



Hennepin West Consortium

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

Submitted by Jason Jones

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Opportunity Details

Opportunity Information

Title

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

Description

THE APPLICATION OPENS MARCH 15, 2022.

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

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

Awarding Agency Name

Minnesota State

Agency Contact Name

Karl Ohrn, Interim State Director for CTE, Minnesota State

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Opportunity Manager

Karl Ohrn

Assistance Listings Number

84.048A

Public Link

<https://www.gotomygrants.com/Public/Opportunities/Details/f24b4a02-9bbc-42b1-9966-386a5544efcd>

Award Information

Award Period

07/01/2022 - 06/30/2023

Submission Information

Submission Window

Closes 10/01/2022 9:00 PM

Technical Assistance Session

Technical Assistance Session

No

Eligibility Information

Additional Eligibility Information

Pursuant to Section 134 of the Perkins V Act, to receive funds under Perkins V, a consortium must develop and submit an annual, unified, local secondary/postsecondary Perkins application and budget. The application must address secondary and postsecondary Career and Technical Education programming. The approved local application—with statement of assurance signatures—serves as the consortium's formal application for receiving Perkins funding.

Additional Information

Additional Information URL

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

Additional Information URL Description

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

Project Information

Application Information

Application Name

Hennepin West Consortium

Award Requested

\$1,594,262.98

Total Award Budget

\$1,594,262.98

Primary Contact Information

Name

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Project Description

Consortium Membership List

Consortium Membership List

Consortium Membership

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

Narrative 1: Comprehensive Local Needs Assessment (CLNA)

CLNA Results

Upload a completed copy of the Comprehensive Local Needs Assessment (CLNA) Framework document and provide the following information in the space below:

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

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

Enter response to CLNA here:

- Overall Results

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

Programs that were lacking overall alignment between postsecondary and secondary were in: health sciences; general management; construction; manufacturing; hospitality & tourism; and transportation. Some of those were indicated by gaps discovered in equity, access, gender barriers, authentic work experiences, and others.

- Gathered & Reviewed Data

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

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

- Resulting Conclusions

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

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

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

- Creation, Expansion & Improvement of Priority 1 POS:
 - Create: General Management pathway
 - Expand & Improve: Therapeutic Services, Information Support Services
- Priority 2 & 3 POS were identified to impact talent pool shortages, and meet future labor market needs (ref. POS funding spreadsheet)
- Improvements to experiential learning programming such as internships, apprenticeships (registered and youth), and mentorship opportunities
- Expand, improve, and modify the education and training career cluster

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

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

Upload your completed CLNA Framework
HWC FY23-24 CLNA_Final-Signed.pdf

Narrative 2: Programs of Study

Programs of Study Narrative

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

Additionally, provide the following information in the space below:

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

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

Enter your responses to Narrative #2 in the space provided below:

The following POS were supported by CLNA labor market data from RTT, advisory committees, Hennepin-Carver Workforce Development Board, and the Minneapolis Chamber of Commerce Regional Advisory Committee which indicated a high demand for employment in the following:

General Management has strong programs that exist at both the secondary and postsecondary levels.

Actions:

- Align courses
- Create a POS
- Expand early college options
- Professional development

Therapeutic Services is a developed POS, however, there is limited secondary involvement.

Actions:

- Support secondary teacher licensure or endorsement
- Equipment needs
- Expand early college options
- Professional development
- Strengthen curriculum at both secondary and postsecondary
- Support for special populations

Information Support and Services has a declining secondary enrollment. The CLNA indicated a need for Network Security and Maintenance. Postsecondary have robust programs in this area.

Actions:

- Support secondary teacher licensure, endorsement or industry certification

- Market to secondary students
- Career exploration in partnership with the colleges for secondary students
- Support secondary teacher licensure
- Re-align secondary courses to Table C
- Equipment needs
- Expand early college options
- Professional development
- Strengthen curriculum at both secondary and postsecondary
- Brokering is an option for our partners
- Support for special populations

Programming and software development has a limited secondary alignment due to secondary licensure. Secondary courses exist, however, they are taught by math and science teachers. Postsecondary have robust programs and are investigating emerging technologies.

