

HENNEPIN WEST



Education Consortium

POLICY
&
PROCEDURE
MANUAL

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Hennepin West Education (HWC) Consortium Partners

The Hennepin West Education Consortium (HWC) consists of two colleges and eight school districts (14 high schools), 1 charter school, and 1 intermediate district.

Colleges:

Hennepin Technical College (HTC) (Fiscal Agent)
North Hennepin Community College (NHCC)

High Schools:

1. Brooklyn Center Community Schools
 Brooklyn Center High School
 Early College Academy
 Insight Online
2. Eden Prairie High School
3. Hopkins High School
4. Minnetonka High School
5. Osseo Area Schools
 Maple Grove High School
 Osseo High School
 Osseo Area Learning Center
 Park Center High School
6. Robbinsdale Area Schools District
 Cooper High School
 Armstrong High School
 Highview Alternative Program/Robbinsdale Virtual Academy
7. St. Louis Park High School
8. Wayzata Public Schools
 Wayzata High School
 Wayzata Alternative Learning Center
 Wayzata Transitions
9. Intermediate District 287 (Fiscal Agent)
10. Lionsgate Academy

Hennepin West Education Consortium Representation

The consortium is represented by two teams.

The Consortium Team consists of up to 16 representatives.

Colleges:

1. Hennepin Technical College (Fiscal Agent)
2. North Hennepin Community College
3. Postsecondary Representative (at large)

Districts & Academy:

4. Brooklyn Center Community Schools
5. Eden Prairie Public Schools
6. Hopkins Public Schools
7. Minnetonka Public Schools
8. Osseo Area Schools
9. Robbinsdale District
10. St. Louis Park Public Schools
11. Wayzata Public Schools
12. Intermediate District 287 (Fiscal Agent)
13. Lionsgate Academy
14. Secondary Representative (at large)

Business and Industry Partners:

15. Minneapolis Regional Chamber of Commerce
16. Other Industry Partners as necessary (at large)

HWC Leadership Team consists of 3 representatives.

Post Secondary - 2 Representatives

Secondary - 1 Representative

HWC Annual Meeting Schedule

The **consortium team** will meet no less than 8 times a year, between July 1 through June 30 of the fiscal year. The consortium will meet monthly throughout the school year, either in-person or virtually, to conduct consortium business.

HWC's postsecondary and secondary leadership teams meet outside of monthly scheduled meetings to set monthly meeting agendas, focuses, strategies and presentations on behalf of the consortium for planning.

It is a consortium expectation for team members to attend, or send a proxy to the following annually:

HWC Summer Retreat - held during the summer months

Fall CTE Works! Summit held during the fall term of the respective fiscal year.

HWC Leadership Team is expected to attend the Mn State Perkins Leaders meeting, which precedes the CTE Works! Summit

The schedule is determined each fiscal year. Times and dates are negotiated with the consortium team. Dates and times are posted on the website.

www.hennepinwestconsortium.org

HWC Meeting Procedures

The agenda is created by one post secondary and one secondary partner from the leadership team with input from the consortium team. Meeting notes are taken by a scheduled member of the consortium team and posted on the HWC website following the meeting.

A facilitator, note taker, and time keeper are designated on a rotational basis for scheduled meetings. Meetings are located at various sites within the consortium. Consortium site will provide a room, computer, LCD projector, Internet access and if necessary will order food for the group.

Hosting partners & sites expectation are as follows:

- Arrange a meeting space, either physical or virtual.
- Provide access to media for presentation needs, such as: computer, projector, microphones, video cameras, etc.
- Provide wi-fi / internet access
- Reserve network support specialist, as needed,
- Support HWC leadership in procurement of needed materials and supplies

