

PERKINS V COMPREHENSIVE LOCAL NEEDS ASSESSMENT (CLNA) REPORTING FRAMEWORK

Consortium Name: Hennepin West Consortium

To be submitted with the 2022-2024 Local Application

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What the Perkins V law says about stakeholders in the needs assessment process:

In conducting the comprehensive local needs assessment under subsection 134(c), and developing the local application described in subsection 134(b), an eligible recipient shall involve a diverse body of stakeholders, including, at a minimum—

- representatives of career and technical education programs in a local educational agency or educational service agency, including teachers, career guidance and academic counselors, principals and other school leaders, administrators, and specialized instructional support personnel and paraprofessionals;
- representatives of career and technical education programs at postsecondary educational institutions, including faculty and administrators; ● representatives of the State board or local workforce development boards and a range of local or regional businesses or industries; ● parents and students;
- representatives of special populations¹;

- representatives of regional or local agencies serving out-of-school youth, homeless children and youth, and at-risk youth (as defined in section 1432 of the Elementary and Secondary Education Act of 1965);
- representatives of Indian Tribes and Tribal organizations in the State, where applicable; and
- any other stakeholders that the eligible agency may require the eligible recipient to consult.

Please indicate the key stakeholders (individuals and groups) involved in the completion of this needs assessment:

Hennepin West Perkins Consortium is made up of the following school districts: Wayzata, Minnetonka, Eden Prairie, St Louis Park, Intermediate District 287, Hopkins, Robbinsdale, Osseo, and Brooklyn Center. Lionsgate Academy Charter School is a member and active consortium participant. Postsecondary institutions are North Hennepin Community College and Hennepin Technical College.

HWC relied on support and reports from the following stakeholders: Real Time Talent, Minneapolis Regional Chamber, GPS Education Partners

¹The Perkins V law defines special populations as individuals with disabilities; individuals from economically disadvantaged families, including low-income youth and adults; individuals preparing for nontraditional fields; single parents, including single pregnant women; out-of-workforce individuals; English learners; homeless individuals; youth who are in, or who have aged out of, the foster care system; and youth with a parent who is on active duty in the military.

Provide URLs for each participating stakeholder organization:

<https://www.district279.org/>

<https://www.rdale.org/>

<https://www.wayzataschools.org/>

<https://www.edenpr.org/>

<https://www.minnetonkaschools.org/>

<https://www.slpschools.org/>

<https://www.district287.org/>

<https://www.hopkinschools.org/>

<https://www.bccs286.org/>

<http://lionsgate.academy/>
<https://nhcc.edu/>
<https://hennepintech.edu/>
<https://www.mplschamber.com/>
<https://gpsed.org/>
<http://www.realtimetalent.org/home/>

List, by name (and optional links to), any other stakeholder groups consulted with (but not directly involved) in the completion of the needs assessment:

Faculty & Staff - All Campuses

Minneapolis Chamber of Commerce Regional Advisory Committee

NHCC Workforce Innovation and Experiential Learning Center (WEIL) Advisory Committee

HTC Student Life and Career Development Research

Hennepin-Carver Workforce Development Board

Local Advisory Committees

Students & Parents - All Campuses

→ HWC Leaders were relied upon to bring forth local district goals, initiatives, and community (including students & parents) feedback to the consortium.

(Accessible Version Revised 12/8/2019) Page - 2

How does your consortium application propose to use your needs assessment to support the career and technical programs selected?

The CLNA provides a method to review labor market data in terms of employment, wages, and future needs. An analysis of current programming provides information regarding current program size, scope, and quality. A comparison of the two provides a guide for future plans. HWC also considers the strategic goals laid out by MDE, MN State, secondary and postsecondary institutions.

NOTE: *Evidence of stakeholder engagement would include such documentation as meeting agendas and notes.*

Summarize the specific insight gained in the needs assessment related to each required element (below).

Element #1: Student Performance on Required Performance Indicators

While HWC met all state and federal performance targets, there are several gaps. Current enrollment and achievement gaps in special populations, gender, race, and WBL have been identified and initiatives will be created to address those gaps. Steps to remedy these will continue to be explored and new collaborations will be created with Business and Industry, CBO's, and government institutions.

Element #2: Program Size, Scope, and Quality to meet the needs of all Students

Current HWC POS are relatively well aligned with labor market needs in most areas. Labor market demands show that Therapeutic Services, Business, Management, and Administration careers are in strong demand and are high-skill high-wage career fields. There is need for continual improvement of Therapeutic Services at the secondary level and a realignment of our Marketing Management POS to General Management, or the creation of a new POS in General Management.

Element #3: Progress towards Implementation of CTE Programs of Study

HWC has 12 state-recognized programs of study. After completing an analysis of labor market and size, scope, and quality, modifications will be made to expand and improve SRPOS. Therapeutic Services and Information Technology POS will be expanded. HWC will research and develop a new POS in General Management, Construction, and Manufacturing. Finally, we will explore new opportunities in Education & Training and Hospitality & Tourism to create cross-curricular programming. We will expand Work-Based Learning (WBL), Articulated College Credit (ACC), and Concurrent Enrollment (CE) options for students to strengthen all programs of study.

Element #4: Improving recruitment, retention, and training of CTE professionals, including underrepresented groups HWC has determined there is a current shortage of licensed CTE educators at both secondary and postsecondary levels. Our goal is to recruit educators by supporting licensing and training efforts including licensure by portfolio. By strongly supporting interested educators, we plan to close the talent pipeline gaps in CTE education. Secondly, through our connections in business and industry, HWC plans to attract professionals to teach in secondary and postsecondary. Finally, HWC sees the need to continue offering professional development opportunities via MDE, MN State, and professional organizations.

(Accessible Version Revised 12/8/2019) Page - 3

Element #5: Progress towards equal access to CTE programs for all students

HWC is fully committed to improving access and equity in CTE for all students. Consortium policies and procedures will advance access in CTE by providing professional development opportunities that focus on cultural competencies to embed within CTE programming. Efforts will include supporting local outreach initiatives targeting families of CTE identified marginalized groups within consortiums institutions. Partnerships will be developed that increase consortium access and engagement with BIPOC professionals.

NOTE: *Required supporting documents used in the needs assessment must be available on file for review during monitoring visits or upon request.*

Evidence of stakeholder engagement would include such documentation as meeting agendas and notes.