Actions:

- Support secondary teacher licensure, endorsement or industry certification
- Market to secondary students
- Career exploration in partnership with the colleges for secondary students
- Support secondary teacher licensure
- Re-align secondary courses to Table C
- Equipment needs
- Expand early college options
- Professional development
- Strengthen curriculum at both secondary and postsecondary
- Support for special populations

Manufacturing Production Process Development has limited secondary involvement with a partnership with HTC. Secondary is exploring cross-curricular alignments to support this POS. HTC is meeting the local labor market needs, however, students are being trained using equipment purchased twenty to forty years ago.

Actions:

- Support secondary teacher endorsements in CTE Trade and Industrial Technology
- Market to secondary students and parents
- Career exploration in partnership with the colleges for secondary students
- Support secondary teacher licensure
- Re-align secondary courses to Table C
- Equipment needs
- Expand early college options
- Professional development

- Strengthen curriculum at both secondary and postsecondary
- Support for non-traditional students
- WBL support

Construction is a needed pathway because there is such an increase in building. There has been a decline in programs at the secondary level as these programs are expensive to operate. Postsecondary sees the opportunity to improve partnerships and collaborative programming with secondary partners.

Actions:

- Support secondary teacher endorsements in CTE Trade and Industrial Technology
- Market to secondary students and parents
- Career exploration in partnership with the colleges for secondary students
- Support secondary teacher licensure
- Re-align secondary courses to Table C
- Equipment needs
- Expand early college options
- Professional development
- Strengthen curriculum at both secondary and postsecondary
- Support for non-traditional students
- Cross-curricular options are being explored through entrepreneurship, building inspection and construction management

Facility and Mobile Equipment Maintenance has a renewal of interest at the secondary district level but resources to develop a program is expensive. There is a need to update postsecondary programming due to frequent changes in vehicle technology and equipment.

Actions:

- Support secondary teacher endorsement or industry credential
- Support the development of student certifications in the field
- Market to secondary students and parents
- Career exploration in partnership with the colleges for secondary students
- Equipment needs
- Expand early college options
- Professional development
- Strengthen curriculum at secondary and postsecondary
- Support for non-traditional students

Engineering & Technology is generally taught through PLTW but isn't always taught with a secondary CTE licensed instructor. NHCC has strong articulation agreements with university partners.

Actions:

- Support secondary teacher licensure and necessary training
- Support the development of student certifications in the field
- Market to secondary students and parents

- Career exploration in partnership with the colleges for secondary students
- Equipment needs
- Expand early college options
- Professional development
- Strengthen curriculum at secondary and postsecondary
- Support for non-traditional students
- Exploring an improved connection in WBL
- Cross-curricular interdisciplinary options may be explored

Restaurant and Food/Beverage Services is a high-demand field and geographically is part of a hospitality corridor. There are robust programs at the secondary level. However, students are not moving from secondary to postsecondary in this POS.

Actions:

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

Teaching & Training will utilize reserve funds. Statewide we know that there is a shortage of educators including CTE. Our goal is to utilize the Early Childhood Development and Services program to assist with increasing interest in feeder Teacher/Training in education which will help grow Minnesota's future workforce. There is no instructor barrier to offer concurrent enrollment for Introduction to Education.

Actions:

- Investigate the postsecondary barriers for the Child Development transfer pathway
- Develop the secondary Early Childhood Development and Services to lead into the Teaching/Training pathway
- Secondary schools will continue to implement the Introduction to Education course in more high schools that will directly transfer into education
- Explore additional courses that would further this pathway
- Utilize HWC's non-trad initiatives to increase male numbers in education as well as improve the diversity of educators
- Investigate *Grow Your Own* grants
- Connect current NHCC articulations with SCSU for CTE licensure areas such as CTE specialty areas in Trade and Industrial Technology
- NHCC will work to include concurrent enrollment and ACC agreements with area high schools
- Emulate education course(s) offered through SouthWest Metro

Identify any new courses/programs or programs of study in development within your consortium (if any; these would not

appear on the spreadsheets as they are not yet POS). How does the development of these courses/programs or programs of study align with the top priorities identified in your CLNA?