HWC Procedural Norms

1. The consortium will work to efficiently and effectively use Perkins (Strengthening Career and Technical Education in the 21st Century Act) funds to advance the career and technical education programs within the consortium.
2. All district partners are eligible for funding based upon consortium initiatives, goals and consortium participation.
3. All partners are expected to attend each consortium meeting. If a member is unable to attend, a proxy may be sent in their absence. It is the absent member's responsibility to communicate with the team and contribute to the work of the consortium.
4. The Consortium will offer technical support to districts that limit participation and lack support of the consortium's work. If improvement isn't made, funding can be reallocated to all remaining partners.
5. Meetings will start and end on time.
6. Facilitator and Time Keeper will keep the group on task.
7. Consortium members will take equal responsibility to complete the work of the consortium according to the quality standards and deadlines set by the leadership team.
8. The consortium will use processes to make decisions that serve both the individual needs of the consortium members and the collective needs of the consortium.
9. No individual consortium member shall conduct consortium business in a way that undermines the overall goals and purposes of the consortium and its individual members.
10. Representatives of individual consortium institutions agree to participate in and make consortium decisions within a timeframe that allows for the efficient and effective performance of consortium business.
11. Initiatives need not benefit every consortium member equally but will benefit the consortium as a whole.
12. Notes and records will be kept on all consortium meetings and initiatives and made easily available to all consortium members through the website.
13. Consortium financial, programmatic and service information will be shared openly and accurately with all consortium members on a regular basis. All partners will submit invoices to fiscal hosts on a quarterly basis.
14. No consortium financial, program or other official reports shall be submitted to the state or other organizations outside the consortium without the full endorsement of all consortium members.
15. When the consortium is unable to reach consensus, members will brainstorm creative options and solutions or table the issue. Actual votes will be taken

either through voice, paper or online modalities. All members will make reasonable effort to come to a consensus, but if unanimous opinion isn't reached, a straight vote will determine the course of action.

16. The consortium ground rules are open for revision by the consortium based on an individual member's request.
17. Individual consortium members agree to share organizational expertise and resources when appropriate to support consortium initiatives.
18. Members must be fully present in the meetings. The facilitator can request computers as necessary.
19. Members will adhere to Statement of Assurances and will educate their organization on all requirements.
20. HWC Leadership will provide training in Perkins V legislation and mandates; members will participate in all HWC training. HWC Leadership team will attend all necessary CTE trainings and professional development to support the development of CTE initiatives.
21. The consortium funds will be utilized to improve the academic knowledge, technical, and employability skills of the students electing to engage in career and technical education.

HWC Voting Procedures

During a consortium meeting, those representatives that are present are eligible to vote on any motion that is made, following discussion. Proxies have full voting rights. Members have the right to abstain.

Secondary motions (pertaining to secondary issues only) are voted on by secondary partners. Post secondary motions (pertaining to post secondary issues only) are voted on by post secondary partners.

All decisions made by the leadership team are available for discussion through face to face, web based, email or phone connections. Meeting notes are taken and distributed to all voting members via the website.

Postsecondary colleges are required to discuss any major expenditure with the leadership teams from both college campuses. This applies to any and all major consortium decisions that impact fiscal expenditures and/or goals and outcomes, as defined in the annual Perkins application submitted to the State of MN.

Secondary fiscal expenditures follow guidelines from MDE.

HWC Perkins Grant Writing and Reporting Procedures

HWC Leadership Team will establish consortium goals based upon the Comprehensive Local Needs Assessment, Advisory Board recommendations, federal legislation and state initiatives. Hennepin West Consortium members will:

- Review annual accountability data and performance targets to determine goals, strategies and outcomes for annual Perkins application.
- Be eligible to apply for funding based upon consortium initiatives, goals and consortium participation.
- Will submit strategies to meet performance targets according to the HWC calendar.
- Must provide proposed strategies and expenditures for grant writing purposes.
- Meet with their high school/college representatives to discuss goals, strategies and outcomes.

The colleges and districts meet to plan and define consortium goals for colleges and high schools. Once the goals, strategies, and outcomes have been determined between the colleges and districts, the HWC leadership team combines final application and budgets for review by school district superintendents and college presidents. Upon approval, the leadership team electronically submits the final application to the state of MN.

In the event of a state mandated audit, secondary and post secondary partners will provide additional fiscal information.

Secondary partners must provide documentation of a detailed expenditure report for end of the year reporting purposes.

Special Project Sub Committees & Procedures

Hennepin West Consortium members plan annual projects and programming together. These projects and programs are brought to fruition through individually appointed committees. Consortium team members are expected to fully participate as chair and co-chairs for the committees. Instances where no members volunteer for the positions, the HWC Leadership team will assign members to support the subcommittee work. Nominations for chair will be presented and a vote will be taken.

Each sub committee creates their own processes based on the initiative and chair/co-chair preference and priorities. Previous processes are stored on the Hennepin West Consortium website.

All projects are aligned with the state and federal guidelines for the grant and budget.

