



## **HWC: FY23-24 Second Year Update**

Prepared by Hennepin West Consortium  
for Minnesota State FY23-24 Second Year Update: Strengthening Career and Technical Education for the 21st Century Act  
(Perkins V)

**Submitted by Jason Jones**

**Submitted on 08/04/2023 4:20 PM Central Standard Time**

## Opportunity Details

### Opportunity Information

Title

FY23-24 Second Year Update: Strengthening Career and Technical Education for the 21st Century Act (Perkins V)

Description

THE APPLICATION OPENS MARCH 15, 2023.

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.

Awarding Agency Name

Minnesota State

Agency Contact Name

Karl Ohm, State Director for CTE, Minnesota State

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Fund Activity Categories

Education

Opportunity Manager

Karl Ohm

Assistance Listings Number

84.048A

Public Link

<https://www.gotomygrants.com/Public/Opportunities/Details/9a8b0cc4-2d7e-4997-9947-72b543ada6be>

### Award Information

Award Period

07/01/2023 - 06/30/2024

### Submission Information

Submission Window

Closes 08/14/2023 11:59 PM

### Technical Assistance Session

Technical Assistance Session

No

## Eligibility Information

### 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

HWC: FY23-24 Second Year Update

Award Requested

\$1,634,526.39

Total Award Budget

\$1,634,526.39

### Primary Contact Information

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## Project Description

### Consortium Membership List

#### Consortium Membership List

List the member college(s), secondary school districts, and charter schools in your consortium. Please use the full, legal name for each entity.

1. District 279 - Osseo Area Schools <https://www.district279.org/>
2. Robbinsdale Area Schools <https://www.rdale.org/>
3. Wayzata Schools <https://www.wayzataschools.org/>
4. Eden Prairie Schools <https://www.edenpr.org/>
5. Minnetonka Public Schools <https://www.minnetonkaschools.org/>
6. St. Louis Park Schools <https://www.slpschools.org/>
7. Intermediate District 287 - Hennepin Technical Pathways <https://www.district287.org/>
8. Hopkins Public Schools <https://www.hopkinsschools.org/>
9. Brooklyn Center Community Schools <https://www.bccs286.org/>
10. Lionsgate Academy <http://lionsgate.academy/>
11. North Hennepin Community College <https://nhcc.edu/>
12. Hennepin Technical College <https://hennepintech.edu/>

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

### CLNA Results Summary

Upload your Comprehensive Local Needs Assessment (CLNA) Framework document and provide the following information about your CLNA:

- A brief summary of the overall results of your consortium's CLNA, including a high-level description of the process used to gather and review data and the resulting conclusions that drive the strategies identified in the local application;
- Identify priorities from your CLNA that will be supported by Perkins funding.

### [Download a .doc CLNA Framework Template](#)

Enter your CLNA response below.

#### Overall Results:

HWC discovered a need to strengthen and expand in the areas of Health Science; Business, Management & Administration; Information Services; Construction; and Manufacturing. Comparing labor market needs, both locally & regionally, our local community is a hospitality corridor projected to have severe gaps in awards earned and employment. Hospitality and Tourism will be supported. There were other areas of slight concern, which will be discussed in Narrative 2: Programs of Study. Although education and training was not a top result in our CLNA, we know that across the state of Minnesota, there is a shortage of qualified educators, particularly amongst those pursuing CTE licensure or CTE postsecondary credentials. See Narrative 11 for rationale & determinations.

There have been programmatic level improvements in prioritized POS programming (ref SR-POS document) among secondary districts, but efforts will still need to be made to check and verify alignment between secondary and postsecondary programming. Programs that were lacking overall alignment between postsecondary and secondary were in health sciences; general management; construction; manufacturing; hospitality & tourism; and transportation. Some of those were indicated by gaps discovered in equity, access, gender barriers, authentic work experiences, and others.

Our consortium currently has a Law Enforcement POS, which has not been a funding focus. However, the HWC member colleges and districts are investigating a revitalization of this POS due to the shortage of Law Enforcement in MN. We believe that the FY24 CLNA will reveal this need. In addition, there is a shortage of aviation pilots which is another area that will be researched in the FY24 CLNA to determine if the data supports the support of these programs at both the secondary and postsecondary. Both Law Enforcement and Aviation have Articulated College Credit Agreements in place.

#### Gathered & Reviewed Data:

HWC consulted and collaborated with Real Time Talent, Southwest Metro Consortium, local business advisory committees, and CTE representatives from partnering secondary and postsecondary institutions in FY22. The consortium participated in state-level labor market research and webinar presentations. This data was leveraged to provide insights beyond the reach of the consortium. Advisory committees engaged in labor market discussions, needs, and forecasted employment shortages.

Similar efforts were pursued throughout FY23 and the consortium will continue these efforts in FY24 as we prepare for the next iteration of the CLNA. HWC will partner with stakeholders, focus groups, Minneapolis Regional Chamber of Commerce, SouthWest Metro Consortium, and Real-Time Talent to produce current labor market analysis and input for FY24 CLNA.

HWC district and college partners were charged with the responsibility of engaging their community; students, parents, and other local industry connections to bring forth needs, trends, and other insights informally during our monthly meetings. Data was reviewed throughout the entire academic year as a standing agenda item(s) during our monthly meetings. These sessions address Program of Study, CLNA element Subcommittees, and state-provided accountability/performance indicators.

Resulting Conclusions

These findings resulted in the prioritization of POS (ref. Narrative 2 and POS funding spreadsheet), focused efforts in the expansion of WBL programs, emphasis on special populations, improved alignment between secondary and postsecondary, increased early college options, support for CTE educators, CTE support staff development and program expansion. Career development at all levels should continue to be a focus of our work.

● **Identify priorities from your CLNA that will be supported by Perkins funding.**

Size, scope and quality is a focus in the following POS, which includes equipment, professional development, curriculum, instruction, best practice research for inclusion, equity and access.

- Creation, Expansion & Improvement of Priority 1 POS:
  - Create: General Management pathway
  - Expand & Improve: Therapeutic Services, Information Support Services
- Priority 2 & 3 POS were identified to impact talent pool shortages and meet future labor market needs (ref. POS funding spreadsheet)
- Improvements to experiential learning programming such as internships, apprenticeships (registered and youth), and mentorship opportunities
- Expand, improve, and modify the education and training career cluster
- Yr 1 we created a General Management pathway
  - In our second year (FY24) we plan to: create articulations, improve work-based learning programming, and promote pathways from secondary to postsecondary
- Yr 1 we expanded Therapeutic / Information Support programming within our partners, which will be discussed in the FY23 APR
  - In our second year (FY24) we will research alignment between secondary and postsecondary partners
  - We will continue to work toward WBL programming, such as supporting Be Bold, Break the Mold mentoring programming
  - College institutions recognize the longitudinal value of a dedicated Non-Trad Career Seeker specialist and will leverage Perkins funds to support the creation and hiring of a full-time shared position.



Check which use(s) of funds in section 135 of Perkins V are supported under this narrative:

- 1. Provide career exploration and career development activities through an organized, systematic framework designed to aid students, including in the middle grades, before enrolling and while participating in a CTE program, in making informed plans and decisions about future education and career opportunities.
- 2. Provide professional development for teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals.
- 3. Provide within CTE the skills necessary to pursue career in high-skill, high-wage, or in-demand industry sectors or occupations.
- 4. Support integration of academic skills into CTE programs and programs of study.
- 5. Plan and carry out elements that support the implementation of CTE programs and programs of study and that result in increasing student achievement on performance indicators.
- 6. Develop and implement evaluations of the activities carried out with funds under this part, including evaluations necessary to complete the local needs assessment and the local report.
- Not Applicable

Upload your CLNA Framework here:

HWC FY23-24 CLNA\_Final-Signed.pdf

## Narrative 2: Programs of Study

### Programs of Study Narrative

Upload a completed copy of the S-R POS (State-Recognized Programs of Study) – Funding POS spreadsheet file.

Additionally, provide the following information in the space below:

- For each State-recognized POS and any POS that you are funding, briefly summarize how their inclusion in this application is supported by the results of your CLNA and the specific actions you will take to support them.
- Identify any new courses/programs or programs of study in development within your consortium (if any, these would not appear on the spreadsheets as they are not yet POS). How does the development of these courses/programs or programs of study align with the top priorities identified in your CLNA?
- What specific actions will be taken to inform special populations about POS opportunities and to increase their participation in Career and Technical Education programs?

*NOTE: Consortia must identify at least six state-recognized programs of study that represent at least four different career fields and with no more than one POS brokered with institutions outside the consortium. See [Perkins Operational Handbook, page 18](#).*

[Download a blank S-R POS spreadsheet.](#)

Enter your Programs of Study response below.

- **For each S-R POS and any POS that you are funding, briefly summarize how their inclusion in this application is supported by the results of your consortium’s CLNA and the specific actions you will take to support them.**
  - The following POS were supported by CLNA labor market data from RTT, advisory committees, Hennepin-Carver Workforce Development Board and the Minneapolis Regional Chamber of Commerce Regional Advisory Committee which indicated a high demand for employment in the following:
    - General Management has strong programs that exist at both the secondary and postsecondary levels.  
Actions:
      - Expand early college credit options
      - Professional development
      - Support equipment needs
      - Support for student organizations
      - Align courses between postsecondary and secondary partners
      - Strengthen our new POS
    - Therapeutic Services is a developed POS, there are three new secondary programs in this area. Six of the ten districts now have programs.  
Actions:
      - Expand early college credit options
      - Professional development



- Support equipment needs
  - Support secondary teacher licensure or endorsement
  - Strengthen curriculum and student organizations at secondary and postsecondary. For example: HTC Social Worker leveraged to improve curriculum & pedagogy around mental health and trauma-informed skills training relevant to health careers
  - Support growth, retention, and increased graduation rates for special populations (See Narrative 5)
    - As a minority-serving institution, NHCC has strong graduation and retention goals for our special population students. Perkins supports special population student retention through mentoring programs.
  - Support WBL, apprenticeships, mentorships, and unpaid internships
- Information Support and Services has a declining secondary enrollment. The CLNA indicated a need for Network Security and Maintenance. Postsecondary have robust programs in this area.

Actions:

- Expand early college credit options
  - Professional development
  - Support equipment needs
  - Strengthen curriculum and student organizations at secondary and postsecondary
  - Support secondary teacher licensure, endorsement, or industry certification
  - Market to secondary students
  - Career exploration in partnership with the colleges for secondary students
  - Brokering will be utilized when there is no program alignment within the consortium.
  - Support for special populations
  - WBL, apprenticeship, mentorships, and unpaid internships support
- Programming and software development has a limited secondary alignment due to secondary licensure. Secondary courses exist; however, they are often taught by math and science teachers. Postsecondary have robust programs and are investigating emerging technologies.

Actions:

- Expand early college credit options. New ACC opportunities are being developed with NHCC.
- Professional development
- Support Equipment needs
- Support for student organizations
- Strengthen curriculum and student organizations at secondary and postsecondary
- Support secondary teacher licensure, endorsement or industry certification
- Market to secondary students
- Career exploration in partnership with the colleges for secondary students
- Support for special populations

- WBL, apprenticeship, mentorships, and unpaid internships support
- Manufacturing Production Process Development Pathway has limited secondary partners. Secondary is exploring cross-curricular alignments to support this POS. HTC is meeting the local labor market needs; however, industry-standard equipment is needed. Actions:
  - Expand early college credit options
  - Professional development
  - Support equipment needs
  - Strengthen curriculum and student organizations at secondary and postsecondary
  - Support secondary teacher endorsements in CTE Trade and Industrial Technology
  - Market to secondary students and parents
  - Career exploration in partnership with the colleges for secondary students
  - Support for special populations including non-traditional students
  - WBL, apprenticeship, mentorships, and unpaid internships support
  - Support and alignment with HTC's NSF grant to expand Automation Robotics Engineering Technology programming to the north campus. HWC submitted a letter of support for this grant and to engage in marketing & outreach efforts, such as the WBL Youth Apprenticeship program.

- Construction is a vital pathway due to increased demand in the job market. There has been a decline in programs at the secondary level as these programs are expensive to operate. Postsecondary sees the opportunity to improve partnerships and collaborative programming with secondary partners.

Actions:

- Expand early college credit options
- Professional development
- Support equipment needs
- Strengthen curriculum and student organizations at secondary and postsecondary
- Support secondary teacher licensure and endorsements in CTE Trade and Industrial Technology
- Market to secondary students and parents
- Career exploration in partnership with the colleges for secondary students
- WBL, apprenticeship, mentorships, and unpaid internships support
  - Building Strong Communities (BSC) a credit-bearing course at NHCC to introduce students to all construction trade areas.
- Support for non-traditional students
- Cross-curricular options are being explored through entrepreneurship, building inspection, and construction management
- Facility and Mobile Equipment Maintenance has a renewal of interest at the secondary district level but resources to develop a program is expensive. Three of the ten districts have automotive technology programs. There is a need to update postsecondary programming due to frequent changes in vehicle technology and equipment.

Actions:

- Expand early college credit options
  - Professional development
  - Support equipment needs
  - Strengthen curriculum and student organizations at secondary and postsecondary
  - Support secondary teacher endorsement or industry credential
  - Support the development of student certifications in the field
  - Market to secondary students and parents
  - Career exploration in partnership with the colleges for secondary students
  - Support for special populations, including non-traditional students
- Engineering & Technology is generally taught through PLTW but isn't always taught with a secondary CTE licensed instructor. However, two districts are developing engineering programs utilizing another curriculum. NHCC has strong articulation agreements with university partners.

Actions:

- Expand early college credit options
  - Professional development
  - Support equipment needs
  - Strengthen curriculum and student organizations at secondary and postsecondary
  - Support secondary teacher licensure and necessary training
  - Support the development of student certifications in the field
  - Market to secondary students and parents
  - Career exploration in partnership with the colleges for secondary students
  - Support for special populations, including non-traditional students
  - Improving and creating connection opportunities in WBL
  - Cross-curricular interdisciplinary options may be explored
- Restaurant and Food/Beverage Services is a high-demand field and geographically is part of a hospitality corridor. There are robust programs at the secondary level. However, students are not moving from secondary to postsecondary in this POS.

Actions:

- Professional development
- Support equipment needs to meet industry standards
- Strengthen curriculum and student organizations at secondary and postsecondary
- Support the development of student certifications in the field
- Market to secondary students and parents
- Career exploration in partnership with the colleges for secondary students
- Develop business, management, and administration cluster cross-curricular connections with the hospitality and tourism cluster

- Continue to make a distinction between hospitality and culinary through ACC
- Teaching & Training, ~~will utilize reserve funds at the secondary level~~: statewide, we know that there is a shortage of educators including CTE. Our goal is to utilize the Early Childhood Development and Services program to assist with increasing interest in feeder Teacher/Training in education which will help grow Minnesota's future workforce.

Actions:

- Support for student organizations
  - Investigate postsecondary barriers to the Child Development transfer pathway
  - Develop the secondary Early Childhood Development and Services to lead into the Teaching/Training pathway
  - Secondary schools will continue to implement the Introduction to Education course in more high schools that will directly transfer into education
  - Evaluate the potential for additional courses that would further this pathway
  - Utilize HWC's non-trad initiatives to increase male numbers in education as well as improve the diversity of educators
  - Connect current NHCC articulations with SCSU for CTE licensure areas such as CTE specialty areas in Trade and Industrial Technology
  - NHCC will work to develop concurrent enrollment and ACC agreements with area high schools
  - NHCC has Articulation agreements with SCSU in Elementary and Special Education with the intention of expanding agreements into CTE licensure areas.
- **Identify any new courses/programs or programs of study in development within your consortium (if any; these would not appear on the spreadsheets as they are not yet POS). How does the development of these courses/programs or programs of study align with the top priorities identified in your CLNA?**

HWC is focusing on in-demand careers as listed below:

- New courses and programming will be created at HTC in the Business, Management, and Administration Career Cluster, particularly in the General Management pathway.
  - Explore new courses in Elementary Education to lead into the Teaching/Training pathway.
  - Development of newly designated POS in the Engineering, Manufacturing, and Technology field for the Architecture & Construction career cluster.
  - Robbinsdale, Osseo, Wayzata, and St. Louis Park will be adding new or modified courses in the Health Science cluster, Diagnostic Service POS.
  - Based on the CLNA, there is always a need for communication media technology careers. These programs have been eliminated in several district CTE programs. District 287 and Brooklyn Center will now offer several courses in this pathway which will provide opportunities for students in the intermediate district. These courses will be articulated with HTC.
  - HWC is creating an Aviation Transportation pathway that will be brokered through articulation. Eden Prairie and Minnetonka will be submitting program approvals to MDE.
  - With the creation of new initiatives, HWC POS will align with the priorities identified in the CLNA. These POS will support the pipeline for locally identified in-demand careers.

- **What specific actions will be taken to both inform special populations about POS opportunities and to also increase their participation in Career and Technical Education programs?**

Actions:

- HWC's Youth Apprenticeship initiative is aligned with Manufacturing; Information Technology; Business, Management, and Administration; and Health Science will give special attention to supporting special populations' participation. (See Nar #6)
- As we align work-based learning programming with POS in Manufacturing; Information Technology; Business, Management, and Administration; and Health Science. GPS Education Partners will assist HWC in providing local employer participation, developing curriculum, monitoring student progress, training of employers, and assisting district work-based learning coordinators. (See Nar#6)
- GPS will coordinate with Minneapolis Regional Chamber to assist with Work-Based Learning opportunities. This effort will assist in expanding Work-Based Learning in the secondary and transitions into work-based learning in postsecondary. (See Nar #6)
- GPS Education Partners will continue to work with district special ed departments such as transition disabled to provide opportunities for these students.
- Provide career exploration through MCIS, Elevate Futures, and HWC CTE Career Guidebooks emphasizing trends and best practice supports/resources for special populations and those that aid in their retention and persistence.
- Continued support for a Nontraditional Student Support Specialist and activities.
- Support the removal of barriers such as language translation, material costs, etc.
- Adaptations and/or equipment modifications needed to support special populations.
- Provide support through funding and materials for local outreach initiatives targeting families of CTE-identified marginalized groups within consortium institutions.

Check which use(s) of funds in section 135 of Perkins V are supported under this narrative:

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- 2. Provide professional development for teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals.
- 3. Provide within CTE the skills necessary to pursue career in high-skill, high-wage, or in-demand industry sectors or occupations.
- 4. Support integration of academic skills into CTE programs and programs of study.
- 5. Plan and carry out elements that support the implementation of CTE programs and programs of study and that result in increasing student achievement on performance indicators.
- 6. Develop and implement evaluations of the activities carried out with funds under this part, including evaluations necessary to complete the local needs assessment and the local report.
- Not Applicable

Upload your S-R POS - Funding POS spreadsheet document here.

S-R-POS-Funding-POS-Spreadsheet-Revised-FY24 Final.xlsx

### Narrative 3: Collaboration with workforce development boards and other workforce agencies

#### Workforce Agency Narrative

Describe the CTE activities the consortium will provide to students and adult learners in collaboration with local workforce development boards and agencies. These could include:

- Career exploration and career development activities
- Career information related to high-skill, high-wage, or in-demand industry sectors as identified by the comprehensive local needs assessment
- Career guidance and academic counseling
- Work-based learning or apprenticeship opportunities
- Pre-Employment Transition Services (Pre-ETS) with Vocational Rehabilitation Services (DEED VRS) and adult education programs
- Partnerships that prepare all special populations for successful transition to postsecondary and/or employment

Enter your Workforce Agency response below.

HWC supports career guidance and resources but does not work directly with a WIOA partner to provide activities. HWC partners with the Minneapolis Regional Chamber; a supporting entity of WIOA. Adult Basic Education works with NHCC to support developmental education activities and coursework. NHCC attends and is active in the area WorkForce Development Board.

The following events are co-funded by Minneapolis Regional Chamber and HWC to guide and inform HWC educators, staff, leaders, and students on evolving priorities within CTE careers. FY24 event priorities will include but not be limited to:

- Educator Externship for CTE professionals' development & understanding of careers
  - Continue special populations focus; supporting in academia, skills necessary for success in the workplace, expansion of WBL opportunities.
- Provide industry keynote speakers at; HWC events/meetings, talent symposium, regional advisory committee, and articulated college credit meetings
- Partnership development, focus groups, and economic outlook/trends through Regional Advisory Committee meetings & the Talent Symposium event
- Individual district training on Elevate Futures, a career exploration and job-seeking platform
- Biennial review of CTE Career Booklets for value

Future programming will be determined by HWC's most recent CLNA results and co-funded as appropriate.

Check which use(s) of funds in section 135 of Perkins V are supported under this narrative:

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- 2. Provide professional development for teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals.
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- 4. Support integration of academic skills into CTE programs and programs of study.
- 5. Plan and carry out elements that support the implementation of CTE programs and programs of study and that result in increasing student achievement on performance indicators.

- 6. Develop and implement evaluations of the activities carried out with funds under this part, including evaluations necessary to complete the local needs assessment and the local report.
- Not Applicable

## Narrative 4: Integrated Academic and Technical Skills

### Integrated Academic and Technical Skills Narrative

Based on the data analysis conducted as part of your CLNA, describe the strategies your consortium will employ to improve the integration of rigorous content aligned with challenging academic standards into CTE programs:

- How will your consortium bring CTE, core academic, and postsecondary instructors together for planning to improve the academic and technical skills of students?
- How will your consortium inform districts and postsecondary institutions about opportunities to integrate academic standards into CTE frameworks/industry standards?
- How do your efforts constitute a well-rounded education as defined by ESEA: "courses, activities, and programming in subjects...with the purpose of providing all students access to an enriched curriculum and educational experience" (Section 8101(52) of Perkins Guide, p. 224)?

Enter your Integrated Academic and Technical Skills response below.

- ***How will your consortium bring CTE, core academic, and postsecondary instructors together for planning to improve the academic and technical skills of students?***
  - ACC meetings between postsecondary and secondary provide a platform for improvement discussions for integrated academic and technical skills.
  - Secondary PLC meetings include integration of rigorous content into CTE programs.
  - Team teaching and cross-curricular instruction are efforts to bring instructors together.
  - Invite both CTE and non-CTE educators at both secondary & postsecondary institutions to participate in HWC's Educator Externship opportunity to encourage the integration of academics in CTE programming, and foster collaboration between them.
- ***How will your consortium inform districts and postsecondary institutions about opportunities to integrate academic standards into CTE frameworks/industry standards?***
  - HWC partners are made aware, during monthly meetings, of the value of TSA exams and/or certifications, which initiates a conversation between secondary and postsecondary instructors. These assessments provide evidence that rigorous technical skills are incorporated into the programs.

-

Strengthening our POS by utilizing TSAs which improve the curriculum and connect them to current industry practices and standards. The following TSAs have been approved for:

  - General Management - Precision Exams, Microsoft Office Specialist
  - Therapeutic Services - MN Dept of Health Nursing Assistant Registered; National Registry of EMT Basic Exam; Precision Exams--Medical Terminology
  - Information Support and Services - Networking certifications, A+ Certification; Precision Exams
  - Programming and Software Development - PLTW certification tests
  - Manufacturing Production Process Development - Precision Exams, OSHA certification, SP-2
  - Construction - Precision Exams, OSHA certification, SP-2



- Facility and Mobile Equipment Maintenance - exploring ASE certification
  - Engineering and Technology - PLTW certification tests
  - Restaurants and Food/Beverage Services - ProStart, Serv Safe
  - Communications Technology - Adobe certification
  - Finance - NOCTI
- HWC leadership will share with partners various PD opportunities provided by MDE, Minnesota State, and other 3rd party listservs that align academic standards with rigorous CTE content at HWC meetings and communications
  - It is the responsibility of our HWC partners to share PD opportunities with their district/college faculty in regard to standards integration.
  - ACC meeting will review the common assessment and learning outcomes for articulation.
- ***How do your efforts constitute a well-rounded education as defined by ESEA: “courses, activities, and programming in subjects...with the purpose of providing all students access to an enriched curriculum and educational experience” (Section 8101(52) of Perkins Guide, p. 224)?***
    - Our efforts provide an opportunity to integrate academic skills within CTE, which improves on-time graduation, reading, and math scores.
    - HWC supports rigorous coursework design, cross-curricular & co-curricular activities, authentic work experiences, exploring careers, and early college opportunities.
    - In alignment with MN State Equity 2030, the Law Enforcement Education Reform Taskforce - HTC will continue its support of culturally responsive trauma-informed training in law enforcement and criminal justice programs that help officers discern and understand the cultural characteristics of victims (See Tactic 1.1.6 - <https://www.minnstate.edu/le/>)
    - Social Worker expertise will be leveraged to aid in the second phase of the trauma-informed skills initiative. The social worker will go through a train-the-trainer program to become a facilitator in the trauma-informed skills initiative. This will allow for its expansion into other high-intensity career pathways such as Emergency Medical Services and Therapeutic Services.

Individual schools and colleges review data to determine the needs of our populations and how to assist them. HWC also provides non-collaborative funds & support to partners to advance CTE programming and integration needs within their respective districts and institutions. This allows them to address individual barriers and needs on their own campus.

Check which use(s) of funds in section 135 of Perkins V are supported under this narrative:

- 1. Provide career exploration and career development activities through an organized, systematic framework designed to aid students, including in the middle grades, before enrolling and while participating in a CTE program, in making informed plans and decisions about future education and career opportunities.
- 2. Provide professional development for teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals.
- 3. Provide within CTE the skills necessary to pursue career in high-skill, high-wage, or in-demand industry sectors or occupations.
- 4. Support integration of academic skills into CTE programs and programs of study.
- 5. Plan and carry out elements that support the implementation of CTE programs and programs of study and that result in increasing student achievement on performance indicators.
- 6. Develop and implement evaluations of the activities carried out with funds under this part, including evaluations necessary to complete the local needs assessment and the local report.
- Not Applicable

## Narrative 5: Special Populations

### Special Populations Narrative

Describe the specific, coordinated actions and efforts your consortium will take to:

- Address the barriers to access and success for special populations within CTE programs identified in your CLNA; include a description of how these barriers were identified.
- Prepare special populations for high-skill, high-wage, or high-demand occupations that will lead to self-sufficiency.
- Develop new initiatives to better prepare CTE participants for non-traditional fields.
- Ensure members of special populations will not be discriminated against.

*Perkins V defines special populations as individuals with disabilities; individuals from economically disadvantaged families, including low-income youth and adults; individuals preparing for non-traditional fields; single parents, including single pregnant women; out-of-workforce individuals; English learners; homeless individuals; youth who are in, or have aged out of the foster care system; and youth with a parent who is a member of the armed forces and is on active duty.*

Enter your Special Populations response below.

- ***Address the barriers to access and success for special populations within CTE programs identified in your CLNA; include a description of how these barriers were identified.***

The barriers identified in our CLNA were from data mining from each of our colleges and districts. Consortium leaders identify and bring forth data (P-Files, PS data) to identify marginalized populations within the consortium region. Examples of barriers identified in the CLNA were: materials not understood by families where English is a second language, lab fee costs, or staff shortages. For more detailed information reference the HWC CLNA. The barriers are addressed through the following strategies.

- Provide support through funding and materials for local outreach initiatives targeting families of CTE identified marginalized groups.
- Share national, state, and local grants that may be leveraged in support of CTE capacity-building efforts within the consortium.
- Engage Business/Industry & Workforce Development to collaborate, participate and support CTE activities in relation to supporting marginalized populations, such as:
  - Attend HWC CTE related events
  - Provide insights regarding CTE careers and job duties
  - Community engagement efforts including; tours, guest speakers, and authentic work experience opportunities
- Professional development opportunities that foster cultural competencies, and work with ELL, non-trad, special needs, and career specialists.
- Increase consortium access and engagement with BIPOC professionals.
- Provide professional social work services to CTE students at the postsecondary level to address needs identified in HTC's annual student needs assessments, HWC's CLNA, and HTC's 2023 performance gaps report (See CLNA). Example: HTC notes a gap in 2P1 graduation rates for economically disadvantaged individuals, homeless youth, and youth in foster care.

- **Prepare special populations for high-skill, high-wage, or high-demand occupations that will lead to self-sufficiency.**
  - Host families and their students at events to learn about the benefits of CTE programming.
  - Gather teachers, staff, and cultural liaison input to identify specific events where marginalized populations are being engaged.
  - Translate CTE materials in a variety of languages.
  - Continue working with non-traditional career seekers.
  - Encourage the partnership to advance academic achievements for special populations by partnering with achievement specialists, career specialists, and special education. HTC will be providing access & support to an institutional social worker to help students experiencing difficulties in accessing CTE education, its coordinated activities, and community resources that will improve retention and graduation.
  - Support all HWC events by including and supporting all special populations - such as but not limited to; CTE Month Events, Criminal Justice Career Expo, Work-Based Learning Initiatives (see Nar#6), and Women in Tech Talks.
- **Develop new initiatives to better prepare CTE participants for non-traditional fields.**
  - Men Who Care initiative to advance nontraditional students' success in Education, Human Services, and Health Careers at both NHCC and HTC.
  - Men Who Care initiative will work with secondary schools to identify students interested in nontraditional fields to encourage postsecondary enrollment in these fields. We are analyzing the barriers to increasing this work including, salary for substitutes and transportation.
  - Evolve the current Be Bold Break the Mold mentoring programing to combine NHCC and HTC together, and expand focuses toward HWC Women Succeed in Nontraditional Careers.
  - Be Bold Break the Mold mentoring will continue joint programming between NHCC and HTC students. Efforts will expand to other POS, such as; Education & Training, Manufacturing, and Construction.
- **Ensure members of special pops will not be discriminated against.**
  - HWC actively discourages discrimination at all levels. Our CLNA data suggests we are not actively discriminating against any group. Programs are offered and policies are in place to provide equity and access for all. Please refer to the answers listed above.
  - Support staff, such as social workers and other support professionals to improve knowledge of special population needs in order to fully participate in CTE programs & Programs of Study. This will include;
    - continued development of trauma-informed skills programming for HTC faculty/staff to best respond to the communities and students they serve.
    - maintaining community relationships that can be leveraged in aiding HTC faculty/staff efforts addressing student access barriers.
    - Aid, develop, and improve HTC's Hunger Free Campus Initiative, Campus Assessment Referral & Education (CARE) Teams, and child care resources targeting special populations.

Check which use(s) of funds in section 135 of Perkins V are supported under this narrative:

- 1. Provide career exploration and career development activities through an organized, systematic framework designed to aid students, including in the middle grades, before enrolling and while participating in a CTE program, in making informed plans and decisions about future education and career opportunities.
- 2. Provide professional development for teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals.
- 3. Provide within CTE the skills necessary to pursue career in high-skill, high-wage, or in-demand industry sectors or occupations.

- 4. Support integration of academic skills into CTE programs and programs of study.
- 5. Plan and carry out elements that support the implementation of CTE programs and programs of study and that result in increasing student achievement on performance indicators.
- 6. Develop and implement evaluations of the activities carried out with funds under this part, including evaluations necessary to complete the local needs assessment and the local report.
- Not Applicable

## Narrative 6: Work-based Learning

### Work-based Learning Narrative

Work-Based Learning is a required component of State-Recognized Programs of Study. Consortia are strongly encouraged to invest financial resources to proactively address the expansion of work-based learning opportunities.

- Describe the experiential learning opportunities provided to students enrolled in CTE programs at the secondary and postsecondary levels.
- Describe the work-based learning programs available to students which support the consortium's secondary program quality accountability measure (5S3).
- Describe how your consortium will partner with employers to develop or expand work-based learning programs for all CTE students, including special populations at both the secondary and postsecondary levels.
- Based on the most recent data, many consortia are close to improvement plan status at the secondary level. Describe how your consortium will invest financial resources to increase work-based learning opportunities.

*NOTE: In Minnesota, work-based learning serves as a program quality indicator at the secondary level. Data for this indicator is collected from students enrolled in a Work Experience course (course code 97) that provides at least 40 hours of work experience. Experiential learning activities such as career fairs and job shadows are not captured in the performance indicator data.*

Enter your Work-based Learning response below.

- ***Describe the experiential learning opportunities provided to students enrolled in CTE programs at the secondary and postsecondary levels.***

HWC partners provide opportunity and access to experiential learning opportunities through:

- Diversified occupations and work experience programs
- Workforce Innovation and Experiential Learning Center programming (NHCC)
  - Xperience Project summer internship program
  - On-campus interviews
  - Resume, cover letter, and interview supports
  - Networking, job shadowing, career investigation, etc.
- Internships, mentorships, apprenticeships, and other work-based learning opportunities
- HWC partners with GPS to provide WBL opportunities in manufacturing, business, health, and IT support and services. ***FY23 efforts were spent on building/designing WBL in business & health with FY24 being pilot launch. In addition, for FY24, GPS will be building/designing construction opportunities through Intermediate District 287. GPS FY23 efforts have permeated into 8 secondary partners to grow student participation from eight completers (FY22), twelve completers (FY23), and now 171 interested participants for FY24.***
- Support by Perkins Coordinator at HTC to provide informational content for all CTE job seekers, connecting industry with programs & program faculty.

***Describe the work-based learning programs available to students which support the consortium's secondary program quality accountability measure.***

HWC has met the program quality WBL accountability measure. However, secondary partners understand that

improvement is important.

- HWC has designed and implemented a regional WBL Youth Apprenticeship initiative being piloted 2021-2024.
- GPS, leveraged to power HWC's WBL programming, has been awarded a United Way grant for FY24: Purpose Driven Paychecks to improve the quality of CTE pathway work experience opportunities.
- HWC secondary will continue to support WBL endorsements.
- Support and funding toward capacity building & expansion of HWC's Youth Apprenticeship program at HTC. Efforts will be led by Perkins Coordinator over three fiscal years to help develop a seamless transition for youth apprentices post-graduation into a registered apprenticeship program.

***Describe how your consortium will partner with employers to develop or expand work-based learning programs for all CTE students, including special populations at both the secondary and postsecondary levels.***

HWC will expand WBL opportunities for all CTE students by providing funding and support efforts that will:

- Collaborate with GPS Education, Minneapolis Regional Chamber, advisory committees, and other local businesses & industries in order to:
  - Expand offerings in Manufacturing; Health Sciences; Business, Management, and Administration; and Information Technology.
  - Continue to develop programs regarding the intentional support and hiring of individuals of special populations across all consortium member districts
  - Continued improvement and expansion of WBL with Lionsgate Academy in Business, Management, and Administration pathways.
  - Encourage district leaders to engage their ACTE-SPED population in WBL opportunities through HWC's Youth Apprenticeship initiative supported by GPS Education Partners.
  - support GPS partnering with Vocation Rehabilitation staff to support ACTE-SPED & 18-21yr old transition disabled individuals.
  - leverage GPS efforts & skills that train employers in regard to the needs of special populations employees.
  - Remove identified access barriers, such as transportation, for special populations to more fully engage in WBL through GPS's United Way Grant funding.
  - Host a cohort of employers to attract and improve workforce diversity and retention in collaboration with MRC, Goodwill, and the Urban League.
  - Host an annual Talent Symposium bringing Business, Industry & education together to improve Minnesota's talent pipeline in high-skill, high-wage, and in-demand careers. Focusing on local community employment needs identified in the current CLNA iteration.
- Improve career investigation, career readiness, and career attainment in CTE areas at the postsecondary level through internships, Youth Apprenticeships, and experiential learning opportunities at the WIEL (NHCC) and Career Services (HTC).

Upon completion of the pilot (concluding FY24), HWC will continue to assist districts to create their own WBL programs through diversified occupations. Assistance will be given, as needed, to support the development of WBL coordinators including meeting licensing requirements (See Nar #11). Throughout FY24, the pilot will be analyzed to determine how our partnership with GPS will evolve and provide improvements to work-based learning programming. Additionally, this pilot will be evaluated during our next CLNA.

- ***Based on the most recent data, many consortia are close to improvement plan status at the secondary level. Describe how your consortium will invest financial resources to increase work-based learning opportunities.***

HWC has contracted with GPS Education to increase WBL opportunities for students. This effort supports the expansion of WBL.

- Assist with student recruitment, selection & enrollment
- Employer engagement coordination
- Website & communication tools maintenance
- General support & coordination of the youth apprenticeship program
- Guide conversations around ecosystem expansion, sustainable funding modeling, & increased business development
- Collaborate with the Minneapolis Regional Chamber of Commerce

HWC continues to work with Minneapolis Regional Chamber's resources to increase work-based learning in the following ways:

- Talent Symposium - to bring new business, industry, and education partners together to talk about potential partnerships and pathways to improve work-based learning based on our CLNA-identified needs.
- Regional Advisory Committees are focusing on new and ongoing identified career clusters to align our programs of study to improve work-based learning for students at all levels of HWC.

Check which use(s) of funds in section 135 of Perkins V are supported under this narrative:

- 1. Provide career exploration and career development activities through an organized, systematic framework designed to aid students, including in the middle grades, before enrolling and while participating in a CTE program, in making informed plans and decisions about future education and career opportunities.
- 2. Provide professional development for teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals.
- 3. Provide within CTE the skills necessary to pursue career in high-skill, high-wage, or in-demand industry sectors or occupations.
- 4. Support integration of academic skills into CTE programs and programs of study.
- 5. Plan and carry out elements that support the implementation of CTE programs and programs of study and that result in increasing student achievement on performance indicators.
- 6. Develop and implement evaluations of the activities carried out with funds under this part, including evaluations necessary to complete the local needs assessment and the local report.
- Not Applicable

## Narrative 7: Early Postsecondary Credit Opportunities

### Early Postsecondary Credit Narrative

Describe the actions and efforts your consortium will take to expand access and promote:

- Postsecondary credit, such as dual or concurrent enrollment programs in CTE (e.g., the University of Minnesota CIS – College in the Schools, dual enrollment with Minnesota State colleges).
- Articulated credit options for high school coursework matriculation in CTE (e.g., individual agreements between teachers and instructors for articulation).
- CTE coursework that earns credit equivalency for high school graduation requirements (e.g., economics, chemistry, art, math).
- Advanced high school courses and curricula in CTE that provide certifications-by-exams (CASE, Microsoft, Adobe, CompTIA, ServSafe) or credit-by-exams (e.g., AP, IB).

Enter your Early Postsecondary Credit response below.

- **Postsecondary credit, such dual or concurrent enrollment programs in CTE (e.g., University of Minnesota CIS – College in the Schools, dual enrollment with Minnesota State colleges).**
  - *College Partnership specialists from both colleges will assist with improvement and expansion of dual enrollment opportunities in CTE within our secondary districts.*
  - *HWC postsecondary funds a portion of the CTE pathways staff, this position helps CTE teachers stay current with NACEP policies, track required documents, support accreditation processes, and leverage institutional data to improve offerings and pathways.*
  - *To help ensure equal access for all students, HWC encourages postsecondary to leverage MN State procedures allowing acceptance for students who are recommended or show a readiness for CTE pathways in lieu of the typical requirements (ref. Mn System Procedure 3.5.1)*
  - *WBL Programming to review and determine best ways for Youth Apprenticeship programming to award college credit, such as Credit for Prior Learning, PSEO enrollment, etc.*
- **Articulated credit options for high school coursework matriculation in CTE (e.g., individual agreements between teachers and instructors for articulation).**
  - *HWC contracts with the College High School Partnership (CHSP) which partners with SouthWest Metro, South Metro, Oak Land, Minneapolis, Great River and NE Metro. Meetings are held in all career fields annually which provides an avenue for agreement review and creation of new agreements. The CHSP has also explored matriculation with Wisconsin colleges when a MN college partner could not partner. In addition, the consortium partners with [www.CTEcreditMN.com](http://www.CTEcreditMN.com) to house the agreements and student earned credits.*
  - *Project Lead the Way (PLTW) offers students two viable options to earn college credits. There are ACC agreements in place for 2 year programs by passing the PLTW exams and utilizing the [www.CTEcreditMN.com](http://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.*



- *HWC is currently engaged in research to improve ACC programming and utilization. This report will be presented in the last quarter of the fiscal year. Insights gained will be implemented and tackled during FY24 through consortium efforts. Funding needs will be identified throughout the process, and supported through collaborative funds.*

- **CTE coursework that earns credit equivalency for high school graduation requirements (e.g., economics, chemistry, art, math).**

- *At this time the CTE secondary courses provide the standards in all of the mentioned above areas. However, those standards do not meet credit equivalency for graduation unless the CTE teacher has passed MTLE test in specified areas.*

- **Advanced high school courses and curricula in CTE which provide certifications-by-exams (CASE, Microsoft, Adobe, CompTIA, ServSafe) or credit-by-exams (e.g., AP, IB).**

*HWC continues to support and promote such programming by:*

- *Annual review of curriculum/design and improvements to dual enrollment opportunities for POS in CE or ACC offerings.*
- *All ACC agreements have a suggested common assessment or certification.*
- *Offering credit for prior learning in situations where students can prove prior learning, including successful completion of certifications.*
- *Provide students the ability to obtain college credit directly from 4 year institutions by excelling on the PLTW exams and paying college credit fees.*

Check which use(s) of funds in section 135 of Perkins V are supported under this narrative:

- 1. Provide career exploration and career development activities through an organized, systematic framework designed to aid students, including in the middle grades, before enrolling and while participating in a CTE program, in making informed plans and decisions about future education and career opportunities.
- 2. Provide professional development for teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals.
- 3. Provide within CTE the skills necessary to pursue career in high-skill, high-wage, or in-demand industry sectors or occupations.
- 4. Support integration of academic skills into CTE programs and programs of study.
- 5. Plan and carry out elements that support the implementation of CTE programs and programs of study and that result in increasing student achievement on performance indicators.
- 6. Develop and implement evaluations of the activities carried out with funds under this part, including evaluations necessary to complete the local needs assessment and the local report.
- Not Applicable

## Narrative 8: Support to Professionals

### Support to Professionals Narrative

Provide the following information in the space below:

- Describe the specific actions your consortium will take to recruit and prepare education professionals, including individuals from underrepresented groups and nontraditional careers. What partnerships or processes exist (or will be developed) in relation to recruiting new teachers when the need arises?
- Describe the specific actions your consortium will take to retain, train and develop education professionals and ensure applicable state certification and licensure requirements are met. What opportunities do educators have for professional development?
- How do these actions support the needs identified in your CLNA?

*NOTE: Education professionals include teachers, faculty, administrators, specialized instructional support personnel and paraprofessionals.*

Enter your Support to Professionals response below.

- **Describe the specific actions your consortium will take to recruit and prepare education professionals, including individuals from underrepresented groups and nontraditional careers. What partnerships or processes exist (or will be developed) in relation to recruiting new teachers when the need arises?**
  - HWC has created an Education and Training POS with a focus on CTE licensure as part of our postsecondary transfer pathway. Our efforts will encourage school districts to explore the creation of Education and Training pathways supporting CTE.
  - Men recruited into NHCC's Education Program will be encouraged to join "Men Who Care," a mentoring program for men in education.
  - 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.
  - NHCC currently offers an articulation agreement with St Cloud State University in both special education and elementary education teacher preparation programs. We are investigating ways to include Technology Education in the current agreement.
  - Through our relationships with MnACTE and MACTA, we are vocal and assist the licensure committees that work with MDE and MinnState.
  - In order to assist with the retention of new CTE instructors, HWC will continue to promote the MDE and Minnesota State mentor and new secondary teacher professional development workshops.
  - HWC's HTC will be offering Perkins funds to support the preparation of a new business faculty to engage in CTE-focused PD, redesign of the program to offer General Management awards and/or skills development, convene an effective advisory committee, and connect with secondary partners to better align curriculum.
  - HWC will provide support for subs and travel for professional organizations, conferences for training and enriching teaching, and collaborative meetings with other staff to innovate curriculum and expand pathways for students. This includes support to teachers organizing and managing student organizations and advisory committees.
  - Continue to partner with Lakes Country Cooperative to provide assistance for tier 3 or 4 CTE teachers to apply for additional CTE endorsements through the portfolio process. Additionally, HWC supports training non-CTE teachers to develop competencies in CTE pathways.

- Stipends will pay for time needed for the development of portfolios, ~~curriculum~~, and attending CTE related workshops as required by union contracts. Covering of tuition and other unallowable expenses, as indicated by the Perkins Operational Handbook, will be prohibited.
  - **Curriculum stipends will pay for development for new POS in Aviation, Media Communications and improvements to existing POS at the secondary level**
  - HWC will encourage partners to create, engage, and support career and technical student organizations in CTE.
- **Describe the specific actions your consortium will take to retain, train and develop education professionals and ensure applicable state certification and licensure requirements are met. What opportunities do educators have for professional development?**
    - Provide stipends for teachers to complete CTE certification for credentialing.
    - Explore neighboring colleges to see if we have the capacity to bring about changes at our partnering college in the education/training pathway.
    - Promote continuing education for those who are working directly with CTE students through:
      - National, State, and Local organizations such as; ATCE, MDE, MN State, MACTA, MnACTE, NAPE, etc.
      - Conferences and workshops such as; CTE Works, Manufacturing conferences, PLC & ACC meetings, local internal and external professional development
      - Partnerships with; regional and local advisory committees in CTE, Minneapolis Regional Chamber of Commerce, Real-Time Talent, and GPS Education Partners.
      - Continue to offer professional development support for CTE teachers through educator externships and Pathways to 18.
      - HWC will work with Lakes Country Cooperative to provide professional development activities with HWC to bring more potential teachers into the field with appropriate CTE licenses.
      - Research a “Moving from Industry to Education” initiative in partnership with the Minneapolis Regional Chamber and leveraging the HWC Talent Symposium programming.
      - Development and delivery of trauma-informed skills workshops, training, and discussion throughout the fiscal year, and expansion of programming into Health Science programs.
  - **How do these actions support the needs identified in your CLNA?**
    - Gaps and strategies listed under Elements 4 and 5 of the CLNA are supported through training and retention efforts, professional development, and the creation of a new Education and Training POS.

Check which use(s) of funds in section 135 of Perkins V are supported under this narrative:

- 1. Provide career exploration and career development activities through an organized, systematic framework designed to aid students, including in the middle grades, before enrolling and while participating in a CTE program, in making informed plans and decisions about future education and career opportunities.
- 2. Provide professional development for teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals.
- 3. Provide within CTE the skills necessary to pursue career in high-skill, high-wage, or in-demand industry sectors or occupations.
- 4. Support integration of academic skills into CTE programs and programs of study.
- 5. Plan and carry out elements that support the implementation of CTE programs and programs of study and that result in increasing student achievement on performance indicators.
- 6. Develop and implement evaluations of the activities carried out with funds under this part, including evaluations

necessary to complete the local needs assessment and the local report.  
 Not Applicable

## Narrative 9: Performance Gaps

### Performance Gaps Narrative

Based on the analysis of disaggregated data for both secondary and postsecondary:

- What specific student group(s) were identified as having significant disparities or performance gaps?
- What specific actions will the consortium take at both the secondary and postsecondary level each year of the local plan to eliminate these disparities or close performance gaps?
- What financial resources will be leveraged to support these actions?

Enter your Performance Gaps response below.

Secondary subpopulations identified:

- Students identifying as black, Hispanic, special education, and economically disadvantaged populations. could benefit from support in the areas of reading and math.
- Special education (except for ACTE SPED) have less participation in WBL.
- There are fewer special education students enrolled in postsecondary (including a 4-year degree).
- ELL students are the largest subpopulation that does not graduate within the 4-year time frame.

Postsecondary subpopulations identified:

- Non-Trad male and female designated program areas & awards at HTC.
  - HTC identified continued 3P1 performance gaps in Health Science, Transportation, and Manufacturing career pathways.
  - On-time graduation rates are lower for students enrolled in 2-year award CTE Programs and POS than the rates for students enrolled in certificate and stackable certificate programs.
  - High School students pursuing credit for prior learning through HWC's WBL & Youth Apprenticeship programming.
  - Asian students graduating on time (1P1) at NHCC gained employment at lower rates than their peers.
  - NHCC Enrollment of Hispanic/Latino students has dropped at a much faster rate than other populations.
  - HTC notes a gap in 2P1 graduation rates for economically disadvantaged individuals, homeless youth, and youth in foster care.
- ***What specific actions will the consortium take at both the secondary and postsecondary level each year of the local plan to eliminate these disparities or close performance gaps?***

Actions:

- Postsecondary recognized improvements to the recruitment, retention, and success of NonTrad student programming supported previously by HWC & the Nontraditional Student Support Specialist. Postsecondary will continue this work by supporting the institutionalizing of the position and will expand on existing programming to include other special populations, as identified by consortium relevant data. This position will be shared equally between the two colleges for 3 fiscal years.
- Expand WBL opportunities for all CTE students by collaborating with GPS Education, Minneapolis Regional Chamber, and other local businesses & industry. We will offer WBL programs in Manufacturing; Health Sciences; Business, Management, Administration; and Information Technology.

- Support materials that foster training/improvement of math & reading within CTE, such as supplementary instructional texts, professional development curriculum training, culturally competent programming, etc.
  - Provide support through funding and materials for local outreach initiatives targeting families of CTE-identified marginalized groups within consortium institutions.
  - Increase consortium access and engagement with BIPOC professionals to increase representation and awareness of CTE careers among prospective students.
  - Recommit to initiatives that encourage parent involvement in student career exploration efforts for college and career readiness.
  - Utilize dual credit data such as ACC reports to reach out to high school students.
  - Create a plan to guide and inform students of the value of leveraging CE and ACC courses to ensure credits will be earned and transcribed.
  - Expanding early college credit options in various programs.
  - Explore and present strategies to CTE educators and staff to support genders entering nontraditional careers with increased efforts for nontraditional male careers.
  - Review current HWC strategies and practices to improve outcomes toward equal access to CTE programs for all students.
  - Leverage successful programs that are meeting metrics for employment and retention of Asian, Black, and Hispanic/Latino populations, including the creation of a position to support these students through mentoring, WBL, and other activities.
  - At NHCC, the WIEL center is also developing initiatives that support data deficiencies in special populations' retention and employment.
- ***What financial resources will be leveraged to support these actions?***
    - Strengthen Career and Technical Education in the 21st Century Grant
    - Access and Opportunity postsecondary funds
    - Pursue grant opportunities from the US Department of Labor, MDE, and MnState that advance CLNA-identified priorities
    - Minneapolis Regional Chamber Development Foundation
    - GPS Education Partners
    - Coordination with district/college budget and matching funds
    - College High School Partnership

Check which use(s) of funds in section 135 of Perkins V are supported under this narrative:

- 1. Provide career exploration and career development activities through an organized, systematic framework designed to aid students, including in the middle grades, before enrolling and while participating in a CTE program, in making informed plans and decisions about future education and career opportunities.
- 2. Provide professional development for teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals.
- 3. Provide within CTE the skills necessary to pursue career in high-skill, high-wage, or in-demand industry sectors or occupations.
- 4. Support integration of academic skills into CTE programs and programs of study.
- 5. Plan and carry out elements that support the implementation of CTE programs and programs of study and that result in increasing student achievement on performance indicators.
- 6. Develop and implement evaluations of the activities carried out with funds under this part, including evaluations necessary to complete the local needs assessment and the local report.

Not Applicable

## Narrative 10: Consortium Governance

### Consortium Governance Narrative

Provide the following information in the space below:

- Describe your consortium's formal governance structure, including how the consortium leadership is organized, the processes used for making financial decisions and the communication systems in place to ensure all consortium members are continually updated.
- Describe the actions the consortium is taking to ensure Perkins funding is supporting programs of sufficient size, scope and quality.

**NOTE:** The required components for a consortium's governance structure are further detailed in the Perkins Operational Handbook (p 11).

Enter your Consortium Governance response below.

- ***Describe your consortium's formal governance structure, including how the consortium leadership is organized, the processes used for making financial decisions, and the communication systems in place to ensure all consortium members are continually updated.***

Our governance structure has representation from 8 school districts, 1 intermediate district, 1 charter school, 2 colleges, an Articulation Specialist, a Nontraditional Student Support Specialist, the Minneapolis Regional Chamber of Commerce, and GPS Education Partners. The HWC Leadership team is composed of leaders at HTC, NHCC, and a secondary leader. We are guided by our Policies and Procedures Manual which is updated biennially. Monthly meetings with district representatives are used for idea collaboration, strategic work plans and to inform representatives. Business partners, postsecondary leadership, faculty, specialists, secondary principals, teachers, and leadership are invited and incorporated into meeting agendas as related to consortium goals. HWC will host a full-day meeting in September to kick off the year. The team will strategically map action plans to ensure the success of Perkins's narrative goals. In FY24, we will continue to evolve as new leaders join our team at the secondary level (Eden Prairie High School, Brooklyn Center, Hopkins, and Intermediate 287).

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 the rationale for a budget request that supports the FY24 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. HWC utilizes the following communication tools; the HWC website, monthly meetings, email, and leadership meetings, as tools for collaboration, planning, management, and communications.

- ***Describe the actions the consortium is taking to ensure Perkins funding is supporting programs of sufficient size, scope, and quality.***

HWC created a tiered system for identifying funding initiatives that meet our most important strategic goals for size, scope, and quality (ref: POS Funding Document).

In the next grant cycle, we will continue the Talent Symposium, regional advisory committee meetings, and the HWC partnership retreat. 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 to determine if the program should be improved, discontinued or expanded. In addition, Element 2 will guide the creation of new POS. HWC is committed to continuous improvement in all aspects of the grant.

Check which use(s) of funds in section 135 of Perkins V are supported under this narrative:



- 1. Provide career exploration and career development activities through an organized, systematic framework designed to aid students, including in the middle grades, before enrolling and while participating in a CTE program, in making informed plans and decisions about future education and career opportunities.
- 2. Provide professional development for teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals.
- 3. Provide within CTE the skills necessary to pursue career in high-skill, high-wage, or in-demand industry sectors or occupations.
- 4. Support integration of academic skills into CTE programs and programs of study.
- 5. Plan and carry out elements that support the implementation of CTE programs and programs of study and that result in increasing student achievement on performance indicators.
- 6. Develop and implement evaluations of the activities carried out with funds under this part, including evaluations necessary to complete the local needs assessment and the local report.
- Not Applicable

## Narrative 11: Reserve Funds

### Reserve Funds Narrative

Perkins V, Section 112(c) states that Reserve funding is awarded in order to:

- foster innovation through the identification and promotion of promising and proven CTE programs, practices, and strategies..., or
- 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

Budget your consortium's Reserve funding to support no more than two of the following categories:

- CTE Teacher/faculty recruitment, retention
- Achievement gaps in math, language arts
- Performance Gaps
- Development of new programs of study

Please provide the following:

1. Identify category(ies) your consortium will fund and describe the innovations Reserve funding will support.
2. Provide budget details on how Reserve funding will support the innovation or programs of study being developed.
3. What are the expected results of this innovation?
4. How will this strategy continue to be supported after Perkins funds have been expended?

Enter your Reserve Fund response below.

**1. Identify category(ies) your consortium will fund and describe the innovations Reserve funding will support.**

The categories HWC secondary will support are

- CTE teacher/faculty recruitment, retention
  - CTE endorsements for secondary instructors (including WBL) through Lakes County Cooperative
  - Training through professional conferences and MDE
- Development of new POS.
  - ~~Teaching and Training~~
  - Communications Technology (Media Relations) POS to be developed & strengthened. HWC postsecondary institutions have pathways within communications technology, giving secondary partners; Brooklyn Center & Intermediate District 287 an opportunity to collaborate, align and develop this POS pathway. Curriculum to be developed, equipment purchased as needed, along with professional development and consortium support. All secondary purchases will be dependent upon MDE CTE program approval.
  - Transportation, Distribution, and Logistics (Trade & Industry - Aviation Careers) POS to be developed, in response to recent labor market analysis indicating employer shortages in aviation careers. HWC postsecondary institutions do not currently have pathways within Aviation Careers. Eden Prairie & Minnetonka consortium partners will explore opportunities to develop, create, & align this POS pathway within current postsecondary partner programming. However, secondary will also explore brokering this pathway if HTC and NHCC are unable to align such

efforts. There is currently an opportunity to create Articulated College Credit agreements with Minnesota State Mankato. All secondary purchases will be dependent upon MDE CTE program approval.

The categories HWC postsecondary will support are

- **CTE teacher/faculty recruitment, retention**
  - **HTC Social Worker Trauma Informed Skills Facilitator Training.**
  - **Improve retention of faculty by supporting attendance at CTE related & discipline specific conferences.**
  - **NHCC Teaching and Training Improvement supporting a WHY-Teach event. There is a dire need for a diverse teaching force in Minnesota Public Education. The new elementary and special education degree programs at NHCC will help launch the recruitment and retention of future culturally responsive teachers. Exploration of articulation agreement with St Cloud State University to include CTE licensure, specifically technical education pathways. The Why Teach Event will provide NHCC education students with a professional network for professional discourse about critical issues and opportunities in education & CTE education. This is a conference planned and implemented by education students.**
- Development of new POS
  - Our CLNA indicated a need to focus and increase general management workforce talent. HWC has evaluated this pathways and determine secondary institutions have strong programming for this pathway but improvements to be had on the postsecondary side. HTC recognize a unique opportunity, with the retiring of faculty and hiring of new faculty, to revamp and redirect their business programming to meet current industry standards. Funds will be directed toward HTC General Management pathways in the Business Program to strengthen programming & curriculum; support improvements to advisory board members & participation; restore secondary partner alignment, in particular HTC's concurrent enrollment partnerships.
  - ~~NHCC Teaching and Training Improvement supporting a WHY-Teach event.~~
- ~~Performance Gaps~~
  - ~~Support the new position of Nontraditional Student Support Specialist to improve graduation, retention, and employment through mentoring and community building activities for students identified in all performance gaps.~~

**2. Provide budget details on how Reserve funding will support the innovation or programs of study being developed.**

CTE teacher/faculty recruitment, retention

- Funds will be utilized to contract with Lakes Country Cooperative to train instructors in CTE competencies and development of portfolios to support CTE licensure & endorsements. Funds will also support stipends for teacher attendance/travel for training, and necessary substitute coverage.
- Professional development activities that are designed for recruitment and retention will be supported.
- **Social worker led trauma informed skills training to improve faculty retention. FY23 Law Enforcement trauma training which, improved curriculum & pedagogy, will be modified and expanded into health careers.**

- **Funding support for CTE aligned professional development in quality teaching.**

***Development of new Programs of Study***

- Funding for General Management; ~~Teaching/Training~~; and Transportation, Distribution, and Logistics - (Trade & Industry - Aviation Careers) will support curriculum design, advisory committee formation, and foster strong connection with secondary programming. This is a multi-narrative effort.
- HWC will redesign of media, communications pathway by creating a new POS with District 287 and Brooklyn Center. This will allow HWC partners to offer an opportunity for students interested in this career field where one does not currently exist. Funds will support curriculum development & upgraded computers with the capacity to support video editing, and Adobe Creative Cloud software. District 287 advisory board committee has recommended various industry-standard equipment needed, which is not supported by the district's approved technology purchases. Currently limited to no equipment is available to support the creation of this pathway.
- HWC will be brokering aviation program articulation agreement(s) with Minnesota State University, Mankato. Districts engaged in this process are Eden Prairie and Minnetonka.
- Funding support for CTE aligned professional development in quality teaching.

**Performance Gaps**

- ~~Fund new position (Nontraditional Student Support Specialist) to:~~
  - ~~Support increased representation of men in education, health care and human services by leveraging Men Who Care programming improvements.~~
  - ~~Improve Be Bold, Break the Mold Programming, which supports women enrolled in programs nontraditional for their identified gender, to expand throughout HWC's POS (ref POS funding doc).~~
  - ~~Research, identify, and development of mentoring opportunities for all special populations to improve identified performance gaps.~~

**3. What are the expected results of this innovation?**

- Increased number of CTE licensed educators
- Expanded & Improved POS pathways as listed above
  - Improved opportunities for pathways engagement by secondary & postsecondary learners
  - Better alignment of courses & curriculum to current industry practices
  - Improvements to advisory committee participants and stakeholder representation
- Strong and intentional connections between secondary and postsecondary
  - Collaborative creation of awards accessible & attainable by secondary students prior to graduation
  - Expanded ACC agreements, and early college programming in identified POS as listed above
- Improved retention, graduation, and employment of students identified as performance gaps.

**4. How will this strategy continue to be supported after Perkins funds have been expended?**

**CTE teacher/faculty recruitment, retention**

This is short-term funding support to increase the number of CTE educators in an attempt to eliminate current CTE teacher/faculty shortages. Funding will be reviewed annually to determine future needs in other areas. It is incumbent upon districts and teachers to maintain licensure after HWC's initial investment.

### Development of new Programs of Study

After three years of Perkins support, all partners will maintain courses within the POS. This would include concurrent enrollment, materials, salaries, equipment, etc.

### Performance Gaps

~~Both colleges will continue to support the position into the next fiscal biennium. The goal is to have the cost of the position absorbed by the postsecondary institutions after three years.~~

Check which use(s) of funds in section 135 of Perkins V are supported under this narrative:

- 1. Provide career exploration and career development activities through an organized, systematic framework designed to aid students, including in the middle grades, before enrolling and while participating in a CTE program, in making informed plans and decisions about future education and career opportunities.
- 2. Provide professional development for teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals.
- 3. Provide within CTE the skills necessary to pursue career in high-skill, high-wage, or in-demand industry sectors or occupations.
- 4. Support integration of academic skills into CTE programs and programs of study.
- 5. Plan and carry out elements that support the implementation of CTE programs and programs of study and that result in increasing student achievement on performance indicators.
- 6. Develop and implement evaluations of the activities carried out with funds under this part, including evaluations necessary to complete the local needs assessment and the local report.
- Not Applicable

## Workforce Center Collaboration

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

*Note: An in-kind contribution is a non-monetary contribution. An example might be a person's time serving on a board or attending meetings. The estimated cost of this person's time would be listed as "in-kind."*

### Workforce Center Collaboration

	Total(s)
(POSTSECONDARY) Total Perkins funds used in collaboration with WorkForce Centers	31560
(POSTSECONDARY) Estimated expenditure/in-kind contributions used in collaboration with Workforce Centers	89200
Postsecondary Subtotal	120760
(SECONDARY) Total Perkins funds used in collaboration with WorkForce Centers	35000
(SECONDARY) Estimated expenditures/in-kind contributions used in collaboration with WorkForce Centers	47760.60
Secondary Subtotal	82760.60
<b>TOTAL</b>	<b>203520.60</b>

### Perkins-Funded Positions

In the table below, 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. Upload the position description for each individual/position 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.

Perkins Funded Positions

Name	Position	Secondary/Postsecondary	File Folder # (Secondary)	Percentage of Time	Amount
Jean rakun	HWC Secondary Director	Secondary	376325	50%	55,000
Brent Olinger	Director of Perkins & Workforce Collaboration	Postsecondary		100%	118,000
Jason Jones	Perkins & Pathways Coordinator	Postsecondary		100&	108,000
NHCC WIEL Center Advisor	Career Pathways Advisory	Postsecondary		50%	44,000
NHCC Weekend College Coordinator	Assistant Director of Integrated Services & Weekend College	Postsecondary		50%	46,000
Brittani Sensor	Social Worker	Postsecondary		100%	85000
NonTrad Support	Nontraditional Student Support Specialist	Postsecondary		100%	80205.89

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

Position Description

Secondary Perkins Grant Coordinator.docx

Position Description

Perkins Coordinator 10.4.19-revised.docx

Position Description

Perkins and Pathways Coordinator\_PD1.pdf

Position Description

Perkins and Pathways Coordinator\_PD2.pdf

Position Description

MnSCU Academic Professional 2 - Career Pathways Advisor - 00294400 - Gina Schmidt.docx

Position Description

Position Description

MnSCU Academic Professional 3 - Assistant Director of Integrated Services & Weekend College - 01114879 - Nou  
(Sunny) Vang.docx

Position Description

Social Worker PD FY24.pdf

Position Description

MnSCU Academic Professional 2 - Perkins Nontrad Position-revised 4.23.docx

Position Description

Position Description

Position Description

Position Description



## Additional Documentation

These required documents must be uploaded with your application:

1. **Statement of Assurances Document (Statement of Assurance should be combined and uploaded as one single PDF). ([Download the Statement of Assurances Form](#))**
2. **Combined Secondary and Postsecondary Budget Excel File ([Download the Budget form with instructions](#))**
3. **Consortium Consolidated Equipment Inventory**
4. **Improvement Plan Template. Only required for those consortia on an improvement plan. ([Download the Improvement Plan Template](#))**

If you have other Additional Supporting Documents that you want to add to your application, upload them below.

REQUIRED: Statement of Assurances Document (Attached as one large PDF file):

FY23\_Statement-of-Assurances-Form\_ALL.pdf

REQUIRED: Combined Secondary and Postsecondary Budget Excel File

Combined-Secondary-Postsecondary-Budget-FY24 Final.xlsx

REQUIRED: Consortium Consolidated Equipment Inventory

HWC Consolidated Equipment Lists.xlsx

Improvement Plan

Additional Material

HWC-Membership-List-FY24.docx

Additional Material:

Additional Material:

Additional Material:

Additional Material:

Additional Material

Additional Material:

Additional Material:

