds and activities to include, but not limited to: Career materials, career exploration activities, meetings and training, transportation and subs for activities, workforce collaboration.

Local Uses of Funds: 135.b- 1(A, B, D, E, F), 5(B, E, H, K, R, S, T); 135.c

Please score the form as either 1-“complete,” or 0-“not complete” (Reviewer Only)

Narrative 4: Integrated Academic and Technical Skills

Integrated Academic and Technical Skills Narrative

Describe how your consortium will improve the academic and technical skills of students participating in your CTE programs through the integration of rigorous content aligned with challenging academic standards. Content should ensure learning that constitutes a well-rounded education (as defined by ESEA). For funds budgeted under this item, describe which use(s) of funds in section 135 of Perkins V is/are supported.

Through the use of Technical Skill Assessments (**TSA**), HWC continues to align curriculum to industry and national standards. TSA results, when available, will be utilized to improve curriculum and identify student performance accountability gaps. Additionally, recommendations from advisory committees, stakeholder meetings, CLNA employer/staff surveys indicated a need to improve employability skills and have updated industry equipment. Supplementary materials will be utilized to support communication, reading and math skills in CTE courses.

Knowing postsecondary course outcomes are aligned with national standards, assessments and certifications; HWC leverages these at Articulated College Credit (**ACC**) meetings to support alignment of secondary CTE courses. Secondary CTE courses utilized resources available from the Minnesota Department of Education (**MDE**) for frameworks and program approvals to create common course outcomes. Dual enrollment opportunities (Concurrent Enrollment (**CE**), PLTW, IB, AP, Early College, CIS, etc) are used throughout the consortium to integrate rigorous content aligned with challenging academic standards to ensure a well-rounded education.

Professional Development opportunities are provided through many avenues such as ACTE, MnACTE, MACTA, TwinWest and other local professional development and externships. HWC will approve professional development as it applies to the CLNA POS requirements for both academic and technical accountability improvements. In collaboration with Brooklyn Bridge Alliance for Youth (**BBA**), HWC will utilize the Blueprint for Persistence 2020 to support opportunities for faculty to improve upon a culture of teaching and learning that is culturally responsive. Funding is available to CTE personnel for participation in professional learning community (**PLCs**) meetings, advisory committees and partnerships which support opportunities to advance their knowledge, skills and understanding of all aspects of an industry, including latest workplace equipment, technologies, standards, and credentials.

Funds and activities to include, but not limited to: access to Technical Skill Assessments, faculty meetings and trainings, partnership development/meetings, travel costs including subs and out of school stipends.

Local Uses of Funds: 135.b 2(A, E) 4(A, B) 5(F, R, T); 135.c

Please score the form as either 1-“complete,” or 0-“not complete” (Reviewer Only)

Narrative 5: Special Populations

Special Populations Narrative

Describe how your consortium will: • Provide activities to prepare special populations for high-skill, high-wage, or in-demand industry sectors or occupations that will lead to self-sufficiency • Prepare CTE participants for non-traditional fields • Provide equal access for special populations to CTE courses, programs and programs of study • Ensure that members of special populations will not be discriminated against on the basis of their status as members of special populations. Your response should describe how your consortium will implement the action plan developed in element #5 of the CLNA Framework. For funds budgeted under this item, describe which use(s) of funds in section 135 of Perkins V is/are supported.

HWC has demonstrated progress towards closing equity and performance gaps for special populations, particularly individuals with disabilities, economically disadvantaged, those seeking non-traditional careers, and ELL. A number of activities will be carried forward through the next two years.

- Perkins funded Stop, Drop and Enroll research action plan: Blueprint for Persistence 2020
- TwinWest Chamber of Commerce activities: Talent Symposium; Educator Externship; Elevate Futures Platform; Regional Advisory Committees
- Dual Enrollment which provides equal access to college programs with college rigor
- Accommodation of ELL and English Academic Purposes (EAP) programming
- Integration of academic standards of CTE programs
- Integration of academic credit through CTE courses for secondary students
- Professional development training offered through professional organizations, such as: Minnesota State, MDE and other local education authorities to learn about additional tools and resources available to ensure equal access for all.
- Access Services to ensure equitable access for students with documented disabilities:
 - Accessible Adaptive Software and Equipment of Campus
 - Volunteer Note Takers
 - Extended Testing Time
 - Distraction Free Testing Area
 - Textbooks in Alternative Formats
 - Sign Language Interpreters
 - Wheelchair Accessibility
 - Information and guidance to leads to self-advocacy

There have been positive results from the Non-Traditional Career Consultant contracted position. The position description and title will be reviewed in FY21 and updated in FY22 based on the CLNA results to investigate a potential addition of duties to include special populations. Initiatives could include:

- Nontraditional Career Advisor
- Online Careers Network/Support Group
- Be Bold: Break the Mold
- Connect with mentors
- Nontraditional Career Newsletter published once per semester
- Nontraditional Speaker Series (per request)
- Connection with Professional Associations

- Attend various Career Expos to learn more about your career options

HWC will continue to work with programs that assist special populations to overcome barriers that can prohibit program completion. Examples include: Strive, STEM Equity Pipeline, TRIO, Veterans Services, Disability Services, Special Education, Tutoring, Achievement Specialists, ELL, and organizations that mentor students such as Women in Engineering.

There may be opportunities for growth in supporting special populations not addressed above, such as: single parents including single pregnant women, out of workforce individuals, homeless individuals, youth who are in or have aged out of foster care, youth with parents in the armed forces or on active duty. HWC can support these populations by supporting Blueprint for Persistence 2020 action plans, and potentially an initiative through SNAP Employment and Training (SNAP E&T) Programs. Discussions will take place throughout FY21-22 to determine how the consortium can collaborate and support other programs that also reach special populations.

Funds and activities to include but not limited to: Staff trainings and meetings supporting special populations, collaboration with outside agencies to support special populations, consultants, specialized equipment, specialized curriculum materials, site visits to include transportation and subs

Local Uses of Funds: Sec 135.b 1(E, F) 2(E, F, G, H) 3, 5(B, D, E, N, O, S, T); 135.c

Please score the form as either 1-“complete,” or 0-“not complete” (Reviewer Only)

Narrative 6: Work-based Learning

Work-based Learning Narrative

Describe the work-based learning opportunities that will be provided to students participating in CTE programs and how your consortium will work with representatives from employers to develop or expand work-based learning opportunities. For funds budgeted under this item, describe which use(s) of funds in section 135 of Perkins V is/are supported.

HWC's WBL programs enrollment currently stands at 7% of CTE student population with 41% of those enrolled being students with special needs. Research completed through the CLNA, reports from the advisory committees and the Talent Symposium indicate a need to improve and expand our WBL programs and activities. Statistically, secondary programs that utilize many forms of WBL are not included in the data reporting because many programs are not taught by a CTE teacher with a WBL endorsement. A complete review of WBL options will be assessed for improvement and expansion. HWC will continue to support internships, mentorships, school stores, concessions, and work based simulations for all CTE students across all Programs of Study.

The Workforce Innovation and Experiential Learning Center (WIELC) at NHCC has been created to offer innovative WBL opportunities in order to provide internships, employability skills training, career advising, apprenticeships and non-trad/special population support. The TwinWest Elevate Futures website will offer virtual career fairs, site visits and interviews for CTE students. The website can also provide a mechanism to locate mentorships, guest speakers, and externships. HWC's & TwinWest's educator externship program will be expanded to postsecondary in FY21, which has been a success among secondary educators. These will continue to connect employers with faculty to assist with WBL opportunities for our CTE students.

In the past, HWC has experienced limited success with secondary apprenticeships as guidelines/policies around student age, district guidelines, high school graduation requirements, safety concerns and union requirements continue to be barriers for apprenticeships. However HWC secondary will continue to investigate apprenticeship programs, as opportunities exist, on the local level to partner with local communities and businesses. HWC will hold meetings to determine appropriate expansion of WBL opportunities.

WBL Expansion Opportunities:

- Elevate Futures (TwinWest Chamber of Commerce)
- Workforce Innovation and Experiential Learning Center
- Trade Hub
- YouScience (merger with Precision Exams)

Funds and activities to include but not limited to: Collaboration with outside agencies, stipends and travel for outside school day, curriculum materials, equipment and simulations for WBL, teacher trainings/meetings, experiential learning activities.

Local Uses of Funds: Sec 135.b 1(A, D, E, F) 2(B, C) 3, 5 (B, D, E, F, H, I, L, R, T), 135.c

Please score the form as either 1-“complete,” or 0-“not complete” (Reviewer Only)

Narrative 7: Early College

Early College Narrative

Describe how high school students participating in CTE programs will be provided with the opportunity to gain postsecondary credit, such as through dual or concurrent enrollment programs or early college high school, as practicable. Examples could include dual enrollment, PSEO, and concurrent enrollment, etc. For funds budgeted under this item, describe which use(s) of funds in section 135 of Perkins V is/are supported.

Partnership specialists from both colleges will assist with expansion of dual enrollment opportunities in CTE within our secondary districts. The viability of a designated concurrent enrollment (**CE**) staff that would focus on supporting students in CE courses that fall within the CTE designation will be explored. If approved, the position may begin as early as FY22 with a focus toward those CE courses that fall within HWC's approved POS. The CE position would assist the college(s) with helping CTE teachers stay current with NACEP policies, tracking required documents, and supporting accreditation processes.

Articulated College Credit (**ACC**) opportunities will continue to be explored and expanded at both colleges. HWC will continue to support ACC through the www.CTEcreditMN.com website and face-to-face meetings by providing the necessary consultants to direct this work.

Project Lead the Way (PLTW) offers students two viable options to earn college credits. Students have the ability to obtain college credit directly from 4 year institutions by excelling on the PLTW exams and paying college credit fees. There are ACC agreements in place for 2 year programs by passing the PLTW exams and utilizing the www.CTEcreditMN.com website. We continue to support Minnesota PLTW through teacher training and other resources. HWC recognizes a need to improve communications with Minnesota PLTW for articulation. A plan will be initiated to review engineering curriculum options.

PSEO continues to be a viable option for many high school students, but it is difficult to measure the number of students participating and their success rates. HTC has a designated PSEO coordinator that provides a personalized touch-point for students. This position is not Perkins funded, but is a resource on campus to advise interested students through the process of being qualified, select proper pathways, answer tuition questions, and support them through program completion. HWC also supports CTE through CIS, AP, Early Middle College, IB and other dual credit options.

Funds and activities to include but not limited to: Staff meetings and trainings, transportation and subs, contracted services for ACC and CE, vendors and curriculum development.

Local Uses of Funds: 135.b 2(A, D, E, F), 4(A, B), 5 (D, F, I, M, Q, R, T); 6; 135.c

Please score the form as either 1-“complete,” or 0-“not complete” (Reviewer Only)

Narrative 8: Support to Professionals

Support to Professionals Narrative

Describe how your consortium coordinates with the state and institutions of higher education or alternative programs to support the recruitment, preparation, retention, training, and professional development of education professionals to ensure applicable state certification and licensure requirements are met. Education professionals include teachers, faculty, administrators, and specialized instructional support personnel and para-professionals, including individuals from groups underrepresented in the teaching profession. Your response should describe how your consortium will implement the action plan developed in element #4 of the CLNA Framework. For funds budgeted under this item, describe which use(s) of funds in section 135 of Perkins V is/are supported.