Regional Advisory Committees

In accordance with federal and state legislation, HWC will establish a regional advisory board. The Regional Advisory Board assists in meeting the goals of Perkins V and CTE. This advisory board will meet twice per year. All members are encouraged to send leadership representation as well as CTE educators and coordinators to submit input on local needs and initiatives.

The Regional Advisory Board is intended to supplement Local Advisory Boards existing in each HWC member organization. Perkins V legislation requires local advisory boards at each secondary and postsecondary partner. Local advisory boards are developed and maintained at the local level without specific policies and procedural requirements of the consortium. HWC leadership will provide all members with a Career Program Advisory Board Handbook. HWC encourages local advisory boards to include representation from both secondary and postsecondary members.

POS Process

The consortium will follow the process and procedures as established by Minnesota State and MDE in regards to Programs of Study (POS). POS master documentation will be completed and submitted, at least, bi-annually with the state's Perkins V grant application.

1. HWC Leadership will maintain accurate POS course lists offered at each secondary school as related to individual POS.
2. HWC will review existing POS annually as a part of the CLNA to determine the need to improve, expand, maintain, sunset or create new POS.

Annual Review of POS

Process

1. The HWC leadership team reviews the approved POS and analyzes potential for new POS.
2. HWC leadership team gathers input from CLNA and advisory boards.
3. Specific questions sent via email to individual high schools by secondary coordinator. Responses recorded.
4. HWC leadership team generates a master list of POS for all members.
5. All HWC members reviews and aligns POS across Program Approval database, Table C and CTE Inventory by Institution.

*** HWC leadership team to keep master POS Excel sheet housed on HWC website.

Articulated College Credit Process (ACC)

HWC promotes the development and maintenance of high quality partnerships among high schools and colleges in the consortium and outside our consortium borders. These partnerships focus on promoting student success at both the secondary and post secondary levels. One of the main purposes is to facilitate the transfer of career and technical education credits from high schools to college for college- level work performed in high school. The consortium also supports the career exploration and career planning process for students.

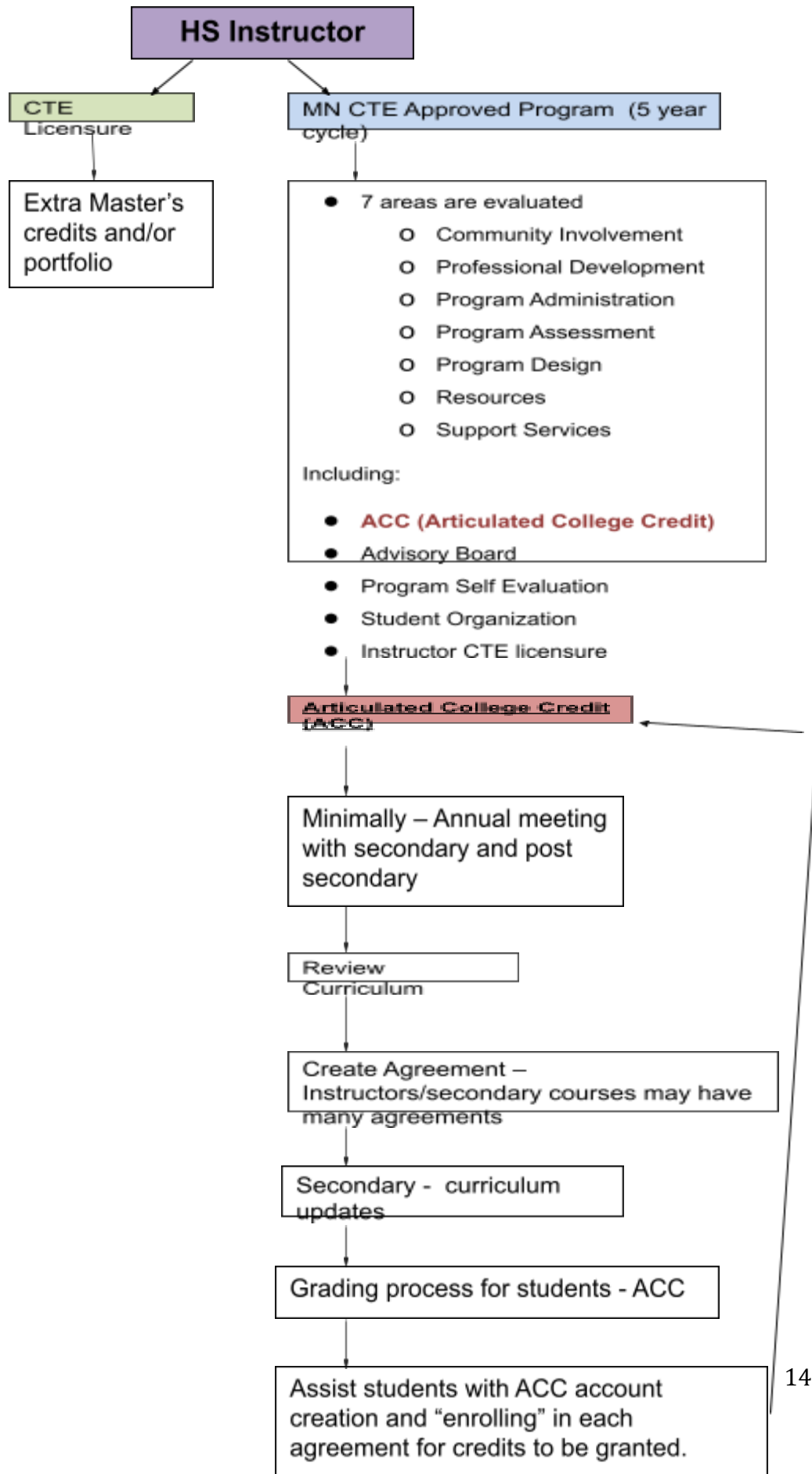
There are three distinguishing characteristics of the Articulation Model. These are: (1) Secondary and post secondary instructor articulation of shared course content and goals. (2) Performance assessment of student mastery of the content goals, and (3) Annual review of curricular congruence and student performance. These features work together toward building a non-duplicative, seamless system of career and technical education based on observed student achievement.