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

- New courses and programming will be created at HTC in the Business, Management and Administration Career Cluster, particularly in the General Management pathway.
- Explore new courses in Elementary Education to lead into the Teaching/Training pathway.
- Development of newly designated POS in the Engineering, Manufacturing and Technology field for Manufacturing and/or Architecture & Construction career clusters.
- Robbinsdale, Osseo, Wayzata, and St. Louis Park will be adding new or modified courses in the Health Science cluster.
- Based on the CLNA, there is always a need for communication media technology careers. These programs have been eliminated in several district CTE programs. District 287 will now offer several courses in this pathway which will provide opportunities for students in the intermediate district. These courses will be articulated with HTC.

With the creation of new initiatives, HWC POS will align with the priorities identified in the CLNA. These POS will support the pipeline for locally identified in-demand careers.

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

Actions:

- HWC's Youth Apprenticeship initiative is aligned with Manufacturing; Information Technology; Business, Management, and Administration; and Health Science will give special attention to supporting special populations' participation. **(See Nar#6)**
- **As we align work-based learning programming with POS in Manufacturing; Information Technology; Business, Management, and Administration; and Health Science, GPS education Partners will assist HWC in providing local employer participation, developing curriculum, monitoring of student progress, trainings of employers, and assisting district work-based learning coordinators. (See Nar#6)**
- **GPS will coordinate with Minneapolis Regional Chamber to assist with Work-Based Learning opportunities. This effort will assist in expanding Work-Based Learning in the secondary and transitions into work-based learning at postsecondary. (See Nar#6)**
- Provide career exploration through MCIS, Elevate Futures, and HWC CTE Career Guidebooks emphasizing trends and best practice supports/resources for special populations and those that aid in their retention and persistence.
- 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 are needed to support special populations.
- Provide support through funding and materials for local outreach initiatives targeting families of CTE-identified marginalized groups within consortium institutions.

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

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

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

HWC_S-R POS - Funding POS Spreadsheet - FINAL.xlsx

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

WIOA Narrative

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

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

Enter response below.

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

The following events are cofunded by Mpls Regional Chamber and HWC to guide and inform HWC educators, staff, leaders and students on evolving priorities within CTE careers. FY23 event priorities will include but not be limited to:

- Spring Career Expo and Job Fairs
 - **Evolve from virtual to in-person at postsecondary institutions**
 - **Improvements to programing to focus on the four CTE Pathways identified in the CLNA: Health Sciences; Business, Management, & Administration; Information Technology; Engineering, & Manufacturing**
 - Educator Externship for CTE professional development & understanding of careers
 - **Continue special populations focus; supporting in academia, skills necessary for success in the workplace, expansion of WBL opportunities.**
 - Provide industry keynote speakers at; **HWC events/meetings, talent symposium, regional advisory committee, and articulated college credit meetings**
 - **Partnership development and economic outlook/trends through continued Regional Advisory Committee meetings & Talent Symposium event**
- Biennial creation of CTE Career Booklets

Future programing will be determined by HWC's most recent CLNA results and cofunded as appropriate.

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

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

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

Narrative 4: Integrated Academic and Technical Skills

Integrated Academic and Technical Skills Narrative

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

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

Enter your response here:

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

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

- **General Management - Precision Exams**
- **Therapeutic Services - MN Dept of Health Nursing Assistant Registered; National Registry of EMT Basic Exam; Precision Exams--Medical Terminology**
- **Information Support and Services - Networking certifications,A+ Certification; Precision Exams**
- **Programming and Software Development - PLTW certification tests**
- **Manufacturing Production Process Development - Precision Exams, OSHA certification, SP-2**
- **Construction - Precision Exams, OSHA certification, SP-2**
- **Facility and Mobile Equipment Maintenance - exploring ASE certification**
- **Engineering and Technology - PLTW certification tests**