HWC coordinates with other professional development funds currently in place at the colleges and secondary districts such as:

- Externship for instructors in conjunction with TwinWest
- Conferences directed towards ACC and concurrent enrollment
- Professional development through MDE, MinnState, Brooklyn Alliance and other organizations.
- Secondary support for the tier and portfolio process
- Program accreditation meetings
- Memberships in professional development organizations such as MnACTE, ACTE, MACTA, NACE, etc.
- Brooklyn Bridge Alliance for Youth will work with faculty to create a culture of teaching and learning that is culturally responsive.

In FY21 HWC is investigating the development of an Education and Training POS for elementary and secondary education with a focus on CTE. Our POS in the Human Services cluster focuses on child development and pre-school education. Aspects of this approved pathway can assist in the development of a new HWC POS pathway in the Education and Training cluster.

In order to assist with retention of new CTE instructors, HWC will continue to promote the MDE and Minnesota State mentor and new secondary teacher professional development workshops. Additionally, CE teachers are provided assistance and directed professional development by postsecondary partners. There is continual recruitment of paraprofessionals and community experts to enter the education field. Support is provided with information, resources and professional development activities. Through our relationships with MnACTE and MACTA, we are vocal and assist the licensure committees that work with MDE and MinnState.

There are gender and ethnicity gaps in the recruitment of CTE instructors. Our goal is to educate our postsecondary students about the career opportunities in Career and Technical Education. NHCC and HTC serve very diverse student populations presenting opportunities for recruitment into education from these campuses that could result in improvements in educator diversity in CTE. For example, African American men statewide make up a very small percentage (2%) of educators, and in general, there are very few men entering the teaching field in Elementary and Early Childhood Education. This is also true for recruitment of CTE instructors and support staff. As our focus for future expansion (as determined by our CLNA) are in these areas, we have an even greater need to search for qualified nontraditional educators, including teachers of color. We are researching outside the box opportunities and looking to partner with MinnState 4 year colleges to develop a CTE teacher pathway.

MACTA and MnACTE have helped advocate for nontraditional opportunities to enter the teaching field. HWC supports this advocacy through our membership. Licensing of community experts and tiered licensing have also begun to make a difference in this area.

Funds and activities to include but not limited to: Meetings, conferences and trainings for faculty/staff, transportation and subs, membership in professional organizations, vendors.

Local Uses of Funds: 135.b 2(A, B, C, D, E, F); 5(G, H, R, T); 135.c

Please score the form as either 1-“complete,” or 0-“not complete” (Reviewer Only)

Narrative 9: Performance Gaps

Performance Gaps Narrative

Describe the process for how disparities or gaps in student performance will be addressed each year, and if no meaningful progress has been achieved prior to the third program year, what additional actions will be taken to eliminate those disparities or gaps. For funds budgeted under this item, describe which use(s) of funds in section 135 of Perkins V is/are supported.

During the FY21 summer retreat, typically August, HWC will present the new performance indicators and gaps related to the FY21-22 Perkins application. Beginning with spring 2021 meetings, HWC leadership will annually present and review prior year data to districts and appropriate college stakeholders to determine gaps for grant writing discussion. Our FY22 (August 2021) summer retreat will focus on reaffirming our Perkins application and the process for addressing the gaps. HWC is committed to hosting a spring data retreat in FY23 where the leadership team will present three years of longitudinal data to determine action to eliminate disparities or gaps.

In FY21, HWC will continue funding initiatives and current best practices to reduce student performance gaps. In preparation to meet the FY21 performance measures, we have examined the baseline trends and are planning several initiatives to meet these measures. For example: consortium funded TSA; collegiate career advisors and professional tutors: curriculum materials for reading and math; workshops for improvement of WBL; Access Services; Centers for Student Achievement; Career Pathways Booklet; and the non-trad professional consultant. Our intent is to review performance gaps annually to determine initiative funding.

The following new and/or modified policies, activities, or structures to be developed and/or implemented:

- Support Blueprint for Persistence initiative to tackle persistence barriers
- Propose expansion of non-trad consultant
- Workforce Innovation and Experiential Learning Center and other postsecondary programs
- Digital delivery of the CTE guide books
- Talent symposium modifications/expansion
- Integrate academic standards into secondary CTE programs to earn academic credit
- Technical Skill Assessments including Precision Exams linked to articulated college credit
- Professional Development training to ensure equal access for all CTE learners

HWC Secondary and postsecondary partners are financially supporting the improvement of performance gap measures in previous narrative areas. Limited funding is specifically targeted to this area.

Funds and activities to include but not limited to: Testing materials
Local Uses of Funds: 135.b 4(A, B); 5(F, T); 135.c

Please score the form as either 1-“complete,” or 0-“not complete” (Reviewer Only)

Narrative 10: Consortium Governance

Consortium Governance Narrative

In the Minnesota 4-year State Plan, a consortium is defined as having:

- Minimum of 1 school district and 1 postsecondary Minnesota State College
- Minimum of 6 programs of study
 - o Of these 6 programs of study, a minimum of 4 career fields must be represented
 - o All components of 3 of the 4 POS by career field must be provided within the consortium (In other words, only 1 of the 4 POS can be brokered)
- Greater than 1000 CTE participants at the secondary level (based on 2018 definitions and data) OR greater than 1800 FYE at the postsecondary level (based on 2018 definitions and data)

Describe your consortium's configuration, systems, and operations. Putting students' needs first, what actions will your consortium take to address consortia criteria, especially size, scope, and quality? Your response should describe how your consortium will implement the action plan developed in element #2 of the CLNA Framework. For funds budgeted under this item, describe which use(s) of funds in section 135 of Perkins V is/are supported.

Our structure has representation from 8 school districts, 1 intermediate district, 1 charter school, 2 colleges, an Articulation Specialist, a Non-Traditional Careers-Student Support Consultant and TwinWest Chamber of Commerce. Monthly meetings are used for idea collaboration and to inform partners. Business partners, postsecondary leadership, faculty, specialists, secondary principals, teachers and leadership are invited and incorporated into meeting agendas as it relates to consortium goals. HWC holds an annual summer retreat to kick off the year and strategically map action plans to ensure success of Perkins narrative goals. HWC has seen many changes throughout FY20 which will continue through FY21. Consortium members have a revitalized commitment to partnering together for the improved success of our students. Postsecondary schools have both seen changes in leadership and have made a renewed commitment to the ongoing gradual reduction of personnel expenses. Personnel previously funded through Perkins include career advisors, tutors and lab assistants in specific CTE career fields. Recognizing these positions are vital to the continued success of our CTE students, each college is committed to supporting and sustaining these CTE related student services. In FY21 we will continue to evolve as new leaders join our team at the secondary level (Brooklyn Center, ISD 287 and Robbinsdale Area Schools).

The CLNA model provided students and parents a larger voice through surveys, advisory committees, stakeholder meetings and the Talent Symposium to name a few. Each narrative was answered by collecting CLNA data, district, college and HWC leadership team input which focuses on students first. In addition, HWC provides tools geared for student success such as our career pathways booklet, Elevate Futures and MCIS. CTOS and other student organizations are vital for student success, therefore supported by HWC.

HWC has developed a vision, based on our CLNA for CTE within our region that includes ACC, CE programming, on-line courses, professional development, joint advisory partnerships and sharing CTE resources across HWC. Labor market trends are reviewed throughout the grant cycle. HWC utilizes the www.hennepinwestconsortium.org website, WebEx, as well as the consortium Policy and Procedure Guide as tools for collaboration, planning, management and communications.

Secondary and postsecondary leadership meet to discuss the budget for collaborative projects, consortium expenses, and individual partnering projects. Postsecondary representatives meet separately to discuss budget considerations that pertain to the colleges. Secondary utilizes a form that includes rationale for a budget request that supports the FY21 and FY22 strategies within each narrative. Budgets are presented and discussed at the summer retreat. This provides a way to adapt, improve or expand current programming and utilize funds effectively.

In FY21 we will continue the Talent Symposium with TwinWest, regional advisory committee meetings and the HWC partnership retreat. These groups provide a portion of the stakeholders necessary for the CLNA. HWC will sustain collaborative relationships with advisory committees, MnACTE, MACTA, and ACTE. In addition, HWC will continue to support leadership, stakeholders, teachers and faculty professional development.

The monthly leadership meetings will provide the means to review POS for sufficient size, scope and quality and to determine if the program should be improved, discontinued or expanded. In addition, Element 2 will guide creation of new POS. HWC is committed to continuous improvement in all aspects of the grant.

HWC will explore expansion of the Health Science pathway to improve secondary program offerings such as adding courses that utilize postsecondary expertise and potentially sharing labs/equipment. The IT pathway will be expanded by hosting meetings to discuss opportunities and improvement of the pathway to include cybersecurity. Results of the CLNA indicate that the Business, Management and Administration pathway should be developed. This will be a priority for our consortium as both secondary and postsecondary partners have courses/programs to create a pathway. A plan will be

developed in FY21 for implementation in FY22.

Funds and activities to include but not limited to: Staff salaries and benefits, coordination of consortium governance activities, transportation and subs.

Local Uses of Funds: 135.a; 135.b 2(B, D, E) 4(A, B) 6; 135.c

Although Consortia governors are not fully implementing the following areas in section 5, we are consulted and govern the appropriate uses of: 5(A, B, C, D, E, F, G, H, I, J, K, L, M, N, O, P, Q, R, S, T)

Please score the form as either 1-“complete,” or 0-“not complete” (Reviewer Only)

Narrative 11: Reserve Funds

Reserve Funds Narrative

Section 112(c)—The State may award Reserve funds to consortia for career and technical education activities described in Section 135--

(1) in—

- (A) rural areas;**
- (B) areas with high percentages of CTE concentrators or CTE participants;**
- (C) areas with high numbers of CTE concentrators or CTE participants; and**
- (D) areas with disparities or gaps in performance as described in section 113(b)(3)(C)(ii)(II); and**

(2) in order to—

(A) foster innovation through the identification and promotion of promising and proven career and technical education programs, practices, and strategies, which may include programs, practices, and strategies that prepare individuals for nontraditional fields; or

(B) promote the development, implementation, and adoption of programs of study or career pathways aligned with State-identified high-skill, high-wage, or in-demand occupations or industries.

Describe your consortium's proposed use of reserve funds in compliance with Perkins V, Section 135. Include budget details in your description. Describe which use(s) of funds in section 135 of Perkins V is/are supported.

In FY21, HWC will foster innovation through improved consortium collaboration and relationship building. We will host staff meetings with stakeholders to review and align pathways, develop strategies, assess for feasibility and plan implementation. The goal is to implement at least one action item in FY22 by funding ways to improve the alignment of pathways between high school and college. For example, reserve funds could support cross-curricular programs that demonstrate to secondary students the transferable skills between pathways at the postsecondary level.

Funds to support the Blueprint for Persistence 2020 Action Plan, a partnership between Brooklyn Bridge Alliance for Youth and HWC postsecondary institutions, will be utilized. These action plans will tackle many of the indicated barriers to persistence that resulted from the Stop Out, Drop Out, Enroll data. We will:

- Lead the creation, development and implementation of the working agreement between BBA, NHCC and HTC
- Develop a timeline for moving the working actions plans forward from the Blueprint to Persistence 2020 initiative.
- Actively coordinate with students, key businesses, community and K-12 during the first phase of the planning process
- Plan professional development opportunities, responsive to the result of the research, for the college's CTE faculty, school leaders, administrators and support personnel that will implement strategies to improve student achievement, close gaps in student participation and performance in our career and technical education programs.

The CLNA results indicate there is a high demand in Health Science Technology; Business Management & Administration; and Information Technology career clusters. There are an insufficient number of secondary programs in Information Technology, Manufacturing and Health Science Technology clusters. Reserve funds will be directed for use to improve and expand the previously indicated Career Fields. For example, we have a program of study in Marketing, however, there is clear indication to expand the POS into Business, Management and Administration. Both secondary and postsecondary have strong programs in this cluster that have potential to align with business and industry.

Reserve funds will be applied to cover expenses for curriculum development, equipment, staff time, etc. for development of the Cyber Defense program, Health occupation programs, Business management, Law, Public Safety, Corrections, and Security and other explorations of Program of Study improvements. The Cyber Defense program will create curriculum to form articulated credit agreements with secondary schools. Students will participate in a skills event and the program will assist secondary schools with the completion of the articulated college credit process.

Funds and activities to include, but not limited to: Skills assessment events, transportation and subs, professional development meetings and trainings, stipends for outside the school day, equipment for new POS, outside vendors, administrative costs.

Local Uses of Funds: 135.a; 135.b 1(E, F) 2(C, D, E) 5(A, B, D, E, L, M, R, T); 135.c; 135.d

Please score the form as either 1-“complete,” or 0-“not complete” (Reviewer Only)

Workforce Center Collaboration

Enter information into this table as it applies to your consortium. This table does not self-tabulate. Add totals from Postsecondary Total (line 3) and Secondary (line 6) and enter that figure in Total (line 7). If there is no total or dollar amount in a line, enter Zero (0) in the corresponding spot.

Workforce Center Collaboration

	Total(s)
(POSTSECONDARY) Total Perkins funds used in collaboration with WorkForce Centers	41,750
(POSTSECONDARY) Estimated expenditure/in-kind contributions used in collaboration with Workforce Centers	65,000
Postsecondary Subtotal	106,750
(SECONDARY) Total Perkins funds used in collaboration with WorkForce Centers	45,300
(SECONDARY) Estimated expenditures/in-kind contributions used in collaboration with WorkForce Centers	35,000
Secondary Subtotal	80,300
TOTAL	187,050

Please score the form as either 1-“complete,” or 0-“not complete” (Reviewer Only)

Perkins-Funded Positions

This section only requires that you provide names and positions for Perkins-funded positions. Upload the position description for each individual you identify in the table. If you have more position descriptions than allowed in the space below, attach them to the end of the application.

List all Perkins partially- and fully-funded positions. Indicate whether each position is secondary or postsecondary, the percentage of time each position is funded by Perkins, and the amount funded by Perkins.

Perkins Funded Positions

Name	Position	Secondary/Postsecondary	File Folder # (Secondary)	Percentage of Time	Amount
Jean Rakun	Perkins Consortium Coordinator	Secondary	376325	65%	78659.75
Brent Olinger	Director Perkins	Postsecondary		100%	105000
NHCC Advisor 1	CTE Career Advisor	Postsecondary		50%	46300
NHCC Advisor 2	CTE Career Advisor	Postsecondary		50%	46300
NHCC Advisor 3	CTE Career Advisor	Postsecondary		50%	46300
Jason Jones	Perkins and Pathways Coordinator	Postsecondary		100%	100326.00
FY21 HTC Position 2	CLA II Health Option	Postsecondary		34%	14401
FY21 HTC Position 3	CLA II General Trades Tutor	Postsecondary		39%	21352
FY21 HTC Position 4	CLA II Computer Applications Tutor	Postsecondary		39%	21352
FY21 HTC Position 5	CLA II Sciences & LRC Tutor	Postsecondary		17%	7215
FY21 HTC Position 6	CLA II General Trades Tutor	Postsecondary		20%	4153
FY21 HTC Position 7	Student Services Assistant Sr - Disability Services/LRC Specialist	Postsecondary		39%	22140
FY21 HTC Position 9	CLA II Technical Writing Tutor	Postsecondary		36%	16601

Attach all Position descriptions as .PDF documents prior to submitting this application

Please score the form as either 1-“complete,” or 0-“not complete” (Reviewer Only)

Position Description

Mala Final PD

Position Description

Maria Final PD

Position Description

Leah Final PD2

Position Description

Perkins Coordinator 10.4.19-revised

Position Description

HTC Position 2, CLA II Health Option Position Description 040219

Position Description

HTC Position 3, CLA II General Trades Tutor Position Description 040219

Position Description

HTC Position 4, CLA II Computer Applications Tutor Position Description 040219

Position Description

HTC Position 5, CLA II Sciences and LRC Tutor Position Description

Position Description

HTC Position 6, CLA II General Trades Tutor Position Description 040219

Position Description

HTC Position 7, Student Services Asst Sr--Disability Services LRC Specialist 040219

Position Description

HTC Position 9, CLA II Technical Writing Tutor Position Description 040219

Position Description

Perkins and Pathways Coordinator_PD1

State-recognized Program of Study 1

POS 1

Career Field: Select the career field from the drop down menu.

Business, Management, & Administration

Career Pathways: Select the career pathway from the drop down menu.

Accounting

Individually list the high school(s) and the associated Minnesota Department of Education (MDE) approved program code from table C that aligns with the career cluster identified above. (Link to program code immediately below.)

<https://education.mn.gov/MDE/dse/cte/progApp/>

List high school(s) and program code here.

Eden Prairie High School = 140710-15 Precision Exams Accounting

Hopkins High School = 140710-15 Precision Exams Accounting

St. Louis Park High School = 140710-15 Precision Exams Accounting

Wayzata High School = 140710-16 College Level Examination Program - Financial Accounting (Pilot)

Minnetonka -Accounting 1 and 2 140710-20 &21

Osseo-Principals of Accounting, College Accounting and Advanced Accounting-140710-20,21,22

Robbinsdale Accounting 1 and 2-140710- 20 &22

List the postsecondary institution(s), postsecondary CTE program, and academic award (certificate, diploma, degree) that aligns with this POS, as it appears in the college catalog. (Catalog in link immediately below.)

<https://data2.csvc.mnstate.us/workspace/index.jsp>

List institution(s), program, and academic award here.

Hennepin Technical College (HTC)

Accounting+ - AAS NOCTI - Basic Accounting, Accti - Precision Exams

Accounting Transfer Pathway - AS NOCTI - Basic Accounting, Accti - Precision Exams

Accounting Technician - Diploma NOCTI - Basic Accounting, Accti - Precision Exams

Accounting - Certificate NOCTI - Basic Accounting, Accti - Precision Exams

North Hennepin Community College (NHCC)

AS Accounting Transfer NOCTI

NHCC Accounting Tech - AAS NOCTI

NHCC Accounting Skills - Certificate NOCTI

Recognized Secondary Credentials

Enter the Recognized Secondary Credentials here:

- TSA: Enter applicable TSA exams (e.g., NOCTI, Precision Exam, etc.)
- Work-based Learning: Enter the type of Work-based Learning and/or authentic work experiences present in the POS (e.g., Internship, Externship, Practicum, Clinical, and/or Cooperative Education)
- Licensure: Enter the appropriate licensure name (e.g., MN. Residential Contractor License)

- Certification: Enter the appropriate certifications as applicable (e.g., ServSafe Food Handler, OSHA 10, Manufacturing Skills Standards Council, etc.)
- Industry-Recognized Credential: Enter the Industry-Recognized Credential name (e.g., Emergency Medical Technician-Basic)

Recognized Secondary Credential(s):

TSA	Precision Exams	College Level Examination Program - Financial Accounting (Pilot)	
Work-based Learning	Internship		
Licensure			
Certification			
Industry-Recognized Credential			

Recognized Postsecondary Credentials

Enter the Recognized Postsecondary Credentials here:

- Academic Award: Enter any or all academic awards (i.e., Certificate, Diploma, Degree)
- Work-based Learning: Enter the type of Work-based Learning and/or authentic work experiences present in the POS (e.g., Internship, Externship, Practicum, Clinical, and/or Cooperative Education)
- Licensure: Enter the appropriate licensure name (e.g., MN Residential Contractor License)
- Certification: Enter the appropriate certifications as applicable (e.g., ServSafe Food Handler, OSHA 10, Manufacturing Skills Standards Council, etc.)
- Industry-Recognized Credential: Enter the Industry-Recognized Credential name (e.g., Emergency Medical Technician-Basic)

Note: Not all fields are required. At minimum, the academic award field should have an award identified.

Recognized Postsecondary Credential(s):

Academic Award	AS	AAS	Diploma
Work-based Learning			
Licensure			
Certification	Certificate		
Industry-Recognized Credential			

Other Assessments (only if not previously listed):

- NOCTI - Basic Accounting
- Accti - Precision Exams
- Accounting Transfer NOCTI
- Certificate NOCTI

Course standards accurately align to the academic, technical, and employability skills learners must master for entry and success in a given career pathway: Content standards, frameworks, and competencies that define what students are expected to know and be able to do to enter and advance in college and/or careers comprise the foundation of a POS.

Component is present?

- Yes
- No

List of Evidence (if not present, enter "N/A")

Aligned to Frameworks

Aligned to the TSA

Aligned to Articulated College Credit

Aligned to course outcomes

Program of study incorporates active involvement from an integrated network of partners: Ongoing relationships among education, business, and diverse community stakeholders bolster POS design, implementation, evaluation, and maintenance.

Component is present?

- Yes
- No

List of Evidence (if not present, enter "N/A")

Advisory Committee Meetings

Curriculum Meetings

Secondary program(s) meets MDE program approval requirements and incorporate courses that lead to postsecondary credits/credentials: Secondary programs have appropriately licensed teachers, advisory committees, develop and ensure access to equitable student leadership opportunities, and provide career exploration activities leading to postsecondary credits/credentials.

Component is present?

- Yes
- No

List of Evidence (if not present, enter "N/A")

Program approvals are on file with MDE and are updated as required.

Postsecondary academic program meets Minnesota State board policy and Higher Learning Commission requirements: A cohesive arrangement of college-level credit courses and experiences, designed to accomplish predetermined objectives, lead to the awarding of a degree, diploma, or certificate.

Component is present?

- Yes
- No

List of Evidence (if not present, enter "N/A")

Colleges are accredited through the Higher Learning Commission.

Programs and courses lead to the award of a degree, diploma, or certificate.

Materials, Equipment, and Resources: Facilities, equipment, technology, and materials used in the program of study reflect current workplace, industry and/or occupational standards and practices for installation, use, maintenance, and safety.

Component is present?

- Yes
- No

List of Evidence (if not present, enter "N/A")

Advisory Committee Meeting and Minutes
Accreditation from the Higher Learning Committee
Visual Inspection
Equipment Lists (Perkins, college and districts)

Incorporates authentic work experiences at the secondary and/or postsecondary level that are valued by industry: POS engages students in authentic work-based learning experiences that demonstrate progressive occupational learning aligned to industry workforce needs.

Component is present?

- Yes
- No

List of Evidence (if not present, enter "N/A")

Work-based projects and simulations
Students graduating from postsecondary have a high placement rate in industry
Employer surveys

Program of study development, improvement, and advocacy are supported by findings from a comprehensive local needs assessment: Systems and strategies for gathering, analyzing, and disseminating needs assessment data are effective for guiding the improvement of POS, and available in plain language to enhance use by stakeholders for POS advocacy.

Component is present?

- Yes
- No

List of Evidence (if not present, enter "N/A")

HWC has completed the CLNA through Real Time Talent which proves that we are aligned appropriately. However, we will not know how effective the process has been until we have reviewed the data from FY21.

Please score the form as either 1-“complete,” or 0-“not complete” (Reviewer Only)

State-recognized Program of Study 2

POS 2

Career Field: Select the career field from the drop down menu.

Arts, Communications, & Information Systems ▼

Career Pathways: Select the career pathway from the drop down menu.

Programming and Software Development ▼

Individually list the high school(s) and the associated Minnesota Department of Education (MDE) approved program code from table C that aligns with the career cluster identified above. (Link to program code immediately below.)

<https://education.mn.gov/MDE/dse/cte/progApp/>

List high school(s) and program code here.

Wayzata High School - 171500-82, 83

St. Louis Park High School - 140710-11

Hopkins High School - 171502- 49 &50

Maple Grove High School - 171502 - 81

Park Center High School - 171502 - 81

Osseo High School - 171502 - 81

List the postsecondary institution(s), postsecondary CTE program, and academic award (certificate, diploma, degree) that aligns with this POS, as it appears in the college catalog. (Catalog in link immediately below.)

<https://data2.csvc.mnstate.us/workspace/index.jsp>

List institution(s), program, and academic award here.

Hennepin Technical College (HTC)

SQL Software Developer - AAS, Diploma, Certificate

Microsoft Database Specialist - Certificate

North Hennepin Community College (NHCC)

Computer Science - AS

Data Science - AS

Application Programming - Certificate

Game Programming - Certificate

Internet Programming - Certificate

.NET Programming - Certificate

Object-Oriented Programming - Certificate

Web Graphic Design - Certificate

E-Commerce - Certificate

Recognized Secondary Credentials

Enter the Recognized Secondary Credentials here:

- **TSA:** Enter applicable TSA exams (e.g., NOCTI, Precision Exam, etc.)
- **Work-based Learning:** Enter the type of Work-based Learning and/or authentic work experiences present in the POS (e.g., Internship, Externship, Practicum, Clinical, and/or Cooperative Education)
- **Licensure:** Enter the appropriate licensure name (e.g., MN. Residential Contractor License)
- **Certification:** Enter the appropriate certifications as applicable (e.g., ServSafe Food Handler, OSHA 10, Manufacturing Skills Standards Council, etc.)
- **Industry-Recognized Credential:** Enter the Industry-Recognized Credential name (e.g., Emergency Medical Technician-Basic)

Recognized Secondary Credential(s):

TSA	Advanced Placement	PLTW	
Work-based Learning	Internship		
Licensure			
Certification			
Industry-Recognized Credential			

Recognized Postsecondary Credentials

Enter the Recognized Postsecondary Credentials here:

- **Academic Award:** Enter any or all academic awards (i.e., Certificate, Diploma, Degree)
- **Work-based Learning:** Enter the type of Work-based Learning and/or authentic work experiences present in the POS (e.g., Internship, Externship, Practicum, Clinical, and/or Cooperative Education)
- **Licensure:** Enter the appropriate licensure name (e.g., MN Residential Contractor License)
- **Certification:** Enter the appropriate certifications as applicable (e.g., ServSafe Food Handler, OSHA 10, Manufacturing Skills Standards Council, etc.)
- **Industry-Recognized Credential:** Enter the Industry-Recognized Credential name (e.g., Emergency Medical Technician-Basic)

Note: Not all fields are required. At minimum, the academic award field should have an award identified.

Recognized Postsecondary Credential(s):

Academic Award	AAS	Diploma	Certificate
Work-based Learning			
Licensure			
Certification			
Industry-Recognized Credential			

Other Assessments (only if not previously listed):

State-Recognized Required Components

Course standards accurately align to the academic, technical, and employability skills learners must master for entry and success in a given career pathway: Content standards, frameworks, and competencies that define what students are expected to know and be able to do to enter and advance in college and/or careers comprise the foundation of a POS.

Component is present?

- Yes
- No

List of Evidence (if not present, enter "N/A")

Aligned to Frameworks

Aligned to the TSA

Aligned to Articulated College Credit

Aligned to course outcomes

Program of study incorporates active involvement from an integrated network of partners: Ongoing relationships among education, business, and diverse community stakeholders bolster POS design, implementation, evaluation, and maintenance.

Component is present?

- Yes
 No

List of Evidence (if not present, enter "N/A")

Advisory Committee Meetings

Curriculum Meetings

Secondary program(s) meets MDE program approval requirements and incorporate courses that lead to postsecondary credits/credentials: Secondary programs have appropriately licensed teachers, advisory committees, develop and ensure access to equitable student leadership opportunities, and provide career exploration activities leading to postsecondary credits/credentials.

Component is present?

- Yes
 No

List of Evidence (if not present, enter "N/A")

Program Approvals are on file with MDE and are updated as required.

Postsecondary academic program meets Minnesota State board policy and Higher Learning Commission requirements: A cohesive arrangement of college-level credit courses and experiences, designed to accomplish predetermined objectives, lead to the awarding of a degree, diploma, or certificate.

Component is present?

- Yes
 No

List of Evidence (if not present, enter "N/A")

Colleges are accredited through the Higher Learning Commission

Programs and courses lead to the award of a degree, diploma or certificate

Materials, Equipment, and Resources: Facilities, equipment, technology, and materials used in the program of study reflect current workplace, industry and/or occupational standards and practices for installation, use, maintenance, and safety.

Component is present?

- Yes
 No

List of Evidence (if not present, enter "N/A")

Advisory Committee Meeting and Minutes

Accreditation from the Higher Learning Commission

Visual Inspections

Equipment Lists (Perkins, colleges, districts)

Incorporates authentic work experiences at the secondary and/or postsecondary level that are valued by industry: POS engages students in authentic work-based learning experiences that demonstrate progressive occupational learning aligned to industry workforce needs.

Component is present?

Yes

No

List of Evidence (if not present, enter "N/A")

Work-based learning projects and simulations

Students graduating from postsecondary have a high placement rate in industry

Employer surveys

Program of study development, improvement, and advocacy are supported by findings from a comprehensive local needs assessment: Systems and strategies for gathering, analyzing, and disseminating needs assessment data are effective for guiding the improvement of POS, and available in plain language to enhance use by stakeholders for POS advocacy.

Component is present?

Yes

No

List of Evidence (if not present, enter "N/A")

HWC has completed the CLNA through Real Time Talent which proves that we are aligned appropriately. however, we will not know how effective the process has been until we have reviewed the data from FY21.

Please score the form as either 1-“complete,” or 0-“not complete” (Reviewer Only)

State-recognized Program of Study 3

POS 3

Career Field: Select the career field from the drop down menu.

Health Science Technology

Career Pathways: Select the career pathway from the drop down menu.

Therapeutic Services

Individually list the high school(s) and the associated Minnesota Department of Education (MDE) approved program code from table C that aligns with the career cluster identified above. (Link to program code immediately below.)

<https://education.mn.gov/MDE/dse/cte/progApp/>

List high school(s) and program code here.

Osseo School - 070300

Intermediate District 287 - 070300

Intermediate District 287 - 070907

St. Louis Park High School - 070300-2

Osseo School - 070907-27

List the postsecondary institution(s), postsecondary CTE program, and academic award (certificate, diploma, degree) that aligns with this POS, as it appears in the college catalog. (Catalog in link immediately below.)

<https://data2.csvc.mnstate.us/workspace/index.jsp>

List institution(s), program, and academic award here.

Hennepin Technical College (HTC)

Dental Assistant - AAS

Dental Assistant - Diploma

Health Unit Coordinator - Certificate

Nursing Station Technician - Diploma

Medical Assistant - AAS

Medical Administrative Assistant+ - AAS

Medical Administrative Assistant - Diploma

Medical Coding Specialist - Certificate

Practical Nursing+ - AAS

Practical Nursing - Diploma

Health Science Broad Field - AS

Community Paramedic Clinician - Certificate

Community Paramedic Technician - Certificate

Emergency Medical Services Specialist - Certificate

Emergency Medical Technician - Certificate

Emergency Room Technician - Certificate

Primary Care Technician - Certificate

North Hennepin Community College (NHCC)

Health Science - AS

Health Science Broad Field - AS

Nursing - AS

Nutrition - AS

Phlebotomy Tech - Certificate

Corporate Wellness - AS

Exercise Science Transfer - AS

Wellness Coach - Certificate

Recognized Secondary Credentials

Enter the Recognized Secondary Credentials here:

- **TSA:** Enter applicable TSA exams (e.g., NOCTI, Precision Exam, etc.)
- **Work-based Learning:** Enter the type of Work-based Learning and/or authentic work experiences present in the POS (e.g., Internship, Externship, Practicum, Clinical, and/or Cooperative Education)
- **Licensure:** Enter the appropriate licensure name (e.g., MN. Residential Contractor License)
- **Certification:** Enter the appropriate certifications as applicable (e.g., ServSafe Food Handler, OSHA 10, Manufacturing Skills Standards Council, etc.)
- **Industry-Recognized Credential:** Enter the Industry-Recognized Credential name (e.g., Emergency Medical Technician-Basic)

Recognized Secondary Credential(s):

TSA	Precision Exams Medical Terminology		
Work-based Learning	Clinical		
Licensure	MN Depart. of Health NAR	National Registry of EMT Basic Exam	
Certification			
Industry-Recognized Credential	MN Depart. of Health NAR	National Registry of EMT Basic Exam	

Recognized Postsecondary Credentials

Enter the Recognized Postsecondary Credentials here:

- **Academic Award:** Enter any or all academic awards (i.e., Certificate, Diploma, Degree)
- **Work-based Learning:** Enter the type of Work-based Learning and/or authentic work experiences present in the POS (e.g., Internship, Externship, Practicum, Clinical, and/or Cooperative Education)
- **Licensure:** Enter the appropriate licensure name (e.g., MN Residential Contractor License)
- **Certification:** Enter the appropriate certifications as applicable (e.g., ServSafe Food Handler, OSHA 10, Manufacturing Skills Standards Council, etc.)
- **Industry-Recognized Credential:** Enter the Industry-Recognized Credential name (e.g., Emergency Medical Technician-Basic)

Note: Not all fields are required. At minimum, the academic award field should have an award identified.

Recognized Postsecondary Credential(s):

Academic Award	AS	AAS	Certificate & Diploma
Work-based Learning	Clinical		
Licensure	Dental Assist State Exam		
Certification	Jurisprudence Exam	BLS Exam	EMSRB
Industry-Recognized Credential	National Dental Assist Board Exam		

Other Assessments (only if not previously listed):

State-Recognized Required Components

Course standards accurately align to the academic, technical, and employability skills learners must master for entry and success in a given career pathway: Content standards, frameworks, and competencies that define what students are expected to know and be able to do to enter and advance in college and/or careers comprise the foundation of a POS.

Component is present?

- Yes
 No

List of Evidence (if not present, enter "N/A")

- Aligned to Frameworks
- Aligned to the TSA
- Aligned to Articulated College Credit
- Aligned to course outcomes

Program of study incorporates active involvement from an integrated network of partners: Ongoing relationships among education, business, and diverse community stakeholders bolster POS design, implementation, evaluation, and maintenance.

Component is present?

- Yes
 No

List of Evidence (if not present, enter "N/A")

- Advisory Committee Meetings
- Curriculum Meetings

Secondary program(s) meets MDE program approval requirements and incorporate courses that lead to postsecondary credits/credentials: Secondary programs have appropriately licensed teachers, advisory committees, develop and ensure access to equitable student leadership opportunities, and provide career exploration activities leading to postsecondary credits/credentials.

Component is present?

- Yes
 No

List of Evidence (if not present, enter "N/A")

- Program Approvals are on file with MDE and are updated as required.

Postsecondary academic program meets Minnesota State board policy and Higher Learning Commission requirements: A

cohesive arrangement of college-level credit courses and experiences, designed to accomplish predetermined objectives, lead to the awarding of a degree, diploma, or certificate.

Component is present?

- Yes
- No

List of Evidence (if not present, enter "N/A")

Colleges are accredited through the Higher Learning Commission
Programs and courses lead to the award of a degree, diploma or certificate

Materials, Equipment, and Resources: Facilities, equipment, technology, and materials used in the program of study reflect current workplace, industry and/or occupational standards and practices for installation, use, maintenance, and safety.

Component is present?

- Yes
- No

List of Evidence (if not present, enter "N/A")

Advisory Committee Meeting and Minutes
Accreditation from the Higher Learning Commission
Visual Inspections
Equipment Lists (Perkins, colleges, districts)

Incorporates authentic work experiences at the secondary and/or postsecondary level that are valued by industry: POS engages students in authentic work-based learning experiences that demonstrate progressive occupational learning aligned to industry workforce needs.

Component is present?

- Yes
- No

List of Evidence (if not present, enter "N/A")

Work-based learning projects and simulations
Students graduating from postsecondary have a high placement rate in industry
Employer surveys

Program of study development, improvement, and advocacy are supported by findings from a comprehensive local needs assessment: Systems and strategies for gathering, analyzing, and disseminating needs assessment data are effective for guiding the improvement of POS, and available in plain language to enhance use by stakeholders for POS advocacy.

Component is present?

- Yes
- No

List of Evidence (if not present, enter "N/A")

HWC has completed the CLNA through Real Time Talent which proves that we are aligned appropriately. however, we will not know how effective the process has been until we have reviewed the data from FY21.

Please score the form as either 1-“complete,” or 0-“not complete” (Reviewer Only)

State-recognized Program of Study 4

POS 4

Career Field: Select the career field from the drop down menu.

Arts, Communications, & Information Systems ▼

Career Pathways: Select the career pathway from the drop down menu.

Information Support and Services ▼

Individually list the high school(s) and the associated Minnesota Department of Education (MDE) approved program code from table C that aligns with the career cluster identified above. (Link to program code immediately below.)

<https://education.mn.gov/MDE/dse/cte/progApp/>

List high school(s) and program code here.

Wayzata High School - 171500-11

Wayzata High School-140710-78

Hopkins High School - 171502-49 & 50

St. Louis Park High School - 171502

St. Louis Park High School 140710-78

Osseo-140710-11 &12

Osseop-140710-78

List the postsecondary institution(s), postsecondary CTE program, and academic award (certificate, diploma, degree) that aligns with this POS, as it appears in the college catalog. (Catalog in link immediately below.)

<https://data2.csvc.mnstate.us/workspace/index.jsp>

List institution(s), program, and academic award here.

Hennepin Technical College (HTC)

IT Support+ - AAS

IT Service Desk - Certificate

IT Support Specialist+ - Diploma

Executive Administrative Professional+ - AAS

Microsoft Applications - Certificate

Microsoft Office Applications - Certificate

Microsoft Office Generalist - Certificate

Workplace Administrative Assistant - Certificate

Workplace Administrative Professional - Diploma

Recognized Secondary Credentials

Enter the Recognized Secondary Credentials here:

- **TSA:** Enter applicable TSA exams (e.g., NOCTI, Precision Exam, etc.)
- **Work-based Learning:** Enter the type of Work-based Learning and/or authentic work experiences present in the POS (e.g., Internship, Externship, Practicum, Clinical, and/or Cooperative Education)
- **Licensure:** Enter the appropriate licensure name (e.g., MN. Residential Contractor License)
- **Certification:** Enter the appropriate certifications as applicable (e.g., ServSafe Food Handler, OSHA 10, Manufacturing Skills Standards Council, etc.)
- **Industry-Recognized Credential:** Enter the Industry-Recognized Credential name (e.g., Emergency Medical Technician-Basic)

Recognized Secondary Credential(s):

TSA	Precision Exam		
Work-based Learning	Internship		
Licensure			
Certification	CISCO	COMP TIA Test Out	A+ Certification
Industry-Recognized Credential			

Recognized Postsecondary Credentials

Enter the Recognized Postsecondary Credentials here:

- **Academic Award:** Enter any or all academic awards (i.e., Certificate, Diploma, Degree)
- **Work-based Learning:** Enter the type of Work-based Learning and/or authentic work experiences present in the POS (e.g., Internship, Externship, Practicum, Clinical, and/or Cooperative Education)
- **Licensure:** Enter the appropriate licensure name (e.g., MN Residential Contractor License)
- **Certification:** Enter the appropriate certifications as applicable (e.g., ServSafe Food Handler, OSHA 10, Manufacturing Skills Standards Council, etc.)
- **Industry-Recognized Credential:** Enter the Industry-Recognized Credential name (e.g., Emergency Medical Technician-Basic)

Note: Not all fields are required. At minimum, the academic award field should have an award identified.

Recognized Postsecondary Credential(s):

Academic Award	AAS	Certificate	Diploma
Work-based Learning	Internship		
Licensure			
Certification	A+ Certification	CISCO	
Industry-Recognized Credential			

Other Assessments (only if not previously listed):

Precision Exams

NOCTI - 21st Century Skills for Workplace Success

State-Recognized Required Components

Course standards accurately align to the academic, technical, and employability skills learners must master for entry and success in a given career pathway: Content standards, frameworks, and competencies that define what students are expected to know and be able to do to enter and advance in college and/or careers comprise the foundation of a POS.

Component is present?

- Yes
 No

List of Evidence (if not present, enter "N/A")

- Aligned to Frameworks
- Aligned to the TSA
- Aligned to Articulated College Credit
- Aligned to course outcomes

Program of study incorporates active involvement from an integrated network of partners: Ongoing relationships among education, business, and diverse community stakeholders bolster POS design, implementation, evaluation, and maintenance.

Component is present?

- Yes
 No

List of Evidence (if not present, enter "N/A")

- Advisory Committee Meetings
- Curriculum Meetings

Secondary program(s) meets MDE program approval requirements and incorporate courses that lead to postsecondary credits/credentials: Secondary programs have appropriately licensed teachers, advisory committees, develop and ensure access to equitable student leadership opportunities, and provide career exploration activities leading to postsecondary credits/credentials.

Component is present?

- Yes
 No

List of Evidence (if not present, enter "N/A")

- Program Approvals are on file with MDE and are updated as required.

Postsecondary academic program meets Minnesota State board policy and Higher Learning Commission requirements: A cohesive arrangement of college-level credit courses and experiences, designed to accomplish predetermined objectives, lead to the awarding of a degree, diploma, or certificate.

Component is present?

- Yes
 No

List of Evidence (if not present, enter "N/A")

- Colleges are accredited through the Higher Learning Commission
- Programs and courses lead to the award of a degree, diploma or certificate

Materials, Equipment, and Resources: Facilities, equipment, technology, and materials used in the program of study reflect current workplace, industry and/or occupational standards and practices for installation, use, maintenance, and safety.

Component is present?

- Yes
- No

List of Evidence (if not present, enter "N/A")

Advisory Committee Meeting and Minutes
Accreditation from the Higher Learning Commission
Visual Inspections
Equipment Lists (Perkins, colleges, districts)

Incorporates authentic work experiences at the secondary and/or postsecondary level that are valued by industry: POS engages students in authentic work-based learning experiences that demonstrate progressive occupational learning aligned to industry workforce needs.

Component is present?

- Yes
- No

List of Evidence (if not present, enter "N/A")

Work-based learning projects and simulations
Students graduating from postsecondary have a high placement rate in industry
Employer surveys

Program of study development, improvement, and advocacy are supported by findings from a comprehensive local needs assessment: Systems and strategies for gathering, analyzing, and disseminating needs assessment data are effective for guiding the improvement of POS, and available in plain language to enhance use by stakeholders for POS advocacy.

Component is present?

- Yes
- No

List of Evidence (if not present, enter "N/A")

HWC has completed the CLNA through Real Time Talent which proves that we are aligned appropriately. however, we will not know how effective the process has been until we have reviewed the data from FY21.

Please score the form as either 1-“complete,” or 0-“not complete” (Reviewer Only)

State-recognized Program of Study 5

POS 5

Career Field: Select the career field from the drop down menu.

Engineering, Manufacturing, & Technology ▼

Career Pathways: Select the career pathway from the drop down menu.

Engineering and Technology ▼

Individually list the high school(s) and the associated Minnesota Department of Education (MDE) approved program code from table C that aligns with the career cluster identified above. (Link to program code immediately below.)

<https://education.mn.gov/MDE/dse/cte/progApp/>

List high school(s) and program code here.

Eden Prairie High School - 171500

Eden Prairie High School - 171710-75, 74

Maple Grove High School - 171502-73

Minnetonka High School - 171502-73

Osseo High School - 171502-73

Park Center High School - 171502-73

Robbinsdale Cooper High School - 171502-73

Wayzata High School - 171710-73

List the postsecondary institution(s), postsecondary CTE program, and academic award (certificate, diploma, degree) that aligns with this POS, as it appears in the college catalog. (Catalog in link immediately below.)

<https://data2.csvc.mnstate.us/workspace/index.jsp>

List institution(s), program, and academic award here.

Hennepin Technical College (HTC) - *NEED INFORMATION HERE*

Electronics Technology- Certificate, AAS Diploma

Engineering CAD Technology - Certificate, Diploma, AAS

Plastics Engineering Technology - Certificate, Diploma

North Hennepin Community College (NHCC)

Pre-Engineering - AS

Recognized Secondary Credentials

Enter the Recognized Secondary Credentials here:

- TSA: Enter applicable TSA exams (e.g., NOCTI, Precision Exam, etc.)
- Work-based Learning: Enter the type of Work-based Learning and/or authentic work experiences present in the POS

- (e.g., Internship, Externship, Practicum, Clinical, and/or Cooperative Education)
- Licensure: Enter the appropriate licensure name (e.g., MN. Residential Contractor License)
- Certification: Enter the appropriate certifications as applicable (e.g., ServSafe Food Handler, OSHA 10, Manufacturing Skills Standards Council, etc.)
- Industry-Recognized Credential: Enter the Industry-Recognized Credential name (e.g., Emergency Medical Technician-Basic)

Recognized Secondary Credential(s):

TSA	PLTW Exams		
Work-based Learning			
Licensure			
Certification			
Industry-Recognized Credential			

Recognized Postsecondary Credentials

Enter the Recognized Postsecondary Credentials here:

- Academic Award: Enter any or all academic awards (i.e., Certificate, Diploma, Degree)
- Work-based Learning: Enter the type of Work-based Learning and/or authentic work experiences present in the POS (e.g., Internship, Externship, Practicum, Clinical, and/or Cooperative Education)
- Licensure: Enter the appropriate licensure name (e.g., MN Residential Contractor License)
- Certification: Enter the appropriate certifications as applicable (e.g., ServSafe Food Handler, OSHA 10, Manufacturing Skills Standards Council, etc.)
- Industry-Recognized Credential: Enter the Industry-Recognized Credential name (e.g., Emergency Medical Technician-Basic)

Note: Not all fields are required. At minimum, the academic award field should have an award identified.

Recognized Postsecondary Credential(s):

Academic Award	Certificate	Diploma	AAS
Work-based Learning			
Licensure			
Certification			
Industry-Recognized Credential			

Other Assessments (only if not previously listed):

State-Recognized Required Components

Course standards accurately align to the academic, technical, and employability skills learners must master for entry and success in a given career pathway: Content standards, frameworks, and competencies that define what students are expected to know and be able to do to enter and advance in college and/or careers comprise the foundation of a POS.

Component is present?

- Yes
- No

List of Evidence (if not present, enter "N/A")

Aligned to Frameworks

Aligned to the TSA

Aligned to Articulated College Credit

Aligned to course outcomes

Program of study incorporates active involvement from an integrated network of partners: Ongoing relationships among education, business, and diverse community stakeholders bolster POS design, implementation, evaluation, and maintenance.

Component is present?

Yes

No

List of Evidence (if not present, enter "N/A")

Advisory Committee Meetings

Curriculum Meetings

Secondary program(s) meets MDE program approval requirements and incorporate courses that lead to postsecondary credits/credentials: Secondary programs have appropriately licensed teachers, advisory committees, develop and ensure access to equitable student leadership opportunities, and provide career exploration activities leading to postsecondary credits/credentials.

Component is present?

Yes

No

List of Evidence (if not present, enter "N/A")

Program Approvals are on file with MDE and are updated as required.

Postsecondary academic program meets Minnesota State board policy and Higher Learning Commission requirements: A cohesive arrangement of college-level credit courses and experiences, designed to accomplish predetermined objectives, lead to the awarding of a degree, diploma, or certificate.

Component is present?

Yes

No

List of Evidence (if not present, enter "N/A")

Colleges are accredited through the Higher Learning Commission

Programs and courses lead to the award of a degree, diploma or certificate

Materials, Equipment, and Resources: Facilities, equipment, technology, and materials used in the program of study reflect current workplace, industry and/or occupational standards and practices for installation, use, maintenance, and safety.

Component is present?

Yes

No

List of Evidence (if not present, enter "N/A")

Advisory Committee Meeting and Minutes

Accreditation from the Higher Learning Commission

Visual Inspections

Equipment Lists (Perkins, colleges, districts)

Incorporates authentic work experiences at the secondary and/or postsecondary level that are valued by industry: POS engages students in authentic work-based learning experiences that demonstrate progressive occupational learning aligned to industry workforce needs.

Component is present?

- Yes
- No

List of Evidence (if not present, enter "N/A")

Work-based learning projects and simulations

Students graduating from postsecondary have a high placement rate in industry

Employer surveys

Program of study development, improvement, and advocacy are supported by findings from a comprehensive local needs assessment: Systems and strategies for gathering, analyzing, and disseminating needs assessment data are effective for guiding the improvement of POS, and available in plain language to enhance use by stakeholders for POS advocacy.

Component is present?

- Yes
- No

List of Evidence (if not present, enter "N/A")

HWC has completed the CLNA through Real Time Talent which proves that we are aligned appropriately. however, we will not know how effective the process has been until we have reviewed the data from FY21.

Please score the form as either 1-“complete,” or 0-“not complete” (Reviewer Only)

State-recognized Program of Study 6

POS 6

Career Field: Select the career field from the drop down menu.

Arts, Communications, & Information Systems ▼

Career Pathways: Select the career pathway from the drop down menu.

Communications Technology ▼

Individually list the high school(s) and the associated Minnesota Department of Education (MDE) approved program code from table C that aligns with the career cluster identified above. (Link to program code immediately below.)

<https://education.mn.gov/MDE/dse/cte/progApp/>

List high school(s) and program code here.

Wayzata High School - 171502-41

Wayzata High School - 171502-42

Maple Grove High School - 140710-64

Park Center High School - 140710-64

Osseo High School - 140710-64

Minnetonka- Graphic Arts 171502-45

Minnetonka-Graphic Design-171502-46

List the postsecondary institution(s), postsecondary CTE program, and academic award (certificate, diploma, degree) that aligns with this POS, as it appears in the college catalog. (Catalog in link immediately below.)

<https://data2.csvc.mnstate.us/workspace/index.jsp>

List institution(s), program, and academic award here.

Hennepin Technical College (HTC)

Basic Web Technologies - Certificate

Graphic Design - Creative+ - AAS

Graphic Design - Creative - Diploma

Graphic Design - Production+ - Diploma

Graphic Design - Web Design+ - AAS

Graphic Design - Web Design+ - Diploma

Production Technician for Digital Publishing - Certificate

North Hennepin Community College (NHCC)

Graphic Design - AS

Recognized Secondary Credentials

Enter the Recognized Secondary Credentials here:

- TSA: Enter applicable TSA exams (e.g., NOCTI, Precision Exam, etc.)
- Work-based Learning: Enter the type of Work-based Learning and/or authentic work experiences present in the POS

- (e.g., Internship, Externship, Practicum, Clinical, and/or Cooperative Education)
- **Licensure:** Enter the appropriate licensure name (e.g., MN. Residential Contractor License)
- **Certification:** Enter the appropriate certifications as applicable (e.g., ServSafe Food Handler, OSHA 10, Manufacturing Skills Standards Council, etc.)
- **Industry-Recognized Credential:** Enter the Industry-Recognized Credential name (e.g., Emergency Medical Technician-Basic)

Recognized Secondary Credential(s):

TSA	Certiport Visual Communications Using Adobe Photoshop Certification Exam		
Work-based Learning			
Licensure			
Certification			
Industry-Recognized Credential			

Recognized Postsecondary Credentials

Enter the Recognized Postsecondary Credentials here:

- **Academic Award:** Enter any or all academic awards (i.e., Certificate, Diploma, Degree)
- **Work-based Learning:** Enter the type of Work-based Learning and/or authentic work experiences present in the POS (e.g., Internship, Externship, Practicum, Clinical, and/or Cooperative Education)
- **Licensure:** Enter the appropriate licensure name (e.g., MN Residential Contractor License)
- **Certification:** Enter the appropriate certifications as applicable (e.g., ServSafe Food Handler, OSHA 10, Manufacturing Skills Standards Council, etc.)
- **Industry-Recognized Credential:** Enter the Industry-Recognized Credential name (e.g., Emergency Medical Technician-Basic)

Note: Not all fields are required. At minimum, the academic award field should have an award identified.

Recognized Postsecondary Credential(s):

Academic Award	AAS	Certificate	Diploma
Work-based Learning	Internship		
Licensure			
Certification			
Industry-Recognized Credential			

Other Assessments (only if not previously listed):

AS degree

State-Recognized Required Components

Course standards accurately align to the academic, technical, and employability skills learners must master for entry and success in a given career pathway: Content standards, frameworks, and competencies that define what students are expected to know and be able to do to enter and advance in college and/or careers comprise the foundation of a POS.

Component is present?

Yes

No

List of Evidence (if not present, enter "N/A")

Aligned to Frameworks

Aligned to the TSA

Aligned to Articulated College Credit

Aligned to course outcomes

Program of study incorporates active involvement from an integrated network of partners: Ongoing relationships among education, business, and diverse community stakeholders bolster POS design, implementation, evaluation, and maintenance.

Component is present?

Yes

No

List of Evidence (if not present, enter "N/A")

Advisory Committee Meetings

Curriculum Meetings

Secondary program(s) meets MDE program approval requirements and incorporate courses that lead to postsecondary credits/credentials: Secondary programs have appropriately licensed teachers, advisory committees, develop and ensure access to equitable student leadership opportunities, and provide career exploration activities leading to postsecondary credits/credentials.

Component is present?

Yes

No

List of Evidence (if not present, enter "N/A")

Program Approvals are on file with MDE and are updated as required.

Postsecondary academic program meets Minnesota State board policy and Higher Learning Commission requirements: A cohesive arrangement of college-level credit courses and experiences, designed to accomplish predetermined objectives, lead to the awarding of a degree, diploma, or certificate.

Component is present?

Yes

No

List of Evidence (if not present, enter "N/A")

Colleges are accredited through the Higher Learning Commission

Programs and courses lead to the award of a degree, diploma or certificate

Materials, Equipment, and Resources: Facilities, equipment, technology, and materials used in the program of study reflect current workplace, industry and/or occupational standards and practices for installation, use, maintenance, and safety.

Component is present?

Yes

No

List of Evidence (if not present, enter "N/A")

Advisory Committee Meeting and Minutes

Accreditation from the Higher Learning Commission

Visual Inspections

Equipment Lists (Perkins, colleges, districts)

Incorporates authentic work experiences at the secondary and/or postsecondary level that are valued by industry: POS engages students in authentic work-based learning experiences that demonstrate progressive occupational learning aligned to industry workforce needs.

Component is present?

- Yes
- No

List of Evidence (if not present, enter "N/A")

Work-based learning projects and simulations

Students graduating from postsecondary have a high placement rate in industry

Employer surveys

Program of study development, improvement, and advocacy are supported by findings from a comprehensive local needs assessment: Systems and strategies for gathering, analyzing, and disseminating needs assessment data are effective for guiding the improvement of POS, and available in plain language to enhance use by stakeholders for POS advocacy.

Component is present?

- Yes
- No

List of Evidence (if not present, enter "N/A")

HWC has completed the CLNA through Real Time Talent which proves that we are aligned appropriately. however, we will not know how effective the process has been until we have reviewed the data from FY21.

Please score the form as either 1-“complete,” or 0-“not complete” (Reviewer Only)

State-recognized Program of Study 7

POS 7

Career Field: Select the career field from the drop down menu.

Business, Management, & Administration

Career Pathways: Select the career pathway from the drop down menu.

Marketing Management

Individually list the high school(s) and the associated Minnesota Department of Education (MDE) approved program code from table C that aligns with the career cluster identified above. (Link to program code immediately below.)

<https://education.mn.gov/MDE/dse/cte/progApp/>

List high school(s) and program code here.

- Wayzata HS - Marketing II 40800 25
- St. Louis Park HS - Marketing 40800 25
- Maple Grove HS - Marketing 40800 25
- Brooklyn Center HS - Sports and Entertainment Marketing 40800 6
- Eden Prairie HS - Marketing Strategies 40800 25
- Eden Prairie HS - Advanced Marketing 40800 26
- Eden Prairie HS - Business Marketing Seminar 49090 87
- Eden Prairie HS - Business and Marketing Internship 49090 89
- Osseo Schools-Marketing 140710
- Robbinsdale Schools=Introduction to Marketing 040800
- Hopkins HS - Marketing 140710 41
- Hopkins HS - Sports and Entertainment Marketing 140710 41
- Minnetonka HS - Marketing I 140710 41
- Minnetonka HS - Sports and Entertainment Marketing 140710 41

List the postsecondary institution(s), postsecondary CTE program, and academic award (certificate, diploma, degree) that aligns with this POS, as it appears in the college catalog. (Catalog in link immediately below.)

<https://data2.csvc.mnstate.us/workspace/index.jsp>

List institution(s), program, and academic award here.

Hennepin Technical College (HTC)

Marketing and Sales AAS

North Hennepin Community College (NHCC)

Marketing AAS, Certificate

Recognized Secondary Credentials

Enter the Recognized Secondary Credentials here:

- **TSA:** Enter applicable TSA exams (e.g., NOCTI, Precision Exam, etc.)
- **Work-based Learning:** Enter the type of Work-based Learning and/or authentic work experiences present in the POS (e.g., Internship, Externship, Practicum, Clinical, and/or Cooperative Education)
- **Licensure:** Enter the appropriate licensure name (e.g., MN. Residential Contractor License)
- **Certification:** Enter the appropriate certifications as applicable (e.g., ServSafe Food Handler, OSHA 10, Manufacturing Skills Standards Council, etc.)
- **Industry-Recognized Credential:** Enter the Industry-Recognized Credential name (e.g., Emergency Medical Technician-Basic)

Recognized Secondary Credential(s):

TSA	Precision Exams Marketing I		
Work-based Learning	Internship		
Licensure			
Certification			
Industry-Recognized Credential			

Recognized Postsecondary Credentials

Enter the Recognized Postsecondary Credentials here:

- **Academic Award:** Enter any or all academic awards (i.e., Certificate, Diploma, Degree)
- **Work-based Learning:** Enter the type of Work-based Learning and/or authentic work experiences present in the POS (e.g., Internship, Externship, Practicum, Clinical, and/or Cooperative Education)
- **Licensure:** Enter the appropriate licensure name (e.g., MN Residential Contractor License)
- **Certification:** Enter the appropriate certifications as applicable (e.g., ServSafe Food Handler, OSHA 10, Manufacturing Skills Standards Council, etc.)
- **Industry-Recognized Credential:** Enter the Industry-Recognized Credential name (e.g., Emergency Medical Technician-Basic)

Note: Not all fields are required. At minimum, the academic award field should have an award identified.

Recognized Postsecondary Credential(s):

Academic Award	AAS	Certificate	
Work-based Learning			
Licensure			
Certification			
Industry-Recognized Credential			

Other Assessments (only if not previously listed):

Microsoft Office Specialist

State-Recognized Required Components

Course standards accurately align to the academic, technical, and employability skills learners must master for entry and success in a given career pathway: Content standards, frameworks, and competencies that define what students are expected to know and be able to do to enter and advance in college and/or careers comprise the foundation of a POS.

Component is present?

- Yes
- No

List of Evidence (if not present, enter "N/A")

- Aligned to Frameworks
- Aligned to the TSA
- Aligned to Articulated College Credit
- Aligned to course outcomes

Program of study incorporates active involvement from an integrated network of partners: Ongoing relationships among education, business, and diverse community stakeholders bolster POS design, implementation, evaluation, and maintenance.

Component is present?

- Yes
- No

List of Evidence (if not present, enter "N/A")

- Advisory Committee Meetings
- Curriculum Meetings

Secondary program(s) meets MDE program approval requirements and incorporate courses that lead to postsecondary credits/credentials: Secondary programs have appropriately licensed teachers, advisory committees, develop and ensure access to equitable student leadership opportunities, and provide career exploration activities leading to postsecondary credits/credentials.

Component is present?

- Yes
- No

List of Evidence (if not present, enter "N/A")

- Program Approvals are on file with MDE and are updated as required.

Postsecondary academic program meets Minnesota State board policy and Higher Learning Commission requirements: A cohesive arrangement of college-level credit courses and experiences, designed to accomplish predetermined objectives, lead to the awarding of a degree, diploma, or certificate.

Component is present?

- Yes
- No

List of Evidence (if not present, enter "N/A")

- Colleges are accredited through the Higher Learning Commission
- Programs and courses lead to the award of a degree, diploma or certificate

Materials, Equipment, and Resources: Facilities, equipment, technology, and materials used in the program of study reflect current workplace, industry and/or occupational standards and practices for installation, use, maintenance, and safety.

Component is present?

- Yes
- No

List of Evidence (if not present, enter "N/A")

Advisory Committee Meeting and Minutes

Accreditation from the Higher Learning Commission

Visual Inspections

Equipment Lists (Perkins, colleges, districts)

Incorporates authentic work experiences at the secondary and/or postsecondary level that are valued by industry: POS engages students in authentic work-based learning experiences that demonstrate progressive occupational learning aligned to industry workforce needs.

Component is present?

Yes

No

List of Evidence (if not present, enter "N/A")

Work-based learning projects and simulations

Students graduating from postsecondary have a high placement rate in industry

Employer surveys

Program of study development, improvement, and advocacy are supported by findings from a comprehensive local needs assessment: Systems and strategies for gathering, analyzing, and disseminating needs assessment data are effective for guiding the improvement of POS, and available in plain language to enhance use by stakeholders for POS advocacy.

Component is present?

Yes

No

List of Evidence (if not present, enter "N/A")

HWC has completed the CLNA through Real Time Talent which proves that we are aligned appropriately. however, we will not know how effective the process has been until we have reviewed the data from FY21.

Please score the form as either 1-“complete,” or 0-“not complete” (Reviewer Only)

Additional Documentation

Additional documentation may be uploaded here. The required uploads are: Statements of Assurance, Secondary Supplemental Budget, and Consortium Consolidated Equipment Inventory. Statements of Assurance should be combined and uploaded as one single PDF. The remaining fields are available as needed if applicants have additional material to share.

Statements of Assurances (Attached as one large PDF file):

FY21_HWC_PostSec_Statement_of_Assurances

Secondary Supplemental Budget:

RVSD2 Hennepin West Consortium Supplement Budget FY21 (1)-2

Consortium Consolidated Equipment Inventory

HWC Consolidated Equipment Lists

Additional Material

HWC Narrative 2 Table

Additional Material

HTC Position 8, CLA II Computer Apps and Math Tutor Position Description 040219

Additional Material:

HTC Position 10, Student Services Asst Sr--Disability Services LRC Specialist 040219

Additional Material:

Secondary Perkins Grant Coordinator

Additional Material:

FY21_HWC_Sec_Statement_of_Assurances

Additional Material:

2020-05-03_MN_State_Statement_Assurances Wayzata Schools Jean Rakun

Additional Material

20200501123407429

Additional Material:

Hennepin West

Additional Material:

Checklist Hennepin West

Please score the form as either 1-"complete," or 0-"not complete" (Reviewer Only)

Budget

Proposed Budget

	Grant Funded	Total Budgeted
A) Narrative 1: Comprehensive Local Needs Assessment (CLNA)		
h. Postsecondary Admin (5% max)	\$41,348.92	\$41,348.92
Secondary Personnel (Salary and Benefits)	\$23,000.00	\$23,000.00
Subtotal	\$64,348.92	\$64,348.92
B) Narrative 2: Programs of Study		
e. Postsecondary Personnel (Salary and Benefits)	\$139,000.00	\$139,000.00
f. Postsecondary Non-Personnel	\$65,321.54	\$65,321.54
Secondary Equipment	\$56,500.00	\$56,500.00
Secondary Non-Personnel	\$75,000.00	\$75,000.00
Secondary Personnel	\$25,000.00	\$25,000.00
Subtotal	\$360,821.54	\$360,821.54
C) Narrative 3: Workforce Innovation Opportunity Act (WIOA) and other workforce agencies		
Secondary Personnel (Salary and Benefits)	\$20,000.00	\$20,000.00
f. Postsecondary Non-Personnel	\$41,750.00	\$41,750.00
Secondary Non-Personnel	\$60,300.00	\$60,300.00
Subtotal	\$122,050.00	\$122,050.00
D) Narrative 4: Integrated Academic and Technical Skills		
Secondary Personnel (Salary and Benefits)	\$17,400.00	\$17,400.00
f. Postsecondary Non-Personnel	\$7,000.00	\$7,000.00
Secondary Non-Personnel	\$40,000.00	\$40,000.00
Subtotal	\$64,400.00	\$64,400.00
E) Narrative 5: Special Populations		
e. Postsecondary Personnel (Salary and Benefits)	\$150,708.32	\$150,708.32
f. Postsecondary Non-Personnel	\$98,598.94	\$98,598.94
Secondary Non-Personnel	\$58,800.00	\$58,800.00
Subtotal	\$308,107.26	\$308,107.26
F) Narrative 6: Work-based Learning		
f. Postsecondary Non-Personnel	\$13,500.00	\$13,500.00
Secondary Non-Personnel	\$20,500.00	\$20,500.00
Subtotal	\$34,000.00	\$34,000.00
G) Narrative 7: Early College		

	Grant Funded	Total Budgeted
e. Postsecondary Personnel (Salary and Benefits)	\$35,114.07	\$35,114.07
f. Postsecondary Non-Personnel	\$10,000.00	\$10,000.00
Secondary Non-Personnel	\$16,000.00	\$16,000.00
Secondary Personnel	\$43,750.00	\$43,750.00
Subtotal	\$104,864.07	\$104,864.07
H) Narrative 8: Support to Professionals		
Secondary Personnel (Salary and Benefits)	\$31,028.57	\$31,028.57
f. Postsecondary Non-Personnel	\$35,725.00	\$35,725.00
Secondary Non-Personnel	\$29,750.00	\$29,750.00
Subtotal	\$96,503.57	\$96,503.57
I) Narrative 9: Performance Gaps		
Secondary Non-Personnel	\$3,500.00	\$3,500.00
Subtotal	\$3,500.00	\$3,500.00
J) Narrative 10: Consortium Governance		
e. Postsecondary Personnel (Salary and Benefits)	\$170,211.84	\$170,211.84
f. Postsecondary Non-Personnel	\$18,700.00	\$18,700.00
Secondary Personnel	\$27,396.24	\$27,396.24
Subtotal	\$216,308.08	\$216,308.08
K) Narrative 11: Reserve Funds		
c. Secondary Equipment	\$20,025.65	\$20,025.65
f. Postsecondary Non-Personnel	\$62,025.66	\$62,025.66
h. Postsecondary Admin (5% max)	\$3,264.50	\$3,264.50
Secondary Non-Personnel	\$32,000.00	\$32,000.00
Secondary Personnel	\$13,264.51	\$13,264.51
Subtotal	\$130,580.32	\$130,580.32
Total Proposed Cost	\$1,505,483.76	\$1,505,483.76

Proposed Budget Narrative

A) Narrative 1: Comprehensive Local Needs Assessment (CLNA)

Create a budget line item for each of the following elements by copy/pasting each into the Name field. The 'Item Type' drop down may be left as is (Non-Personnel) for each individually created line item. a. Secondary Personnel (Salary and Benefits) b. Secondary Non-Personnel c. Secondary Equipment d. Secondary Admin (5% max) UFARS 895 e. Postsecondary Personnel (Salary and Benefits) f. Postsecondary Non-Personnel g. Postsecondary Equipment h. Postsecondary Admin (5% max)

h. Postsecondary Admin (5% max)

5% Basic - for costs associated with the administration of activities

Secondary Personnel (Salary and Benefits)

Managing Data and organizing follow up meetings. Working with Advisory groups

B) Narrative 2: Programs of Study

Create a budget line item for each of the following elements by copy/pasting each into the Name field. The 'Item Type' drop down may be left as is (Non-Personnel) for each individually created line item. a. Secondary Personnel (Salary and Benefits) b. Secondary Non-Personnel c. Secondary Equipment d. Secondary Admin (5% max) UFARS 895 e. Postsecondary Personnel (Salary and Benefits) f. Postsecondary Non-Personnel g. Postsecondary Equipment h. Postsecondary Admin (5% max)

f. Postsecondary Non-Personnel

POS RFP's Develop/Enhancements

e. Postsecondary Personnel (Salary and Benefits)

3 Career Advisors to guide students from successful application through graduation. 50% of Salary/benefit each.

Secondary Non-Personnel

Buses for site visits Curriculum materials simulations CTSO's

Secondary Personnel

Subs for CTSO, articulation and curriculum meetings, advisory board meetings

Secondary Equipment

Industry standard equipment

C) Narrative 3: Workforce Innovation Opportunity Act (WIOA) and other workforce agencies

Create a budget line item for each of the following elements by copy/pasting each into the Name field. The 'Item Type' drop down may be left as is (Non-Personnel) for each individually created line item. a. Secondary Personnel (Salary and Benefits) b. Secondary Non-Personnel c. Secondary Equipment d. Secondary Admin (5% max) UFARS 895 e. Postsecondary Personnel (Salary and Benefits) f. Postsecondary Non-Personnel g. Postsecondary Equipment h. Postsecondary Admin (5% max)

f. Postsecondary Non-Personnel

- Partner with TwinWest Chamber of Commerce to support Elevate Futures platform, Talent Symposium, Regional Advisory Board and Educator Externships. - CTE Career Guidebooks, CTE Month Events, Career services career fairs

Secondary Non-Personnel

Partnership activities with TwinWest Advisory board meetings and other stakeholder meetings with industry

Secondary Personnel (Salary and Benefits)

Stipends for non contract meetings and subs for daytime meetings

D) Narrative 4: Integrated Academic and Technical Skills

Create a budget line item for each of the following elements by copy/pasting each into the Name field. The 'Item Type' drop down may be left as is (Non-Personnel) for each individually created line item. a. Secondary Personnel (Salary and Benefits) b. Secondary Non-Personnel c. Secondary Equipment d. Secondary Admin (5% max) UFARS 895 e. Postsecondary Personnel (Salary and Benefits) f. Postsecondary Non-Personnel g. Postsecondary Equipment h. Postsecondary Admin (5% max)

f. Postsecondary Non-Personnel

Support TSA's through the purchase of Precision Exams.

Secondary Personnel (Salary and Benefits)

Stipends for data work, meeting with advisory counsels and stakeholders Subs as needed

Secondary Non-Personnel

Materials for testing and curriculum resources

E) Narrative 5: Special Populations

Create a budget line item for each of the following elements by copy/pasting each into the Name field. The 'Item Type' drop down may be left as is (Non-Personnel) for each individually created line item. a. Secondary Personnel (Salary and Benefits) b. Secondary Non-Personnel c. Secondary Equipment d. Secondary Admin (5% max) UFARS 895 e. Postsecondary Personnel (Salary and Benefits) f. Postsecondary Non-Personnel g. Postsecondary Equipment h. Postsecondary Admin (5% max)

f. Postsecondary Non-Personnel

- Nontraditional Careers & Support Consultant - RFP/Permissible expenses to be determined later. Plus - \$14,901.66 of Reserve funds) - Collaborations with Brooklyn Bridge Alliance to develop & implement action plan: Blueprint for Persistence 2020 LRC/DS Operations & DS Tutors/Notetakers

e. Postsecondary Personnel (Salary and Benefits)

CLA II's: Tutors and Student Services for CTE students and special populations - 50% or less Perkins

Secondary Non-Personnel

Curriculum materials, conferences Student organizations

F) Narrative 6: Work-based Learning

Create a budget line item for each of the following elements by copy/pasting each into the Name field. The 'Item Type' drop down may be left as is (Non-Personnel) for each individually created line item. a. Secondary Personnel (Salary and Benefits) b. Secondary Non-Personnel c. Secondary Equipment d. Secondary Admin (5% max) UFARS 895 e. Postsecondary Personnel (Salary and Benefits) f. Postsecondary Non-Personnel g. Postsecondary Equipment h. Postsecondary Admin (5% max)

f. Postsecondary Non-Personnel

Support Workforce Innovation and Experiential Learning opportunities.

Secondary Non-Personnel

Site Visits, buses and meeting to improve WBL Curriculum materials

G) Narrative 7: Early College

Create a budget line item for each of the following elements by copy/pasting each into the Name field. The 'Item Type' drop down may be left as is (Non-Personnel) for each individually created line item. a. Secondary Personnel (Salary and Benefits) b. Secondary Non-Personnel c. Secondary Equipment d. Secondary Admin (5% max) UFARS 895 e. Postsecondary Personnel (Salary and Benefits) f. Postsecondary Non-Personnel g. Postsecondary Equipment h. Postsecondary Admin (5% max)

f. Postsecondary Non-Personnel

- Support ACC, PSEO, Concurrent Enrollment and other dual credit opportunities.

e. Postsecondary Personnel (Salary and Benefits)

- Perkins and Pathways Coordinator: Support ACC, PSEO, Concurrent Enrollment and other dual credit opportunities within CTE Perkins duties.

Secondary Personnel

Articulation specialist and Coordinator. Hosting and facilitation of meetings. Website and agreement updates, coordination of colleges and new partners Subs for meetings and site vites

Secondary Non-Personnel

Supplies and Materials for student requirement and education. Site visits to colleges -Buses.

H) Narrative 8: Support to Professionals

Create a budget line item for each of the following elements by copy/pasting each into the Name field. The 'Item Type' drop down may be left as is (Non-Personnel) for each individually created line item. a. Secondary Personnel (Salary and Benefits) b. Secondary Non-Personnel c. Secondary Equipment d. Secondary Admin (5% max) UFARS 895 e. Postsecondary Personnel (Salary and Benefits) f. Postsecondary Non-Personnel g. Postsecondary Equipment h. Postsecondary Admin (5% max)

f. Postsecondary Non-Personnel

Professional development opportunities for postsecondary staff and faculty and educator externships in collaboration with TwinWest CofC.

Secondary Personnel (Salary and Benefits)

Subs for conferences and stipends for the externship program

Secondary Non-Personnel

Conference fees and registration

I) Narrative 9: Performance Gaps

Create a budget line item for each of the following elements by copy/pasting each into the Name field. The 'Item Type' drop down may be left as is (Non-Personnel) for each individually created line item. a. Secondary Personnel (Salary and Benefits) b. Secondary Non-Personnel c. Secondary Equipment d. Secondary Admin (5% max) UFARS 895 e. Postsecondary Personnel (Salary and Benefits) f. Postsecondary Non-Personnel g. Postsecondary Equipment h. Postsecondary Admin (5% max)

Secondary Non-Personnel

Testing materials

J) Narrative 10: Consortium Governance

Create a budget line item for each of the following elements by copy/pasting each into the Name field. The 'Item Type' drop down may be left as is (Non-Personnel) for each individually created line item. a. Secondary Personnel (Salary and Benefits) b. Secondary Non-Personnel c. Secondary Equipment d. Secondary Admin (5% max) UFARS 895 e. Postsecondary Personnel (Salary and Benefits) f. Postsecondary Non-Personnel g. Postsecondary Equipment h. Postsecondary Admin (5% max)

e. Postsecondary Personnel (Salary and Benefits)

Director of Perkins and Workforce Collaborations - NHCC Perkins and Pathways Coordinator - HTC

f. Postsecondary Non-Personnel

CHSP Operations - Contracts (13,100), website (600), food for Perkins meetings (5,000)

Secondary Personnel

Meeting Facilitation, Website management, coordination of districts, fiscal responsibilities

K) Narrative 11: Reserve Funds

Reserve Funds: Create a budget line item for each of the following elements by copy/pasting each into the Name field. The 'Item Type' drop down may be left as is (Non-Personnel) for each individually created line item. a. Secondary Personnel (Salary and Benefits) b. Secondary Non-Personnel c. Secondary Equipment d. Secondary Admin (5% max) UFARS 895 e. Postsecondary Personnel (Salary and Benefits) f. Postsecondary Non-Personnel g. Postsecondary Equipment h. Postsecondary Admin (5% max)

f. Postsecondary Non-Personnel

- Cyberdefense Events - Expanding of POS - Collaboration with Brooklyn Bridge Alliance (Blueprint for Persistence 2020) - RFP/Permissible Funds

h. Postsecondary Admin (5% max)

for costs associated with the administration of activities

Secondary Personnel

New Programs of Study meetings in Business, Education and Health. Facilitation and coordination of meetings. Subs for meetings

Secondary Non-Personnel

Collaboration meeting supplies Curriculum materials

c. Secondary Equipment

Industry equipment to create and expand pathways that are in-demand