Articulation benefits CTE (Career and Technical Education) students by providing an opportunity for students to receive college credit in high school and to coordinate this credit with other supporting programs such as internships, apprenticeships, and national competitions. In addition to receiving college credit, students also earn credits towards high school graduation.

Articulation benefits secondary and post secondary instructors by providing an opportunity to increase curricular congruence, compare notes on the latest technology, make business and industry contacts, and investigate the possibility of resource sharing. It also allows faculty to faculty exchanges (via face to face or WebEx) that provide important information for program quality, such as student outcome assessment.

Once these meetings have taken place, updates are provided to both college and high school faculty and administration via the www.CTEcreditMn.com website.

See Secondary Organizational Chart for Articulated College Credit on the following page.



Concurrent Enrollment

Each school district is responsible to contract with various colleges within the HWC and outside of the consortium. Contract agreements are handled individually by the district/high school. Fiscal responsibility is between the secondary and post secondary partners, except in the event of a pilot concurrent enrollment project. Pilot projects may be paid for out of postsecondary and secondary consortium funds. Funding for pilot projects by the consortium is limited to three years. Individual districts must agree to cover future costs beyond the three year pilot limit.

Professional Development

The HWC professional development projects support the consortium team and instructors at both the post secondary and the secondary institutions.

As the grant is written, the Hennepin West consortium team determines which professional development programs and memberships (e.g. ACTE, NPS, MACTA) will be approved based on outcomes of supporting these professional development programs and membership. Rather than supporting individuals, HWC's policy is to support organizations to send representatives to professional development activities who will inform the organization.

HWC consortium leaders will participate, as appropriate, in Perkins professional development training sessions offered/supported by MDE or Minnstate. All consortium team members are encouraged to attend CTE/Perkins trainings or send HWC representatives, to trainings deemed important for the successful implementation of HWC goals/initiatives.

The HWC supports an annual summer retreat. The retreat provides professional development for the consortium team. The retreat also allows for preparation for the school year.

The HWC is dedicated to utilizing the state (MDE/MinnState) webinars for professional development.

Following any professional development, the member(s) who attended the event must share best practices with the group at our Hennepin West Consortium meetings.