- **Restaurants and Food/Beverage Services - Prostart, Serv Safe**
- **Other improvement include:**
 - **Strengthening Business, Management, & Administration with MS Office certifications at secondary & postsecondary**
- HWC leadership will share with partners various PD opportunities provided by MDE, Minnesota State, and other 3rd party listservs that align academic standards with rigorous CTE content at HWC meetings and communications
- It is the responsibility of our HWC partners to share PD opportunities with their district/college faculty in regard to standards integration.
- ACC meeting will review the common assessment and learning outcomes for articulation.
- How do your efforts constitute a well-rounded education as defined by ESEA: “courses, activities, and programming in subjects...with the purpose of providing all students access to an enriched curriculum and educational experience” (Section 8101(52) of Perkins Guide, p. 224)?
 - Our efforts provide an opportunity to integrate academic skills within CTE, which improves on-time graduation, reading, and math scores.
 - HWC supports rigorous coursework design, cross-curricular & co-curricular activities, authentic work experiences, exploring careers, and early college opportunities.
 - **In alignment with MnState Equity 2030, Law enforcement Education Reform Taskforce - HTC will support culturally responsive trauma-informed training in law enforcement and criminal justice programs that help officers discern and understand cultural characteristics of victims (See Tatctic 1.1.6 - <https://www.minnstate.edu/le/>)**
- Individual schools and colleges review data to determine the needs of our populations and how to assist them. **HWC also provides non-collaborative funds & support to partners to advance CTE programming, curriculum and integration needs within their respective districts and institutions. This allows them to address individual barriers and needs on their own campus**

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

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

Narrative 5: Special Populations

Special Populations Narrative

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

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

Enter response below:

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

The barriers identified in our CLNA were from data mining from each of our colleges and districts. For more detailed information reference the HWC CLNA. The barriers are addressed through the following strategies.

- Consortium leaders will identify and bring forth data identifying marginalized populations within the consortium region.
 - Provide support through funding and materials for local outreach initiatives targeting families of CTE-identified marginalized groups.
 - Share national, state, and local grants that may be leveraged in support of CTE capacity-building efforts within the consortium.
 - Engage Business/Industry & Workforce Development to collaborate, participate and support CTE activities in relation to supporting marginalized populations, such as:
 - Attend HWC CTE related events
 - Provide insights regarding CTE careers and job duties
 - Community engagement efforts including; tours, guest speakers, and authentic work experience opportunities
 - Professional development opportunities that foster cultural competencies in CTE programming.
 - Increase consortium access and engagement with BIPOC professionals.
- Prepare special populations for high-skill, high-wage, or high-demand occupations that will lead to self-sufficiency.

HWC will develop opportunities and work with other HWC departments in our institutions that provide services to special populations.

HWC will:

- Host families and their students at events to learn about the benefits of CTE programming.
- Gather teachers, staff, and cultural liaison input to identify specific events where marginalized populations are being engaged.
- Translate CTE materials in a variety of languages.

- Continue working with the non-traditional career seekers for their gender.
- HWC will encourage the partnership to advance academic achievements for special populations by partnering with achievement specialists, career specialists, and special education.

- Develop new initiatives to better prepare CTE participants for non-traditional fields.

HWC Postsecondary institutions utilize a Non-Traditional Career Seeker specialist and leverage their expertise to provide programming in the following ways:

- Men Who Care initiative to advance nontraditional students' success in Education, Human Services, and Health Careers at both NHCC and HTC.
- Men Who Care initiative will work with secondary schools to identify students interested in nontraditional fields to encourage enrollment at postsecondary in these fields.
- **Evolve current Be Bold Break the Mold programing to combine NHCC and HTC together, and expand focuses toward HWC Women Succeed in Nontraditional Careers.**
- **Support all HWC events by including Nontraditional career pathways - such as but no limited to; CTE Month Events, Criminal Justice Career Expo, Work-Based Learning Initiatives (see Nar 6), Women in Tech Talks.**

- Ensure members of special pops will not be discriminated against.

HWC actively discourages discrimination at all levels. Our CLNA data suggests we are not actively discriminating against any group. Programs are offered and policies are in place to provide equity and access for all. Please refer to the answers listed above.

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

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

Narrative 6: Work-based Learning

Work-based Learning Narrative

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

Provide the following information in the space below:

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

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

Enter your response here:

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

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

- Diversified occupations and work experience programs
- Workforce Innovation and Experiential Learning center programming (NHCC)
- Internships and Apprenticeships

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

HWC has met the program quality WBL accountability measure. However, secondary partners understand that improvement is necessary. HWC has designed and implemented a regional WBL Youth Apprenticeship initiative being piloted from 2021-to 2024.

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

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

- Collaborate with GPS Education, Minneapolis Regional Chamber, advisory committees, and other local businesses & industry *in order to:*
 - **Continue to develop programs regarding the intentional support and hiring of individuals of special populations across all consortium member districts**
 - **Continued improvement and expansion of WBL with Lionsgate Academy in Business, Management and Administration pathways.**
 - **All district leaders will be encouraged to engage their ACTE-SPED population in WBL opportunities through HWC's Youth Apprenticeship initiative supported by GPS Education Partners.**

- **GPS has partners with Vocation Rehabilitation staff to support ACTE-SPED & 18-21yr old transition disabled individuals**
- **Expand WBL programs offerings** in Manufacturing; Health Sciences; Business, Management, and Administration; and Information Technology

Upon completion of the pilot, HWC will continue to assist districts to create their own WBL programs through diversified occupations. Assistance will be given, as needed, to support development of WBL coordinators including meeting licensing requirements. (See Nar #11)

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

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

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

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

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

Narrative 7: Early College

Early College Narrative

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

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

Enter your response here:

- Postsecondary credit, such as dual or concurrent enrollment programs in CTE (e.g., University of Minnesota CIS – College in the Schools, dual enrollment with Minnesota State colleges).
 - o College Partnership specialists from both colleges will assist with the improvement and expansion of dual enrollment opportunities in CTE within our secondary districts.
 - o HWC postsecondary funds a portion of the CTE pathways staff, they help CTE teachers stay current with NACEP policies, track required documents, support accreditation processes, and leverage institutional data to improve offerings and pathways.
 - o To help ensure equal access for all students, HWC encourages postsecondary to leverage MN State procedures allowing acceptance for students who are recommended or show readiness for CTE pathways in lieu of the typical requirements (ref. Mn System Procedure 3.5.1)
- Articulated credit options for high school coursework matriculation in CTE (e.g., individual agreements between teachers and instructors for articulation).

HWC contracts with the College High School Partnership (CHSP) which partners with SouthWest Metro, South Metro, Oak Land, Minneapolis, Great River, and NE Metro. Meetings are held in all career fields annually which provides an avenue for agreement review and the creation of new agreements. The CHSP has also explored matriculation with Wisconsin colleges when a MN college partner could not partner. In addition, the consortium partners with www.CTEcreditMN.com to house the agreements and student-earned credits.

Project Lead the Way (PLTW) offers students two viable options to earn college credits. There are ACC agreements in place for 2-year programs by passing the PLTW exams and utilizing the www.CTEcreditMN.com website. We continue to support Minnesota PLTW through teacher training and other resources. HWC recognizes a need to improve communications with Minnesota PLTW for articulation.

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

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

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

HWC continues to support and promote such programming by:

- Annual review of curriculum/design and improvements to dual enrollment opportunities for POS in CE or ACC offerings.
- Offering credit for prior learning in situations where students can prove prior learning, including successful completion of certifications.

- Provide students the ability to obtain college credit directly from 4-year institutions by excelling on the PLTW exams and paying college credit fees.
- All ACC agreements have a suggested common assessment or certification.

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

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

Narrative 8: Support to Professionals

Support to Professionals Narrative

Provide the following information in the space below:

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

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

Enter your response here:

- Describe the specific actions your consortium will take to recruit and prepare education professionals, including individuals from underrepresented groups and nontraditional careers. What partnerships or processes exist (or will be developed) in relation to recruiting new teachers when the need arises?
 - HWC has created an Education and Training POS with a focus on CTE licensure as part of our postsecondary transfer pathway. Our efforts will encourage school districts to explore the creation of Education and Training pathways supporting CTE. One resource to leverage may be the Grow Your Own Initiative discussed in the CLNA and at ACC meetings.
 - Men recruited into NHCC's Education Program will be encouraged to join "Men Who Care," a mentoring program for men in education.
 - CE teachers are provided assistance and directed professional development by postsecondary partners. There is continual recruitment of paraprofessionals and community experts to enter the education field. Support is provided with information, resources, and professional development activities.
 - Through our relationships with MnACTE and MACTA, we are vocal and assist the licensure committees that work with MDE and MinnState.
 - In order to assist with the retention of new CTE instructors, HWC will continue to promote the MDE and Minnesota State mentor and new secondary teacher professional development workshops.
 - HWC's HTC will be offering Perkins funds to support the preparation of a new business faculty to engage in CTE-focused PD, redesign of the program to offer General Management awards and/or skills development, convene an effective advisory committee, and connect with secondary partners to better align curriculum.
 - **HWC will provide support for subs and travel for professional organizations, conferences for training and enriching teaching, collaborative meetings with other staff to innovate curriculum and expand pathways for students. This includes support to teachers organizing and managing student organizations and advisory committees.**
 - **Stipends will pay for time needed for the development of portfolios, curriculum, and attending CTE related workshops as required by union contracts. Covering of tuition and other unallowable expenses, as indicted by the Perkins Operational Handbook, will be prohibited.**
 - **HWC will encourage partners to create, engage, and support career and technical student organizations in CTE POS and CTE pathways.**

- Describe the specific actions your consortium will take to retain, train and develop education professionals and ensure applicable state certification and licensure requirements are met. What opportunities do educators have for professional development?
 - Provide stipends for teachers to complete CTE certification for credentialing.
 - Explore neighboring colleges to see if we have the capacity to bring about changes at our partnering college in the education/training pathway.
 - Promote continuing education for those who are working directly with CTE students through:
 - National, State, and Local organizations such as; ATCE, MDE, MN State, MACTA, MnACTE, NAPE, etc.
 - Conferences and workshops such as; CTE Works, Manufacturing conference, PLC & ACC meetings, local internal and external professional development
 - Partnerships with; regional and local advisory committees in CTE, Minneapolis Regional Chamber of Commerce, Real Time Talent, and GPS Education Partners.
 - Continue to offer professional development support for CTE teachers through educator externships and Pathways to 18.
 - HWC will work with Lakes Country Cooperative to provide professional development activities with HWC to bring more potential teachers into the field with appropriate CTE licenses.
 - Research a “Moving from Industry to Education” initiative in partnership with the Minneapolis Regional Chamber and leveraging the HWC Talent Symposium programming.
- How do these actions support the needs identified in your CLNA?

Gaps and strategies listed under Element 4 and 5 of the CLNA are supported through training and retention efforts, professional development, and the creation of a new Education and Training POS.

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

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

Narrative 9: Performance Gaps

Performance Gaps Narrative

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

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

Enter your response here:

- What specific student group(s) were identified as having significant disparities or performance gaps?

Secondary subpopulations identified:

- 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 that leads toward a 2-yr award.
- ELL students are the largest subpopulation that does not graduate within the 4-year time frame.

Postsecondary subpopulations identified:

- 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 WBL & Youth Apprenticeship programming.
 - Asian students graduating on time (1P1) at NHCC gained employment at lower rates (80% vs 92%) than their peers.
 - NHCC Enrollment of Hispanic/Latino students has dropped at a much faster rate than other populations.
- What specific actions will the consortium take at both the secondary and postsecondary level each year of the local plan to eliminate these disparities or close performance gaps?

Actions:

- Expand WBL opportunities for all CTE students by collaborating with GPS Education, Minneapolis Regional Chamber, and other local businesses & industry. We will offer WBL programs in Manufacturing; Health Sciences; Business, Management, and Administration; and Information Technology.
- Support materials that foster training/improvement of math & reading within CTE, such as supplementary instructional texts, professional development curriculum training, culturally competent programming, etc.
- Provide support through funding and materials for local outreach initiatives targeting families of CTE-identified marginalized groups within consortium institutions.
- Increase consortium access and engagement with BIPOC professionals to increase representation and awareness of CTE careers among prospective students.

- Recommit initiatives that encourage parent involvement in student career exploration efforts for college and career readiness.
- Utilize dual credit data such as ACC reports to reach out to future CTE post-high school graduates.
- Create a plan to guide and inform students of the value of leveraging CE and ACC courses to ensure credits will be earned and transcribed.
- Expanding early college credit options in various programs.
- Explore and present strategies to CTE educators and staff to support genders entering nontraditional careers with increased efforts for nontraditional male careers.
- Review current HWC strategies and practices to improve outcomes towards equal access to CTE programs for all students.
- Leverage successful programs that are meeting metrics for employment and retention of Asian, Black, and Hispanic/Latino populations.
- What financial resources will be leveraged to support these actions?
 - Strengthen Career and Technical Education in the 21st Century Grant
 - Access and Opportunity postsecondary funds
 - Pursue grant opportunities from the US Department of Labor, MDE, and MnState that advance CLNA identified priorities
 - Minneapolis Regional Chamber Development Foundation
 - GPS Education Partners
 - Coordination with district/college budget and matching funds
 - College High School Partnership

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

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

Narrative 10: Consortium Governance

Consortium Governance Narrative

Provide the following information in the space below:

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

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

Enter your response here:

Our governance structure has representation from 8 school districts, 1 intermediate district, 1 charter school, 2 colleges, an Articulation Specialist, a Non-Traditional Careers-Student Support Consultant, Minneapolis Regional Chamber of Commerce, and GPS Education Partners. The HWC Leadership team is composed of leaders at HTC, NHCC, and a secondary leader. We are guided by our Policies and Procedures Manual which is updated biennially. Monthly meetings with district representatives are used for idea collaboration, strategic work plans and to inform representatives. Business partners, postsecondary leadership, faculty, specialists, secondary principals, teachers and leadership are invited and incorporated into meeting agendas as related to consortium goals. HWC holds an annual summer retreat to kick off the year and strategically map action plans to ensure the success of Perkins narrative goals. In FY22, we will continue to evolve as new leaders join our team at the secondary level (Hopkins, ISD 287, Lionsgate, and Robbinsdale Area Schools).

Secondary and postsecondary leadership meet to discuss the budget for collaborative projects, consortium expenses, and individual partnering projects. Postsecondary representatives meet separately to discuss budget considerations that pertain to the colleges. Secondary utilizes a form that includes a rationale for a budget request that supports the FY23 and FY24 strategies within each narrative. Budgets are presented and discussed at the summer retreat. This provides a way to adapt, improve or expand current programming and utilize funds effectively. HWC utilizes the following communication tools; the HWC website, monthly meetings, email, and leadership meetings, as tools for collaboration, planning, management, and communications.

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

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

Narrative 11: Reserve Funds

Reserve Funds Narrative

In compliance with Perkins V, Section 135 and Section 112(c), Perkins Reserve funds must be used to support innovative work in up to two (2) of the following categories:

- CTE teacher/faculty recruitment, retention
- Achievement gaps in math, language arts
- Performance gaps
- Development of new Programs of Study

Please provide the following:

- Identify the category(ies) your consortium has selected and describe the innovations being supported by the Reserve fund.
- Provide specific budget details on how the Reserve fund will support the innovation.
- What are the expected results of this innovation?
- How will this innovative strategy be supported after Perkins funds are expended?

Enter your response here:

- Identify the category(ies) your consortium has selected and describe the innovations being supported by the Reserve fund.

The categories HWC will support are

1. CTE teacher/faculty recruitment, retention
 - CTE endorsements for secondary instructors (including WBL) through Lakes County Cooperative
 - Training through professional conferences and MDE
 - Support to offer a professional development series at HTC from a dedicated CTE professional
 2. Development of new POS.
 - Teaching and Training
 - Communications Technology (Media Relations) POS curriculum design
 - Development of a new award in General Management at HTC
- Provide specific budget details on how the Reserve fund will support the innovation.