Indicator 1S1 Four-year Graduation Rate ▪ Baseline: **91.16%**

○ Year 1 Goal: **53.90%**

- Year 1 Actual: **92.93%**

- Year 1 Goal Met? **YES**

○ Year 2 Goal: 53.96%

○ Year 3 Goal: 54.07%

Needs Assessment Element #1

(Accessible Version Revised 12/8/2019) Page - 4

SECONDARY PERFORMANCE DATA REVIEWED

Indicator 3S1 Post-Program Placement (formerly Postsecondary Enrollment)

- Baseline: **79.17%**
- Year 1 Goal: **48.26%**
- Year 1 Actual: **78.31%**
- Year 1 Goal Met? **YES**
- Year 2 Goal: 48.32%
- Year 3 Goal: 48.43%

Indicator 2S1 Academic Proficiency: Reading/Language Arts ▪ Baseline: **NA***

- Year 1 Goal: **12.59%**
- Year 1 Actual: **77.02%**
- Year 1 Goal Met? **YES**
- Year 2 Goal: 12.64%
- Year 3 Goal: 12.74%

Indicator 2S2 Academic Proficiency: Mathematics ▪ Baseline: **NA***

- Year 1 Goal: **11.02%**
- Year 1 Actual: **61.75**
- Year 1 Goal Met? **YES**
- Year 2 Goal: 11.04%
- Year 3 Goal: 11.09%
- Year 1 HTC Actual: **91.72%**
- Year 1 NHCC Actual: **87.66%**
- Year 1 Goal Met? **YES** - We conclude that this metric is being met. We recognize that NHCC could use improvement, but after a closer look, this equates to 4 more students. This number is too minimal to make substantial changes or refocusing of funds.

Indicator 4S1 Non-traditional Program Concentration ▪ Baseline: **42.92%**

- Year 1 Goal: **11.39%**
- Year 1 Actual: **37.93%**
- Year 1 Goal Met? **YES**
- Year 2 Goal: 11.44%
- Year 3 Goal: 11.52%

Indicator 5S3 Program Quality Work-based Learning ▪ Baseline: **5.86%**

- Year 1 Goal: **4.09%**
- Year 1 Actual: **4.64%**
- Year 1 Goal Met? **YES**
- Year 2 Goal: 4.11%
- Year 3 Goal: 4.13

1P1 Postsecondary Placement

- Baseline: **91.73%**
- Year 1 Goal: **89.01%**
 - Year 1 HWC Actual: **90.66%**

POSTSECONDARY PERFORMANCE DATA REVIEWED

2P1 Earned Recognized Postsecondary Credential

- Baseline: **45.6%**
- Year 1 Goal: **44.70%**
 - Year 1 HWC Actual: **49.48%**
 - Year 2 Goal: **89.33%**
 - Year 3 Goal: **89.97%**

DEEPER DIVE

Consortium

CIP level data indicates that the majority meet or exceed the benchmark. Of those that do not meet the benchmark miss it by 1-3 students, with one exception. This result isn't significant enough to

justify a shift in funding focuses

Potential Point of Concern - Business/Office Occupations & Clerical Services - missed the benchmark by 9 students

Perkins V Data

❖ Business, Management & Administration - drops below 70% in FY20, rebounds to 77% in FY21, and has a projected decline in 1P1 for FY22-FY24.

- Year 1 HTC Actual: **57.29%**

- Year 1 NHCC Actual: **36.43%**

- Year 1 Goal Met? **YES** - We conclude that this benchmark is being met. We recognize an opportunity for improvement at NHCC. We are mindful of two aspects:
 - 67% of students at NHCC are considered part-time, with an average age of 25. A large population of NHCC students have families and/or are currently employed. It is unlikely we can move these particular populations to increase 2P1 results

3P1 Nontraditional Program Concentration

Baseline: **17.31%**

- Year 1 Goal: **15.91%**
 - Year 1 HWC Actual: **18.64%**
 - Year 1 HTC Actual: **14.67%**
 - Year 1 NHCC Actual: **29.91%**
 - Year 1 Goal Met? **YES** - We conclude that this benchmark is being met. We have recognized a great disparity between NHCC (36%) and HTC (9%).
- Year 2 Goal: **16.01%**
- Year 3 Goal: **16.22%**

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Consortium

HVAC - 4% (4 of 91) - Female

Automotive - 0% (0 of 89) - Female

Autobody - 3% (1 of 35) - Female

CNC - 4% (2 of 50) - Female

Health Unit Coordinator - 0% (0 for 13) - Male

Medical Assistant - 0% (0 for 14) - Male

- 74 additional students would be needed to meet this benchmark.

▪ Year 2 Goal: 45.10%

▪ Year 3 Goal: 45.90%

DEEPER DIVE

Consortium – FY21

Computer Science (CIP - 110701) - 0% (0 for 73)

General Education - 16% (6 for 38)

Criminal Justice / Safety Studies - 14% (5 for 35)

Recording Arts Tech - 20% (5 of 24)

Manufacturing and Engineering Technology - 17% (3 of 18)

Digital Arts - 15% (3 of 20)

Graphic Design - 7% (2 of 30)

Health Services/Allied Health/ Health Science Gen - 14% (5 of 67)

Business Admin & Management, General - 28% (4 of 14)

Accounting 7% (2 of 28)

What strengths and gaps were identified by your needs assessment regarding student performance?

Consortium Strengths:

HWC secondary and postsecondary met every performance indicator and do not require a performance improvement plan. Indicated below are strengths and gaps found in the delineation of data reports.

Secondary Strengths:

- 1S1 Graduation Rate for HWC secondary is higher than the state average.
- 2S1 and 2S2 indicators for HWC secondary are higher than the state average.

Postsecondary Strengths:

- 1P1 - Students who have graduated on time in almost all career pathways are exceeding the current targets. The programs that do not meet the benchmark miss the target by 1-3 students. The result is statistically insignificant to make systematic changes.
- 2P1 - Across the board, students enrolling in short-term certificate programs complete on time. For example, at NHCC, 34 of 35 (97%) students completed the Computer Programming Certificate on time. At HTC, all 77 students enrolled in the Nursing Assistant/PCA program completed on time. This is the case for the past three years.
- 3P1 - The consortium meets this metric. NHCC meets and far exceeds the targets in every career pathway. For example, Finance is over 50% women and Business Management is over 40%.

Secondary gaps:

- BL (4.06% was our target and our actual was 4.64%). Overall, the target gaps are Diversified Occupations and ACTE SPED. ●

Statistically relevant gaps related to ethnicity and/or specials populations are:

- 1S1 Graduation Rate: ELL demonstrates 52% meeting the criteria; Nontraditional students are at 32.42%.
- 2S1 Reading: Economically Disadvantaged 30.51%; Black 30.35%.
- 2S2 Math: Black 41.19%; Economically Disadvantaged (34%); Hispanic (21%).
- 3S1 Post Program Placement: Economically Disadvantaged 20.48%; Special Education 49.1%. Students from HWC continue to pursue Bachelor's degrees after graduation and relatively few enroll at our college partners (16%).

[Note] Economically disadvantaged students cannot be targeted for services under Perkins due to data privacy.

- Overall, the consortium meets and exceeds student performance goals. Waterline data indicates there are secondary schools below the target line in every performance indicator.

Postsecondary Gaps include:

- The target for 1P1 was 89%, yet 75% of students enrolled in Business Management and Administration were employed or continuing with advanced training. This evidence indicates a potential concern and justification to focus support on Business, Management, and Administration awards.
- The target for 2P1 was 45% of HWC students graduating on time, however, the institutional level indicates NHCC has room for improvement at 36%.
 - As we look deeper into specific career clusters, NHCC's CTE programs that offer a wide range of certificates have significantly higher completion rates than those limited to offering solely Associate level awards. For example, Business has 19 awards with a 63% 2P1 rate, but Marketing, which offers only an AAS, was at 7%.
 - Conversely, this was not the case at HTC, where the following programs have multiple awards (Certs, Diplomas, 2 year Associates) but have a 2P1 rate below the benchmark: Arts, A/V Technology & Communication (26%); Information Technology (35%); and STEM (25%) programming.
- The target for 3P1 was 15.9% and was met overall, but HTC has opportunities to address some significant gaps. For example; Transportation, Distribution & Logistics at 5% (9 of 165), Machine Tool CNC programming at 4% (2 of 50), Health Sciences is approximately 5% (3 of 60), and Networking at 9 % (7 of 77).

What subpopulation of students could benefit from additional evidence-based services/supports?

Secondary subpopulations that benefit from support include:

- Students identifying as black could benefit from support in the areas of reading and math.
- Special populations (except for ACTE SPED) have less participation in WBL.
- Students enrolled in a POS leading toward a 2-yr award.
- ELL students are the largest subpopulation that does not graduate within the 4-year time frame.

Postsecondary subpopulations that could benefit from support include:

- Non-Trad male designated program areas & awards.
- 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 Work-Based Learning & Youth Apprenticeship programming. ●
- Asian students graduating on time (2P1) at NHCC found employment at lower rates (80%) than their peers.
- NHCC Enrollment of Hispanic/Latino students has dropped at a much faster rate than other populations.

What priorities are you setting to address the gaps or challenges identified for this element that will be presented in your local application?

Secondary priorities and strategies will be developed to target improvements for:

- Students identified as black in the areas of reading and math.
- Special populations (except for ACTE SPED) have less participation in WBL. Strategies will be developed to increase WBL opportunities.

(Accessible Version Revised 12/8/2019) Page - 1

- Students enrolled in POS leading toward 2-yr awards. New strategies will be developed to demonstrate the value of a 2-year award and how the 2-year award could transfer on to a 4-year award.
- ELL students to assist in the improvement of 4-year graduation rates within CTE.

Postsecondary priorities and strategies will be developed to target improvements for:

- Non-Traditional male designated program areas & awards. Currently, males are enrolling at a lower rate into non-traditional male awards as compared to female designated non-traditional awards.
- On-time graduation for Associate level awards.
- High school seniors attempting to receive credit for prior learning from involvement in HWC's WBL & Youth Apprenticeship Program. ●
- Experiential Learning initiatives in the WEIL Center (NHCC) will target employment support for Asian students. This population is employed at a lower rate (80%) than their peers.
- Enrollment of Hispanic/Latino students has dropped at a much faster rate than other populations and could benefit from additional support, such as LatinX enrollment events.

What new or current partners will support student performance priorities identified?

GPS Education Partners
Minneapolis Regional Chamber of Commerce

Advisory Committees
Career & Technical Student Organizations (secondary and postsecondary)
HWC Consortium

What new and/or modified policies, evidence-based activities, or structures must be developed and implemented to improve student performance?

To address the student performance gaps listed above, the consortium will:

- Recommit to initiatives that encourage parent involvement in student career exploration efforts for college and career readiness.
- Leverage the HWC Career Guidebooks to educate stakeholders on the value of CTE student success.
- Utilize dual credit data such as ACC reports to reach out to future CTE post-high school graduates.
- Commit 5% of grant basic funds to WBL initiatives to provide improved experiential learning opportunities at both secondary and postsecondary.
- Foster more career exploration opportunities that engage industry partners (during the pandemic this was a lost practice).
- Professional development activities that support CTE educator growth in all aspects of their respective industry.
- Improve student success by improving access to industry-standard equipment and incorporating curriculum content standards.

(Accessible Version Revised 12/8/2019) Page - 2

Data sources used to examine element: (Check all that apply)

X Secondary student data: enrollment, concentrator, completion, and ESSA math and English Language Arts (ELA) achievement

X Postsecondary institution data: enrollment, concentrators, completion, or placement.

X Disaggregate data on special populations examined in comparison to the total CTE population

Other (list/describe):

NOTE: *Minnesota State System Office Research is working to develop reporting tools that will provide Perkins V postsecondary participants, concentrators, and each performance indicator disaggregated by special populations and reporting clusters. This reporting tool has a target deadline of December 2019. Your college's program review data may also be a good supplemental data source. Although you will have access to all data, some disaggregation may result in small cell sizes that can be considered private data. **Please exercise caution to ensure no private data is reported in the needs assessment because these documents will be publicly available.***

Needs Assessment Element #2

Element #2: Program Size, Scope, and Quality to meet the needs of all Students

Minnesota defines size, scope, and quality at the consortium level as follows:

Size: Parameters/resources that affect whether the program can adequately address student learning outcomes. This includes:

- Number of students within a program -
- Number of instructors/staff involved with the program
- Number of courses within a program

- Available resources for the program (space, equipment, supplies)

Scope: Programs of Study are part of or working toward inclusion within a clearly defined career pathway with multiple entry and exit points. (The goal of 6 State Recognized Programs of Study offered within a consortium will be a component of the full Perkins V plan.) ● Programs of study are aligned with local workforce needs and skills.

- Postsecondary programs connect with secondary career and technical education via articulation agreements and/or dual credit, etc. Programs develop not only specific work-based skills but also broadly applicable employability skills.

Quality: A program must meet two out of the following three criteria: the program develops (1) high skilled individuals, (2) individuals who are competitive for high wage jobs, and (3) individuals who are trained for in-demand occupations.

- **High-skilled:** Programs that result in industry-recognized certificates, credentials, or degrees.
- **High-wage:** High-wage is anything that is above the median wage for all occupations (\$41,749 based on 2018 data from Minnesota Department of Employment and Economic Development).
- **In-demand:** Occupations that are identified in the Occupation in Demand index (<https://careerwise.minnstate.edu/jobs/hotCareers?re=R01000>) and/or through comprehensive local needs assessment.

(Accessible Version Revised 12/8/2019) Page - 4

What strengths and gaps were identified by your needs assessment regarding size, scope, and quality?

Secondary career cluster strengths (size, scope, and quality):

- Business, Management & Administration (e.g. POS Business, Marketing, Finance, and Hospitality & Tourism)
- Human Services

Secondary career cluster emerging strengths (scope and quality)

- Information Technology
- Manufacturing

- Health Science

Postsecondary Strengths (size, scope, & quality):

- General Management at NHCC
- Manufacturing Production and Processes programming at HTC
- Information Technology Pathways at both colleges
- Health Sciences at both colleges (does not currently meet labor market demands with declining enrollment which may be due to a lack of industry-standard equipment)
- Transportation, Distribution, and Logistics
- Education/Training at NHCC, with strong articulation agreements to the University level

Secondary Gaps:

- **Size:** WBL (predominantly Special Education students)
- **Size, Scope, & Quality:** Information Technology (predominately male students)
- **Size & Scope:** Health Science (lack of participating districts)

Postsecondary Gaps:

- **Scope & Quality:** HTC - Business program offering awards in General Management Awards requires updating & curriculum modifications to align with current industry practices
- **Scope:** Limited postsecondary connections with secondary career and technical education via articulation agreements and/or dual credit, etc.
- **Size & Scope:** Hospitality & Tourism (Culinary) has few students pursuing certificates at HTC.
- **Size & Quality:** Early Childhood Development & Services has few students pursuing certifications at HTC. The program offers a transfer pathway award but is not being accepted at state 4-year collegiate institutions.

(Accessible Version Revised 12/8/2019) Page - 5

What priorities were identified to enhance program size, scope, and quality during the needs assessment process that will be included in your local application?

Priorities are:

- Review of alignment between secondary and postsecondary CTE pathways in identified disciplines.
- Equipment needs have been identified in multiple POS & CTE Programs.
- Designate General Management career pathway as a POS.

- Develop the Early Childhood Development and Services at the secondary level to lead into the Teaching/Training pathway.
- Create a POS in Engineering, Manufacturing & Technology career field. Research indicates a need for a POS in either Manufacturing and/or Construction career clusters.
- Increase WBL programming in the following career clusters: Manufacturing; Information Technology; Business, Management & Administration; Health Sciences.
- To improve advanced placement and employability by encouraging secondary programs to add certifications and/or TSAs into CTE courses.

What new and/or modified policies, activities, or structures must be developed and implemented?

- 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.
- Career Fairs, directly supported by the consortium, will include a college visit and a business/industry connection.
- Investigate career fair concepts that focus on our middle school students.
- Designate the POS within Business, Management, and Administration career clusters with tier 1 funding priority

What professional development, resources, or support is required to enhance program size, scope, and quality?

- Continue ACC meetings with annual format updates.
- Update equipment to industry standards and support training as needed in Health Sciences; Manufacturing; Hospitality & Tourism; Architecture & Construction; Law, Public Safety, Corrections, and Security.

Additional Professional Development to be Supported

- CTE Works! Summit
- ACTE
- Region III Conference
- MnACTE
- MACTA
- National Policy Seminar
- MDE

- MN State
- Local Professional Development opportunities
- Local Professional organizations
- GPS Education Partners WBL capacity-building efforts
- Regional and Local Advisory Committees in CTE
- Minneapolis Chamber of Commerce initiatives

- Real Time Talent (training and provide resources)
- Curriculum Coordinators/Directors/Faculty
- Minnesota Manufactured Technical Education Conference (2METC)

What changes might be made to career exploration/guidance to improve program size, scope, and quality?

- Career Fairs, directly supported by the consortium, will include a college visit and a business/industry connection. ● HWC CTE Career Guidebooks offered both paper and digital, to be updated every other year. This has been an annual effort. ● Investigate and attempt to improve career exploration options offered to middle school students.
- NHCC will offer career exploration activities through the WIEL center, including monthly training, D2L Career Readiness Modules, etc. ● Increase WBL at secondary and postsecondary to improve quality through hands-on experiences in business and industry. ● Pivot from online to more in-person/hybrid student activities.
- Increase collaborative CTE programming between consortium partners (e.g., Job Fair, Educator Externship, Career Expo, WBL, DEI initiatives, HWC CTE Career Guidebooks).

Data sources used to examine element: (Check all that apply)

- X Consortium member data
- X Disaggregate data on special populations examined in comparison to the total CTE population
- X Program review/accreditation
- DEED/Workforce data
- X Other (list/describe): Real Time Talent resource data

Action Plan for Element #2

Strategies/Action Steps

Determine the Strategies/Action Steps to Reach the Goal of Element #2: Program Size, Scope, and Quality to meet the needs of all Students ●

Strategy 1: Continued support to improve & strengthen pathways in the career clusters of Health Sciences and Information Technology by:

Action Steps:

- Providing secondary career exploration that improves students' knowledge of partnering college's CTE pathways within career clusters
- The addition of new courses within the health science & information technology career clusters by consortium partners.
- Leveraging institutional expertise & resources to improve outcomes at all levels.
- Incorporating information regarding career cluster's gateway occupations and occupations with skills aligned with those gateway occupations.

Roles/Responsibilities (List the roles and responsibilities for K-12, Business/Industry, Postsecondary, Workforce Development): ○

K-12 Schools & Postsecondary - Leverage CTE coordinators, instructors, and ACC networks to coordinate efforts that will engage more high school students on college campuses and drive more prospective students into Health Science and Information Technology careers.

- Business/Industry & Workforce Development - Participation in Advisory Committees and Minneapolis Regional Chamber CTE events to provide insights and knowledge of the changes within Health Science and Information Technology careers.

Start & end dates: July 1, 2022 - June 30, 2024

- **Strategy 2:** Improve size, scope, & quality within Manufacturing and/or Architecture & Construction career clusters; and the Business, Management, & Administration career cluster by:

Action Steps:

- Reference Element #3, Strategy 2.

Roles/Responsibilities (List the roles and responsibilities for K-12, Business/Industry, Postsecondary, Workforce Development): ○

K-12 Schools & Postsecondary - Leverage CTE coordinators, instructors, and ACC networks to coordinate efforts that will engage more high school students on college campuses and drive more prospective students into Manufacturing and/or Architecture & Construction; and Business, Management, & Administration careers.

- Business/Industry & Workforce Development - Participation in Advisory Committees and Minneapolis Regional Chamber CTE events to provide insights and knowledge of the changes within Manufacturing and/or Architecture & Construction; and Business, Management, & Administration careers

Start & end dates: July 1, 2022 - June 30, 2024

(Accessible Version Revised 12/8/2019) Page - 8

- **Strategy 3:** Expand WBL opportunities for all CTE students by:

Action Steps:

- Collaborating with GPS Education, Minneapolis Regional Chamber, and other local Businesses & Industry

- Offering WBL programs in Manufacturing; Health Sciences; Business, Management, and Administration; and Information Technology

Roles/Responsibilities (List the roles and responsibilities for K-12, Business/Industry, Postsecondary, Workforce Development): ○ K-12 Schools & Postsecondary - Improve communication with students to increase enrollment and knowledge of career options. ○ CTE Coordinators and Business & Industry - Explore potential funding options.

Start & end dates: July 1, 2022 - June 30, 2024

Year One: Manufacturing and Information Technology

Year Two: Health Science and Business, Management & Administration

Will this require K-12 action? YES

Description and measure:

- Program Enrollment
- 3S1 Post Program Placement
- 4S1 Nontraditional Program Concentrators

Will this require Postsecondary action? YES

Description and measure:

- 1P1 Postsecondary Retention and Placement
- 2P1 Earned Recognized Postsecondary Credential
- 3P1 Nontraditional Program Enrollment

Will this require Business/Industry action? YES

Description and measure:

- Advisory Committee Minutes
- SLEDS data
- DEED data

Can federal or state programs be leveraged? (Check all that apply)

X WIOA

X PERKINS

OTHER (List the federal or state programs):

Element #3: Progress towards Implementation of CTE Programs of Study

What strengths and gaps were identified by your needs assessment regarding CTE Programs of Study?

Strengths:

- HWC has an array of POS, which cover at least 1 pathway in 5 of the 6 Career Fields.
- Opportunities to participate in efforts to advance Programs of Study are available within every partnering secondary district, charter school, and alternative learning center.
- There are multiple entry points for secondary students to earn postsecondary credit while attending high school in all POS ● Nine of eleven POS offer exit points that can result in certification in less than two terms at the college level. In addition, there are WBL opportunities that are encouraging students to continue with postsecondary education.

Gaps:

- Relatively few secondary graduates continue to a 2-year college to complete their pathway. Significant numbers enroll directly into 4-year universities.
- Labor Market data provided by Real Time Talent noted large employment gaps for careers in business management. This indicates a heightened need to consider General Management to be designated as a POS.
- HWC secondary and postsecondary institutions have strengthened their dedication, and for some a new dedication, to programming in Manufacturing and/or Construction, but neither pathway is designated as a current POS.
- Large enrollment numbers of secondary CTE students are participants and concentrators in culinary/foods programs. These numbers do not continue into postsecondary programming.
- Labor market demands for healthcare careers outstrip current secondary and postsecondary pipelines. There is a need to increase healthcare career interest at the secondary level.
- There is increased demand for education careers. Current POS is in Early Childhood Development & Services provides awards for employment in preschool to third-grade employers.
- State-issued transfer pathways programming policies from two-year to four-year institutions create alignment barriers for some POS, such as Early Childhood Education Transfer Pathway, and Business Transfer Pathway awards.
- Misalignment within HWC's POS submitted documentation led to misunderstandings on awards & disciplines truly designated with POS status.
- CTE teacher licensure remains a gap in POS programming at the secondary level. Information Technology is one discipline where this is evident

What priorities have been identified in the needs assessment process to address gaps or deficits in the consortium's CTE Programs of Study?

- Review and restructure POS funding decisions.
 - Equipment needs have been identified in multiple POS.
 - Fund fewer programs with a larger pool of grant funds
- Designate General Management as a POS.
- Develop the Early Childhood Development and Services on the secondary level to lead into the Teaching/Training pathway. ● Create a POS in Engineering, Manufacturing & Technology career field. Research indicates a need for a POS in either Manufacturing or Architecture & Construction career clusters.
- Increased WBL programming in career clusters: Manufacturing; Information Technology; Business, Management & Administration; Health Sciences.
- Improve alignment of POS documentation provided to MDE & State.
- Intentional design/improvement of dual enrollment opportunities for POS such as CE or ACC.

What new and/or modified policies, activities, or structures must be developed and implemented, especially to ensure participation and success of special population groups?

Policy Modifications Include:

- HWC will support GPS Education Partners by building on HWC's WBL for Programs of Study initiatives in Manufacturing; Information Technology; Business, Management, and Administration, and Health Sciences with special attention supporting special populations
- Pool reserve funds and focus them toward a consortium wide RFP to fund a specific goal
- HWC funding requests will emphasize strategies that include support for special populations participation and success
- Expand budget and supports for Nontraditional Careers advisor and activities
- Support the removal of barriers such as transportation, language translation, material costs, etc.
- Adaptations and/or equipment modifications to support special populations
- Provide opportunities for students increased knowledge of personal finances & strategies (e.g., seminars, workshops, courses, webinar series)

What professional development, resources, or support is needed to enhance the structure of Programs of Study and enhance student opportunity to progress within a Program of Study?

- Support initiatives that advance the clarification of careers & planning within HWC institutions (e.g., biennial updates of HWC CTE Career Guidebook)
- Explore opportunities to meet and confer with secondary & postsecondary career guidance professionals

Promote continuing education for those who are working directly with CTE students.

- CTE Works
- MDE
- MN State
- Local Professional Development opportunities
- Local, State and National Professional organizations
- Regional and Local Advisory Committees in CTE
- Minneapolis Chamber of Commerce initiatives
- Real Time Talent (resources)
- Curriculum Coordinators/Directors/Faculty
- PLC meetings
- Consortium directed PD such as ACC meetings
- CTSO
- NAPE
- Affiliate Institutional Memberships
- ACTE
- CTE Works
- NPS
- MACTA
- MnACTE

What professional development, resources, or support is needed to recruit and retain special population students in your consortium’s CTE Programs of Study?

- State-level data tracking of special populations historically untracked (e.g., Single Parents, Youth in Foster Care, Parent(s) in Active Military, etc.).
- Develop a partnership or opportunities to engage with local special population professionals, to enlighten consortium partners on best practices and supports.
- See the list of conferences above regarding recruiting and retention of special populations.

Data sources used to examine element: (Check all that apply)

X Consortium member data

X Projected employment needs by cluster

DEED/Workforce data

X Other (list/describe): Real Time Talent state, regional, and local consortium data.

Action Plan Element #3

Strategies/Action Steps

Determine the Strategies/Action Steps to Reach the Goal of Element #3: Progress towards Implementation of CTE Programs of Study

- **Strategy 1:** Strengthening of current POS with projected occupational gaps as identified by labor market analysis & Element 2: Size, Scope & Quality.

Action Steps:

- Expand Therapeutic Services courses & programming at secondary consortium schools.
- Improve course & program offerings in Information Technology.
- Encourage improvement of POS by offering more ACC and progress toward offering CE courses.
- Support & align WBL efforts in Health Science and Information Technology pathways.

Roles/Responsibilities (List the roles and responsibilities for K-12, Business/Industry, Postsecondary, Workforce Development): ○ K-12 & Postsecondary - Convene meetings with district leaders to discuss potential ways for growth and/or expansion of offerings. **Start & end dates:** July 1, 2022 - June 30, 2024

- **Strategy 2:** Creating new POS better aligned with labor market analysis

Action Steps:

- Designate General Management as a priority 1 funded POS, to allow for research, alignment, and implementation of courses and/or programming.
- Designate Manufacturing Production Process Development as a priority 2 funded POS, to allow for research, alignment, and implementation of courses and/or programming.
- Designate Construction as a priority 2 funded POS, to allow for research, alignment, and implementation of courses and/or programming.
- Support & align WBL efforts in Manufacturing and Business, Management, & Administration career clusters.

Roles/Responsibilities (List the roles and responsibilities for K-12, Business/Industry, Postsecondary, Workforce Development): ○ K-12 - Meet with local and regional advisory committees within the designated pathways. Work with administration to understand labor needs as justification for course expansion. Support efforts toward curriculum modifications and/or redesigns. ○ Postsecondary - Partner with Business and Industry & K-12 for program expansion and improvements.
○ Business & Industry - attend advisory board meetings. Partner with HWC to provide opportunities for improved experiential learning opportunities.

Start & end dates: July 1, 2022 - June 30, 2024

- **Strategy 3:** Review and research the consortium's capacity to elevate and/or supplement improvements in current POS in Child Development and Hospitality & Tourism career clusters.

Action Steps:

- Research the connections between the Early Childhood Development & Services pathway with the Education and Training career cluster courses at the secondary level.
- Investigate potential alignments between Early Childhood Development and Services at HTC and Education AS at NHCC to offer a wide array of opportunities.
- Expand Education AS articulation agreements between NHCC and St Cloud State University to expand from Elementary Education and Special Education to also include CTE licensure areas.
- Expand experiential learning opportunities in the career cluster of Education & Training
- Explore ways to expand Hospitality and Tourism with cross-curricular programming in Entrepreneurship, General Management, and Culinary.

Roles/Responsibilities (List the roles and responsibilities for K-12, Business/Industry, Postsecondary, Workforce Development):

- K-12 & Postsecondary - Meet and confer strategies to improve the career clusters identified
- Business/Industry - Leverage their resources and knowledge, in conjunction with the Minneapolis Regional Chamber resources to achieve action item objectives

Start & end dates: July 1, 2022 - June 30, 2024

Will this require K-12 action? YES

Description and measure:

- Analysis of concentrator and participant enrollment numbers in career cluster courses.

Will this require Postsecondary action? YES

Description and measure:

- Analysis of improved alignment between secondary, university, and career attainment.

Will this require Business/Industry action? YES

Description and measure:

- Analysis of attendance and participation in experiential learning activities.

Can federal or state programs be leveraged? (Check all that apply)

X WIOA

X PERKINS

OTHER (List the federal or state programs):

Description and measure:

- Exploration of multiple funding streams.

(Accessible Version Revised 12/8/2019) Page - 14

Needs Assessment Element #4

Element #4: Improving recruitment, retention, and training of CTE professionals, including underrepresented² groups

What strengths and gaps were identified by your needs assessment regarding recruitment, retention, and training of CTE professionals, including underrepresented groups?

Strengths:

There are strong CTE programs in place at some of the schools with many offerings. Most CTE educators in the HWC have previous experience in their fields and have chosen to remain in education, rather than return to business. More schools in HWC offer a pathway to education with ACC, but 95+% of students who are accessing these programs are the students who traditionally gravitated towards education as a field (we aren't necessarily moving the needle with existing programming regarding recruitment).

HWC offers an externship for both secondary and postsecondary educators to improve knowledge of all aspects of an industry by directly connecting educators to business and industry through a systematic program. PD funds are made available through Perkins which assists in recruitment, retention, and training.

Secondary partners are working with Lakes Country Cooperative for CTE endorsements, licensure, and portfolio development. Business CTE educators were encouraged to consider participation in Pathways to 18, supported by the state of MN, to help meet credentialing requirements for dual enrollment programming.

Gaps:

- Recruitment of CTE teachers, especially male teachers, and teachers of color.
 - Decline in CTE teachers in Health Sciences
 - Teachers of color in CTE fields (2%)
 - Low numbers of women in technical education
 - Limited men in Family Consumer Sciences.
 - CTE teachers often hold lower-tier licenses and have an increased likelihood of being the first employees cut.
- Limited options for professional development for career-specific effective teaching training for postsecondary faculty.
- Secondary teachers unable to meet CTE field's recency of work credentialing requirements to support and engage in dual enrollment programming
- Fewer teachers are graduating from universities. Neither postsecondary partner can offer this with a CTE lens. In addition, there are even fewer offerings for CTE.

²“Underrepresented” as used here, refers to individuals belonging to groups that are underrepresented in these professions. Refer to Perkins V, Sec 134(c)(2)(D).

(Accessible Version Revised 12/8/2019) Page - 15

What priorities regarding recruitment, retention, and training of a diverse field of CTE professionals were uncovered in the needs assessment process?

- Postsecondary college administrators should prioritize the addressing of CTE licensure barriers. In particular, HTC's Education/Training award is focused on 3rd grade or lower employment opportunities.
- Efforts to encourage school districts to explore the creation of Education and Training pathways supporting CTE. One resource to leverage may be the Grow Your Own Initiative discussed in the CLNA and at ACC meetings.

What new and/or modified policies, activities, or structures must be developed and implemented?

- Provide stipends for teachers to complete CTE certification for credentialing.
 - Support teachers moving from Tier I to Tier II, etc. A potential policy may be for teachers to commit to serving a set number of years in that role for the district to award a stipend
 - Advocacy at the state legislature to review and remove unnecessary CTE credentialing requirements and strengthened policies to protect lower-tier licenses from being the first to cut employees.
- Research the Grow Your Own initiative and other strategies to improve our recruitment of CTE professionals. ● Explore neighboring colleges to see if we have the capacity to bring about changes at our partnering college in this pathway. ● Explore expansion of the non-traditional specialist duties to include support & programming for Education & Training career clusters programming.

What professional development, resources, or support is needed to improve consortium performance on recruitment, retention and training of CTE professionals?

- Continue to offer professional development support for CTE teachers:
 - CTE Works
 - Educator Externships
 - State Mentor/Mentee program
 - Pathways to 18 when applicable to CTE
 - Additional PD through other professional organizations directly supporting CTE
- 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.

Data sources used to examine element: (Check all that apply)

- X Consortium member data
- X Disaggregate data on special populations examined in comparison to total CTE population
- X Program review/accreditation
- Association reports
- X Other (list/describe): Collaborate with SW Metro Consortium

Action Plan Element #4

Strategies/Action Steps

Determine the Strategies/Action Steps to Reach the Goal of Element #4: Improving recruitment, retention, and training of CTE professionals, including underrepresented³ groups.

- **Strategy 1:** Plan and Implement Professional Development for current and potential CTE teachers.

Action Steps:

- Invite Business and Industry into staff development opportunities
- Invite K-12 Educators and Administrators to Minneapolis Regional Chamber’s Regional Advisory Committees to learn about current industry needs.
- Improve recruitment efforts for the Educator Externship.
- Increase networking of teachers and faculty across the consortium. PLC with other CTE professionals in other districts.

Roles/Responsibilities (List the roles and responsibilities for K-12, Business/Industry, Postsecondary, Workforce Development): ○ K-12 &

Postsecondary - Improve and communicate consortium supported professional development opportunities when called upon to do so.

- Business/Industry - Aid and engage in professional development opportunities offered by HWC and the Minneapolis Regional Chamber

Start & end dates: July 1, 2022 - June 30, 2024

- **Strategy 2:** Recruit and retain CTE educators by supporting licensing and/or training efforts.

Action Steps:

- Support secondary educators to encourage CTE training by completing the necessary PELSB requirement for CTE. (e.g. Out of field permission to earn a CTE license; additional endorsements for a current CTE licensed teacher).
- Support postsecondary educators to improve knowledge, skills and teaching effectiveness.
- Add a POS in Education & Training to support future talent pipeline growth in the Teaching/Training career pathway.

Roles/Responsibilities (List the roles and responsibilities for K-12, Business/Industry, Postsecondary, Workforce Development): ○ K-12 -

CTE Coordinators will work with local district administration to explore and support the creation of a “Grow Your Own” model. ○ K-12 &

Postsecondary - Consortium leaders to work with Lakes Country Cooperative Center for CTE endorsements. ○ Postsecondary - to

increase education offerings and articulation agreements in CTE areas.
Start & end dates: July 1, 2022 - June 30, 2024

(Accessible Version Revised 12/8/2019) Page - 17

- **Strategy 3:** Assist in recruiting industry professionals to teach.

Action Steps:

- Collaborate with the state-wide Chambers of Commerce to meet with business and industry professionals to educate and advocate for an improved pipeline to CTE Teaching/Training careers.

Roles/Responsibilities (List the roles and responsibilities for K-12, Business/Industry, Postsecondary, Workforce Development): ● K-12 & Postsecondary - Educate state, regional and local chambers of commerce on Minnesota's Tiered Licensing System ● Business/Industry & Workforce Development - To encourage current CTE professionals to consider Teaching/Training as a potential "next step" career. Targeting employees & professionals who indicate a desire to retire, reskill for new employment, etc.

Start & end dates: July 1, 2022 - June 30, 2024

Will this require K-12 action? YES

Description and measure:

- Increase of consortium secondary CTE endorsements.

Will this require Postsecondary action? YES

Description and measure:

- Improve marketing communication of educator externship & track increased enrollment of postsecondary participants
- Fund at least one PD for a new incoming CTE Faculty directly aligned with CTE & track data by way of POs funds

Will this require Business/Industry action? YES

Description and measure:

- Business and Industry participation in the discussion.

Can federal or state programs be leveraged? (Check all that apply)

WIOA

PERKINS

OTHER (List the federal or state programs):

Description and measure:

- Perkins funding to support these initiatives.

³“Underrepresented” as used here, refers to individuals belonging to groups that are underrepresented in these professions. Refer to Perkins V, Sec 134(c)(2)(D).

(Accessible Version Revised 12/8/2019) Page - 18

Needs Assessment Element #5

Element #5: Progress towards equal access to CTE programs for all students

NOTE: Review your data documented in Element #1: Student Performance on Required Performance Indicators.

What strengths and gaps were identified by our needs assessment regarding equal access to CTE programs for all students?

Strengths

- Secondary schools have begun the process of updating and modifying CTE programs aligned better with local industry and labor market needs.
- CTE students have higher graduation and college completion rates.
- Minnesota State’s Equity 2030 plan.
- Inclusivity in marketing efforts and HWC’s CTE Career Guidebooks.
- Accommodation of English Language Learners through ELL (secondary) and EAP (postsecondary) programming.
- WEIL center at NHCC adding in postsecondary WBL efforts
- Access Services is dedicated to ensuring equal access to the college for students with physical, learning, psychiatric, and other documented disabilities.
- Early college credit options and brokering opportunities are provided for equal access to college for all.

Gaps

- Bias and inequities that perpetuate disparities in employment and education (AP students being guided away from CTE).
- Scheduling barriers at the secondary and postsecondary may prevent students from accessing CTE courses.
- Current funding models on many levels prevent the creation and growth of needed CTE programs.

What priorities regarding equal access for all students were uncovered in the needs assessment? Provide resources and opportunities that promote and support culturally relevant teaching and culturally responsive student services for all (ex. WBL, increased opportunities for students, Equity 2030).

- Directed efforts that engage ELL and Special Education students
- Support materials that foster cultural competencies in CTE programs
- Collaborate with Access Services at HTC and NHCC
- Nontraditional Careers Consultant to focus efforts on men in nontraditional careers at NHCC
- Promote Racial Equity in the workplace
- Consortium wide WBL programming that focuses on Special Populations
- Focus on soft skills for marginalized populations.
- Continue to work on CTE perception through HWC CTE Career Guidebooks and other parent communication materials

(Accessible Version Revised 12/8/2019) Page - 19

What new and/or modified policies, activities, or structures must be developed and implemented?

- Support secondary & postsecondary institutions' efforts with curriculum modifications/redesign that aligns with culturally relevant teaching practices within CTE programming.
- Collaborate and train secondary and postsecondary CTE staff regarding CTE access (barriers such as cultural, economic, or occupational perception) for students.
- Provide support materials to assist with education for learners to understand workforce conditions, employee rights, and self-advocacy.
- Explore and present strategies to CTE educators and staff to support genders entering nontraditional careers with increased efforts for non traditional male careers.
- Review current HWC strategies and practices to improve outcomes towards equal access to CTE programs for all students.

What professional development, resources, or support is needed to improve equal access to CTE programs for all students?

- Support opportunities that expose HWC leaders to best practices, organizational structures, & materials supporting equal access to CTE programs.
- Research current practices and explore opportunities for district partners to offer pathway access to districts unable to offer CTE programming in respective career clusters
- Support programming level environmental scans to determine unique institutional barriers to equal access to CTE programs.
- Develop & discuss solutions and strategies to overcome those barriers.

Data sources used to examine element: (Check all that apply)

X Consortium member data

Disaggregate data on special populations examined in comparison to total CTE population

X Regional/State demographics

Results from NAPE Equity self-assessment

X Local Equity & Inclusion Plan

X Other (list/describe): Real Time Talent, 2021

Action Plan Element #5

Strategies/Action Steps

Determine the Strategies/Action Steps to Reach the Goal of Element #5: Progress towards equal access to CTE programs for all students.

- **Strategy 1:** Professional development opportunities that foster cultural competencies in CTE programming. **Action Steps:**
 - Provide funding and support for institutional-level cultural competency training for CTE educators and/or CTE staff.
 - Host advisory board meetings, talent symposiums, educator externships to focus on inclusion practices
 - Invite workforce to consortium wide initiatives engaging K-12 & postsecondary CTE educators, administrators, and staff

Roles/Responsibilities (List the roles and responsibilities for K-12, Business/Industry, Postsecondary, Workforce Development): ○ K-12 Schools & Postsecondary - Leverage consortium initiatives engaging business & industry to provide education and expose them to culturally competent best practices and philosophies.

- Business/Industry - Collaborate with HWC to provide education and insights on inclusion practices while seeking and/or during employment.
- Workforce Development - Provide trend level data regarding current and changing demographics

Start & end dates: July 1, 2022 - June 30, 2024

- **Strategy 2:** Provide support through funding and materials for local outreach initiatives targeting families of CTE-identified marginalized groups within consortiums institutions.
Action Steps:
 - Gather and provide consortium leaders with data identifying marginalized populations within the consortium region
 - Leverage data to identify K-12 & postsecondary initiatives engaging the identified marginalized populations.
 - Sharing of national, state, and local grants that may be leveraged in support of CTE capacity-building efforts within the consortium.

Roles/Responsibilities (List the roles and responsibilities for K-12, Business/Industry, Postsecondary, Workforce Development):

- K-12 Schools & Postsecondary:
 - Sharing of identified grant opportunities
 - Develop opportunities, such as:
 - Host families and their students 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
 - Translation of CTE materials in a variety of languages.

- Business/Industry & Workforce Development: Collaborate, participate and support CTE activities in relation to supporting marginalized populations, such as:

(Accessible Version Revised 12/8/2019) Page - 21

- Attend HWC CTE related events
- Provide insights regarding CTE careers and job duties
- Community engagement efforts include; tours, guest speakers, and authentic work experience opportunities

Start & end dates: July 1, 2022 - June 30, 2024

- **Strategy 3:** Increase consortium access and engagement with BIPOC professionals

Action Steps:

- Encourage HWC staff & faculty to build relationships with BIPOC professionals within CTE fields
- Invite BIPOC professionals into our schools to act as guest instructors, mentors, coaches, role models for all students

Roles/Responsibilities (List the roles and responsibilities for K-12, Business/Industry, Postsecondary, Workforce Development):

- K-12 Schools & Postsecondary - Assist consortium leaders in seeking out connections within the local BIPOC community.
- Business/Industry & Workforce Development - Encourage engagement of their BIPOC professionals in CTE activities

Start & end dates: July 1, 2022 - June 30, 2024

Will this require K-12 action? YES

Description and measure:

- Review of CTE concentrators & participants numbers in CTE pathways through data provided by MDE
- Alignment analysis between K12 district demographics as compared to CTE enrollment data provided by MDE

Will this require Postsecondary action? YES

Description and measure:

- Review of CTE concentrators & participants numbers in CTE pathways through data provided by MN State
- Alignment analysis between regional demographics as compared to CTE enrollment data provided by MN State & Real Time Talent

Will this require Business/Industry action? YES

Description and measure:

- Improve engagement with HWC initiatives.
- Review Business and Industry attendance and participation in Advisory Committees, Talent Symposium, Educator Externship, etc.

Can federal or state programs be leveraged? (Check all that apply)

X WIOA

X PERKINS

OTHER (List the federal or state programs):

Description and measure:

Application & utilization of funds on initiatives that are effective for increasing equitable access

(Accessible Version Revised 12/8/2019) Page - 22

Consortium Coordination Strategy

Use the following questions to develop an ongoing strategy, process, or mechanism to ensure this needs assessment is used, with fidelity, to inform consortium planning and decision-making.

What went well in your CLNA process?

- HWC started the CLNA process sooner than the last cycle.
- Real Time Talent data provided data at the state level, local consortium level, and a partner consortium level (SouthWest Metro) ● HWC monthly meetings included: small workgroups focused on each element of the CLNA; POS; analyzing data and other consortium initiatives.
- Focused Advisory committee meetings to solicit CLNA input.
- District and college strategic plans were analyzed and compared to Perkins goals in order to align our plan.

What could have been done differently to achieve better results?

- The timing of the secondary program approvals and the consortium POS review did not coincide with each other. Information from MDE arrived in late February which resulted in having to go back and review POS twice in one year.
- Provide training to district and college administration on the Perkins goals and how they can relate to their strategic plans. ● Could have leveraged HWC's partnership with the Minneapolis Regional Chamber to run focus groups rather than relying on surveys, which traditionally return statistically insignificant response rates.
- Utilize the ACTE PreACT results for 9th and 10th-grade students.
- Contract out survey collection and result responsibilities. At the collegiate level, Perkins coordinators don't have the time or expertise to analyze large survey datasets. Currently, postsecondary Institutional Research departments do not have the capacity to take on this work in

a timely fashion.

What individuals or groups were invited but did not participate? Why did they not participate? What future steps will you take to engage them?

Groups Invited:

- Administrators were invited to the Talent Symposium but this resulted in low participation
- Talent Symposium break-out sessions did not encourage participation in the break-out sessions.
- The Regional Advisory Committee had one meeting (with a second planned for April) due to the ongoing changes and challenges of Covid, which led to lower attendance.
- Decrease in student and parent voices.

(Accessible Version Revised 12/8/2019) Page - 23

Potential reasons for nonparticipation:

- Ongoing Covid restrictions
- Recovery from the pandemic
- Overwhelmed population
- Secondary schools have a lack of "buy-in" for the CLNA. Administrators appreciate the data but may not be doing anything with the data.

Future Steps:

- Collect local district survey information in a timely manner
- Focus groups
- Invite school board participation

What other initiatives can be leveraged and aligned across sectors to make this work successful?

- Possible school board presentation during CTE month
- Leverage the chamber to present to each district regarding career exploration opportunities
- Leverage CareerForce or Real Time Talent to present to counselors and administration on labor marketing data and how that influences programming and POS.

How will you build connections to and through those other initiatives?

- The connections are there but we need to strengthen the initiatives as described above.
- When reaching out to our administration, make the content of the interaction impactful and purposeful.

On what established schedule will you continue to meet and work together?

- Monthly strategic working consortium meetings with all partners including the chamber, GPS Education, and selected guests
- Minimum of two regional advisory committee meetings
- Annual Chamber events to include the Talent Symposium, Career Fairs, Regional Advisory Committees, Externship, etc. ● ACC meetings

How will you demonstrate a collective commitment to ongoing engagement in this work?

- Committee meeting minutes and/or work completed
- Revise and update the HWC website for consortium communication
- Support professional development and networking to encourage the advancement of CTE

Consortium Review of Comprehensive Local Needs Assessment

I have reviewed this comprehensive local needs assessment document and confirm, to the best of my knowledge, that it is complete and meets requirements set forth in the *Strengthening Career and Technical Education for the 21st Century Act* (Perkins V).

Secondary Consortium Coordinator (Print)

Signature

Date

_ Postsecondary Consortium Coordinator (Print)

_ Signature

Date

_ Postsecondary Consortium Coordinator (Print)

_ Signature

Date