HWC Website Utilization & Instructions

Each consortium member has access to consortium information and data at www.hennepinwestconsortium.org

Information available on the site:

- *HWC Calendar*
- *HWC Collaboration*
- *HWC Meeting Agendas, Minutes and other Essential Documents*
- *HWC Monitoring Visits*
- *HWC Organization Structure*
- *HWC Perkins Grant & APR*
- *HWC POS*
- *HWC Post Secondary Contacts*
- *HWC Secondary Contacts*
- *HWC Partner Contacts and Links*
- *Legislation*

The goal of the public site is to allow for collaboration, information sharing and centralization document sharing. In addition, the site houses archived documents. The website will be maintained by HWC Leadership team; please contact the leadership team for specific edits.

Zoom Utilization and Procedures

The HWC periodically uses Zoom to save time, money and mileage. The Zoom account is managed through Hennepin Technical College. This technology is used for the following types of meetings:

- HWC leadership team
- HWC consortium team
- Sub committees
- Secondary leadership
- Post secondary leadership
- Articulation meetings

Zoom training is offered to consortium members. The same meeting norms that are applied to face to face meetings apply to Zoom meetings. It is recommended that cameras be turned on and all members actively participate in virtual meetings. Documents will be sent out electronically prior to meetings. It is the individual member's responsibility to review all documents prior to meeting.

Request for Proposals (RFP)

Post Secondary Internal and External Post Secondary constituents

The colleges post RFP documents on the HWC website. The documents are reviewed by college personnel to determine whether the RFP requests meet the Perkins federal guidelines and the goals and outcomes of the consortium. RFP's for annual funds are due in April and Reallocation funds are due in February.

Secondary RFP documents are available on the HWC Website. Annual Perkins fund requests are due in April. Reallocation funds are available to the high schools generally in January/February, with the understanding that the high schools have already spent or earmarked their individually allocated annual Perkins funding. Reallocation funding requests will be due in February. Once the monies are distributed, the grantees are responsible for submitting a report that will be attached to the Perkins Annual Performance Report. If a report is not submitted, the grantee is at risk of not being awarded future Perkins funding. The expectation is that grantees meet the deadlines set forth by HWC for receiving items, directly paying individual invoices, invoicing the fiscal agent in a lump sum, and completing their programming before the end of the fiscal year.

Accounting and Data Procedures

The secondary fiscal agent provides each secondary member with the letter of approval from MDE/MN State. The secondary fiscal agent will provide budget codes and assistance to each participating secondary member. For equipment purchases and purchases over \$1000, the secondary partner must send a request to the secondary coordinator to include: completed Equipment Request Form from MDE, invoices, and Advisory Board recommendations. The request must be for an approved CTE program with appropriately licensed secondary instructor.

- September: Each member must fill out the transaction document for previous FY. Budget and narrative information will be requested from the HWC partners. Current goals and projects will begin and funding will be available.
- October: The APR will be completed.
- November: Targets will be negotiated for current year, equipment records and financial reports from prior year are due to the state.
- December: Midyear draws will be completed with a midyear report to the state.
- January: Midyear financial reports will be presented to the secondaries, RFP's from the Post-Secondary's will be due, and Reallocation of funds will be announced depending on the state schedule. Perkins data sent to districts and reports printed and sent to the Secondary Coordinator.
- February: RFP's for secondary reallocation of funds will be due. Reallocation funds are reported in as fin code 011 628 and 011 675. These funds must be spent first and are not recaptured in the next fiscal year.
- March: Grant writing begins and partners need to create goals and budgets for their goals. This information will be due no later than April 1st.
- April: Data will be reviewed and goals will be determined to improve or enhance data. Grant writing will continue. Reports from districts on spending and 2nd draw will be completed by April 30
- May: Unspent funds will be redistributed to districts determined by financial reports of the partnering districts. Perkins grant for the next fiscal year is due.
- June: All spending must be complete by June 30th.
- July: Final draws need to be submitted by July 30th to the fiscal agent for last distribution of funds.
- August: Fiscal agent will begin closing the books on current FY and create State reports and a report to individual districts. Once notification has been received from MN State/MDE official letters will be sent to partnering districts informing them of current allocations. Budgets will be developed and distributed to HWC partners.

Addendum A

Frequently Asked Questions – Secondary

1. What is the definition of the different Financial Codes?

628 is the Basic Perkins grant code for Grantees. Funds may be used in any CTE Program where there is a licensed CTE instructor and program approval. Funds must be spent in accordance with the goals of the Perkins Grant.

675 is the Perkins Reserve code for funds distributed to consortium grantees to be utilized on CTE programs which have students in rural areas or have a high enrollment in a program. Hennepin West doesn't meet the rural guideline, but we do have high enrollments in several programs, this will vary by school. Generally, this is the business department courses but could include health occupations.

011 628 is the code for reallocation of funds; that is funds that were given to consortium from the previous year. We receive those funds in February and they must be spent first. Funds in this code cannot be reallocated again and are lost if they are not used.

2. What is the fiscal year for our consortium?

The Fiscal year is July 1-June 30th.

3. What are the general important dates and deadlines for our consortium?

August	Official Letter for Grantees is sent from MDE/MN State
September	Secondary data input must be completed by late September by each secondary district
September 20	HWC schools reports due to Secondary Director by September 20 th This include equipment records
October 15	APR Report due to State
December 15	Secondary Mid-year Draw due to secondary fiscal agent (workbook page and official financial documents must be sent to the Fiscal/Secondary Director to receive reimbursement)
December 30	Secondary director sends in the mid-year fiscal report to MDE.
February	Improvement Plans on Negotiated targets due
Late January	RFP for funds will be announced by secondary/post secondary directors
February	Reallocation dollars if awarded are available in late February.
April 1	Goals for the following year grant are due.
April 30	District Spending Report due to HWC.
May 15	Notify schools of additional funds available by May 15 th

June 30	All funds must be spent.
August 1	Final financial reports due to the fiscal/secondary director
August/September	Final draws will be made and each school will receive final payments

4. When does my consortium prepare an Improvement Report vs. a full Improvement Plan?

If the consortium scored *between 90 and 99%* of their negotiated target for any indicator, they will be required to write an improvement report describing how or what they will do to increase their scores and must be completed for each indicator where a performance gap exists.

If the consortium scored *below the 90%* level of their negotiated target for any indicator, a written improvement plan will need to be submitted for each indicator where a performance gap lower than 90% occurred. The full Improvement Plan asks for more detailed information that will allow the State Perkins staff to assist your consortium to identify resources and interventions appropriate to address your situation.

5. When do I need to get approval for equipment or supplies?

Equipment over \$1000 must be approved by Secondary Director and an equipment record must be kept and sent to the Secondary Director.

- Secondary recipients are required to create an asset tag and keep an inventory of all equipment purchased using Perkins funds during any given year and need to submit a copy of the inventory with their local Annual Performance Report. The inventory is a cumulative record listing all equipment purchased with Perkins funds during the span of Perkins V.

6. How do I request approval for equipment or supplies over \$1000?

Send an email to the Fiscal agent/Perkins Director. The director will send the email to MDE for approval.

Include the following: Rationale, List the CTE approved program, List the CTE licensed instructor, the item and approximate cost, and the Perkins goal the request is tied to.

7. What is supplanting?

Supplanting is when a district uses Perkins funds to purchase something or pay salaries when the district has traditionally paid for that item. This is against the law. Perkins funds shall not replace (supplant) non-federal funds.

Addendum B

This form is DUE WITH YOUR ANNUAL PERFORMANCE REPORT (APR)

Secondary Perkins Equipment Record

NOTE: Secondary Perkins Directors shall be required to maintain a list of all equipment purchases, the purchase price, and where the equipment is located (school district and building). This will match the audited budget by UFARS coding (OBJ. 530 and 556) for the fiscal year. This will be due with the Annual Performance Report (APR).

Use additional sheets if necessary

Date	What was purchased	Where located (school and district)	Cost/Dollar allocation

Addendum C

Helpful Websites

www.hennepinwestconsortium.org

This website stores our meeting notes, forms, documents, and provides for collaboration.

www.CTEcreditMn.com

This website is the central location for Articulated College Credit (ACC) agreements and students certificates.

<https://www.minnstate.edu/system/cte/>

This website is the Career and Technical Education directors, Perkins contacts and others can view useful information pertaining to CTE and Perkins. This site houses Professional Development announcements and registration, forms, events, and additional resources such as POS and TSA.

www.iseek.org/mnpos

This website is the MN Programs of Study website for students, parents, and counselors.

www.mntransfer.org

This site has information pertaining to transferring credits.

<https://minnstate.edu/>

This is the Minnesota State Colleges and Universities main website.

<http://education.state.mn.us>

This is the Minnesota Department of Education main website.

IDEAS PARKING LOT

The consortium funds will be utilized to improve the academic knowledge, technical, and employability skills of the students electing to engage in career and technical education.