CTE teacher/faculty recruitment, retention

- Funds to hire Lakes County Cooperative to train instructors in CTE competencies and development of portfolios **to support CTE licensure & endorsements. Funds will also support stipends for teacher attendance/travel for trainings, and necessary substitute coverage.**
- Professional development activities
- Support to offer a professional development series at HTC from a dedicated CTE professional
- Encourage Men Who Care to expand the representation of men in education

- Expand NHCC articulation agreements with SCSU to include CTE licensure areas

Development of new Programs of Study

- Funding for General Management and Teaching/Training will support curriculum design, advisory committee formation, and foster a strong connection with secondary programming. This is a multi-narrative effort.
- New HTC business faculty PD to provide quality CTE education & pedagogy training.
- **HWC will redesign of media, communications pathway by creating a new POS with District 287. This will allow HWC partners to offer an opportunity for students interested in this career field where one does not currently exist. Funds will support curriculum development & upgraded computers with the capacity to support video editing, Adobe Creative Cloud software. District 287 advisory board committee has recommended various industry standard equipment needed, which is not supported by the district's approved technology purchases. Currently limited to no equipment is available to support the creation of this pathway.**
- Funding support for CTE aligned professional development in quality teaching
- What are the expected results of this innovation?
 - Increased number of CTE licensed educators
 - Expanded programming in General Management and Education and Training pathways.
 - Strong and intentional connections between secondary and postsecondary
- How will this innovative strategy be supported after Perkins funds are expended?

CTE teacher/faculty recruitment, retention

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

Development of new Programs of Study

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

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

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

Workforce Center Collaboration

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

Workforce Center Collaboration

	Total(s)
(POSTSECONDARY) Total Perkins funds used in collaboration with WorkForce Centers	31,560.00
(POSTSECONDARY) Estimated expenditure/in-kind contributions used in collaboration with Workforce Centers	89,200.00
Postsecondary Subtotal	120,760.00
(SECONDARY) Total Perkins funds used in collaboration with WorkForce Centers	32,000.00
(SECONDARY) Estimated expenditures/in-kind contributions used in collaboration with WorkForce Centers	47,760.60
Secondary Subtotal	79,760.60
TOTAL	200,520.60

Perkins-Funded Positions

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

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

Perkins Funded Positions

Name	Position	Secondary/Postsecondary	File Folder # (Secondary)	Percentage of Time	Amount
Jean Rakun	HWC Secondary Director	Secondary	376325	50%	50,000
Brent Olinger	Director of Perkins & Workforce Collaboration	Postsecondary		100	110,000
Jason Jones	Perkins & Pathways Coordinator	Postsecondary		100	106,000
NHCC WIEL Center Advisor	Career Pathways Advisory	Postsecondary		50	50,000
NHCC Weekend College Coordinator	Assistant Director of Integrated Services & Weekend College	Postsecondary		50	50,000

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

Position Description

Secondary Perkins Grant Coordinator.docx

Position Description

Perkins and Pathways Coordinator_PD1.pdf, Perkins and Pathways Coordinator_PD2.pdf

Position Description

Perkins Coordinator 10.4.19-revised.doc

Position Description

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

Position Description

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

Position Description

Position Description

Position Description

Position Description

Position Description

Position Description

Position Description

Position Description

Additional Documentation

These required documents must be uploaded with your application:

- 1. Statements of Assurance (Statements of Assurance should be combined and uploaded as one single PDF). ([Download the .pdf file](#))**
- 2. Combined Secondary and Postsecondary Budget Excel Sheet (Download link coming soon)**
- 3. Consortium Consolidated Equipment Inventory**
- 4. Improvement Plan Template. Only required for those consortia on an improvement plan. ([Download the .doc file](#))**

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

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

FY23_Statement-of-Assurances-Form_ALL.pdf

REQUIRED: Combined Secondary and Postsecondary Budget Excel Sheet

Combined-Secondary-Postsecondary-Budget-FINAL.xlsx

REQUIRED: Consortium Consolidated Equipment Inventory

FY22 HWC Submitted Consolidated Equipment Lists - Updated_5-4-22.xlsx

Improvement Plan

HWC-Membership-List.docx

Additional Material

Additional Material:

Additional Material:

Additional Material:

Additional Material:

Additional Material

Additional Material:

Additional Material:

