

STRENGTHENING CAREER AND TECHNICAL EDUCATION FOR THE 21ST CENTURY

MINNESOTA PERKINS CONSORTIUM

2022-2023 ANNUAL PERFORMANCE REPORT

Version 7/27/2023

HENNEPIN WEST CONSORTIUM

The annual performance report serves to answer two questions for the reporting year:

1. **How specifically did the consortium spend Perkins funding during the reporting year?**
2. **Did Perkins funding make a difference in improving student achievement and consortium operations, and how does the consortium know?**

FY23 APR Questions:

1. **For the programs of study funded by Perkins in your approved local application, address the following for the reporting year (July 2022-June 2023):**
 - ***Were projects implemented as planned, or did they need to be revised? If Perkins funding was not used as planned in the consortium's local application, explain what changes were made. What drove the change?***

Continued implementation of the POS tier system that prioritizes POS for investments and changes went as planned. Experiential Learning was expanded in all POS.

- Tier 1 - General Management, Therapeutic Services, Information Support & Services - Funds supported curriculum redesign, advisory committee restructuring, and strengthening of K12 partnerships. Funds were dedicated in Nar 11-RESERVE.
 - Business, Management & Admin in the General Management Pathway
The groundwork was completed in FY22. The following was accomplished in FY23 to further this pathway and was supported by:
 - Created General Management POS
 - Aligned courses between secondary and postsecondary to improve the pipeline from high school to college
 - Expanded early college options through ACC agreements and dual credit options
 - Offered professional development to both secondary and postsecondary faculty

- Therapeutic Services is a developed POS. HWC supported:
 - Secondary teacher licensure or endorsement which led to new program development
 - Equipment needs
 - Expanded early college options
 - Professional development
 - Strengthened curriculum at both secondary and postsecondary (as a result of move away from MANE curriculum) which improved new program development
 - A non-trad consultant that continued to support this pathway
 - “Men Who Care”, Be Bold Break the Mold and mentoring programs for special populations
 - Investigated WBL pilot for FY24
 - a CPR demonstration manikin for college outreach team to provide hands-on demonstrations during their events
- Information Technology strategies were met.
 - Several secondary instructors earned the communications technology endorsement which allowed us to expand our programming
 - Secondary courses were aligned to Table C
 - Newly expanded programs purchased equipment as needed
 - Curriculum, professional development, and ACC agreements were implemented
 - A non-trad consultant was funded to continue support of this pathway
 - WBL pilot was implemented for this pathway
 - Be Bold Break the Mold (BBBM) was supported
 - HTC’s Women in IT initiative funded 2 objectives. First it funded a Career & Education Coach for the BBBM mentoring program, who was a female graduate from the first cohort of the program. This graduate is now a CTE adjunct faculty in HTC’s Information Technology program. The second objective funded provided keynote speakers by currently employed women in IT to provide professional development to mentees, and guide them in securing opportunities in a growing field.
- Tier 2 - **Programming & Software, Manufacturing, Construction**
 - Manufacturing - Implementation of the WBL continued to be successful, powered by GPS Education partners.
 - Funds supported equipment purchases in Automation Robotics Engineering Technology (ARET) & Fluid Power programs. HTC, with written support by HWC, was able to secure a \$300,000 NSF grant to expand their program from the Eden Prairie campus to the Brooklyn Park Campus. Funds were leveraged for industry-standard portable training equipment.
 - Unused funds were leveraged at the end of the fiscal year to support a turnover in faculty for the Fluid Power program. The incoming faculty was charged with clearing out the old regime’s outdated equipment. Perkins funds

- District 287 expanded their automotive program and made equipment improvements to meet industry standards.
 - Foundational discussions occurred at the ACC meetings regarding changes in curriculum to include advancements in automotive.
 - Funds supported the acquisition of ADAS equipment, as a result of a faculty sabbatical the prior year to bring ADAS maintenance & repair training to automotive students. This equipment is also being leveraged by the Auto Body program & students.
- **Tier Reserves- Teaching/Training**
 - Programs in the Education & Training Cluster were expanded, improved and modified throughout the consortium.
 - Why Teach? event was canceled due to surge in Covid.
 - NHCC and SCSU faculty presented at a leadership monthly meeting to share the Bachelor's degree articulation process.
 - The ACC Education and Training meeting also highlighted pathways to a 4-year degree through our 2-year college partners.
- **Consortium Approved SR-POS**
 - Early Childhood Development and Services
 - There is a decline in Early Childhood Development and Services college programs with an increased emphasis on Education/Training. HWC supported the Education/Training emphasis through ACC and mentoring.
 - HTC's Child development program leveraged the use of YouScience Industry-Recognized Certificates (aka: Precision Exams) to administer and assess technical skills. Program faculty used a pre-test/post-test model for their individual courses to map improvements. Recently an active student was given a \$2/hr raise after presenting an earned certificate to her employer.
 - POS may result in eliminating this POS in future years. As a result of this, the ACC meetings did not go as planned. Some agreements may be eliminated in the future.
 - TSA are being utilized at the secondary level to improve employability and student learning.
 - Arts Audio Video Technology and Communications
 - This is new POS that is being developed. HTC and District 287 partnered to launch this POS.
 - Equipment and software needs were supported.
 - Adobe Certification TSA was supported.
 - NHCC supported WBL through internships in Graphic Design and Communications.
 - ACC continued to be supported.
 - Web and Digital Communications
 - ACC continued to be supported.
 - Accounting
 - NHCC supported NOCTI exams (TSA).
 - ACC continued to be supported.
 - CTSO supports continued.
 - Marketing Management

- Marketing pathway strategies did not go as planned. Secondary programs continue to be a strong content area with substantial enrollment and vibrant DECA/BPA CTSO. The challenge is articulating college credits to these marketing programs. The alignment from secondary to postsecondary in this POS continues to be a barrier due to secondary classes being at the cluster level and the postsecondary at the pathway level.
 - NHCC supported WBL through internships in Marketing.
- **What accomplishments/outcomes resulted from this spending? What evidence do you have to support this? Include any relevant accomplishments on the following topics:**

○ **Collaboration with stakeholders**

- We continued to review and update the CLNA by continuing to work with Real Time Talent (RTT), Regional Advisory Committee and the Greater Minneapolis Chamber (GMC). This allowed the leadership team to stay informed about employment trends, needs and necessary skills in the workplace.
- GMC successfully advanced consortium focuses by powering the following consortium initiatives: the regional advisory committee, educator externship, and the talent symposium. GMC's projects were designed to improve POS by increasing collaboration, garnering support, and eliciting advice from businesses and industries (an increase from 40 to 55 businesses). In addition, the chamber provides instructor professional development and student instruction through Elevate Futures.
- NHCC worked with Adult Basic Education to support developmental education activities and coursework and as a partner in the Building Strong Communities Construction preparation program (59 graduates in FY23).
- Career exploration model in the high schools and the colleges has evolved to inviting businesses to host tables during the lunch hour. Each month different businesses host a table. This has been very successful in demonstrating career paths and employment opportunities for students.

Postsecondary career services professional development support was implemented as planned. In addition, funding supported access to Handshake, a virtual job board, for current and alumni CTE students to advance their career exploration and development. Platform showcased over 2,000 opportunities within 50 miles of Minneapolis. 200+ employers have participated in HWC's postsecondary career fairs from Fall 2021 to Spring 2023. Due to this success HTC moved away from College Now and Big Interview as platforms.

HWC's CTE Guidebook was designed to educate students on career pathways and had mixed results. The creation of this career exploration guide went as planned, but usage throughout the HWC partnering districts was minimal in FY23. 1500 physical copies went out throughout the partners and distributed to students and parents originally. A digital version garnered 187 clicks since Jan Dec 2022, with the vast majority accessing during registration month -

December & January. The guidebook will be leveraged throughout FY24, but will no longer be Perkins supported in future fiscal years. Other methods to market CTE opportunities to students and parents are being explored as part of our FY24 CLNA work.

- Internships for NHCC students in CTE programs continued to expand in FY23 with 26 employers offering paid summer internships. Due to limited student interest, several internships were not filled (e.g. education).
- HWC engaged Business/Industry & Workforce Development to collaborate, participate and support CTE activities in relation to supporting marginalized populations, such as:
 - Attend HWC CTE related events (Talent Symposium)
 - Provide insights regarding CTE careers and job duties (individual schools and advisory committees)
 - Community engagement efforts including; tours, guest speakers, and authentic work experience opportunities (GPS Education Partners and Minneapolis Chamber via Elevate Futures)
 - Professional development opportunities that foster cultural competencies in CTE programming.
- HWC continued to offer opportunities by working with other departments in our institutions that provide services to special populations. HWC analyzed data to identify marginalized populations and developed activities to create strategies to serve them better. Through ACC the consortium recommitted to encourage parent involvement in student career exploration efforts for college and career readiness. The parent letter that is sent to parents/guardians when their student earns ACC has been offered in the top ten languages spoken in MN.
- HWC postsecondary institutions contracted with a non-trad specialist over the last three fiscal years. Successful expansion of this work resulted in the hiring of a full-time specialist in FY24, shared by both colleges, in order to continue & expand outreach to special populations. Example programs expanded and/or created:
 - Men Who Care - Secondary and postsecondary students had the opportunity to tour NHCC, HTC, and travel to Rochester Mayo Clinics and Hospital to learn about careers in health care.
 - CTE events were planned to expose secondary students to a variety of careers and college programs. Barriers to the success of these events has been lack of secondary substitutes and transportation issues. Due to CTE month occurring after high school registration, events such as the Criminal Justice Career Fair, Why Teach, etc. are held throughout the year.
 - Be Bold - Break the Mold is a successful postsecondary mentorship program that has grown each year. In FY22 the program expanded from 12 mentees to 30, with the biggest growth at HTC (FY22: 1, FY23: 15), (NHCC FY22: 22, FY23: 19). Funds were used to improve this programming by offering 3 industry-connected female keynote speakers, and providing all mentees with the Gallup Strengths Finder assessments. Barriers to secondary students participating in this

program continues to be lack of secondary substitutes and transportation issues.

- HERF funds were leveraged in FY22-23 to provide student access to a Social Worker to help meet their basic needs at HTC. These funds supported collaboration between the social worker and Peace Officer program to assist in Trauma-Informed pedagogy training (see below: *Integration of academic/technical skills*), for which the latter was supported by Perkins grant funds. HERF funds expired mid-May, and Perkins funds were approved, by the state, to provide personnel dollars in order to continue offering specialist access to our students and programs. FY24 funds were approved in the HWC application to continue employing our social worker, giving time for the college to institutionalize the position.

○ **Integrating academic and technical skills into CTE courses and programs**

- HWC brought CTE, core academic, and postsecondary instructors together to plan, develop and implement strategies to improve the academic and technical skills of students through:
 - ACC meetings between postsecondary and secondary provided a platform for improvement discussions for integrated academic and technical skills.
 - ACC is a way to offer marginalized students college credit while being able to follow IEP and 504 plans.
 - ACC data is used for consortium planning; however, we have not reached out to students or parents beyond the letter that is sent when the student earns ACC. Research was completed in FY23 to identify barriers and potential action to improve ACC utilization.
 - Explored and presented strategies to CTE educators and staff to support genders entering nontraditional careers with increased efforts for non-traditional male careers.
 - Secondary PLC meetings included integration of rigorous content into CTE programs.
 - Team teaching and cross curricular instruction efforts brought instructors together.
 - HWC's Educator Externship encouraged integration of academics in CTE programming, and fostered collaboration with business and industry. In FY23 there were 27 educators participating from 5 CTE career fields and core academics.
 - Supported materials that foster training/improvement of math & reading within CTE, such as supplementary instructional texts, professional development curriculum training, and culturally competent programming, etc.
- HWC utilization of TSA had mixed results. In prior years, this was supported by consortium collaborative funds. In FY23, each partner in our consortium requested funds based on their local program needs. YouScience Industry-Recognized certification (formerly: Precision Exam) usage dropped due to cost

constraints. However, NOCTI, Microsoft Office Specialist, Pro Start, OSHA certification, Adobe, SP2, and other TSA are utilized throughout the consortium.

- Trauma Informed Pedagogy Framework - Intergroup Dialogue Trainings. Funds supported efforts to align to MinnState's Equity 2030 - Law Enforcement Education Reform initiative (see Tactic 1.1.6 - <https://www.minnstate.edu/le/>). Efforts resulted in 8 faculty & 3 CTE support staff/administrator being trained. The following were outcomes to this initiative:
 - Law Enforcement program name changed to Peace Officer & Public Safety program.
 - Expansion of programming to offer Peace Officer & Public Safety A.S. award and the Technical Skills Training award.
 - Curriculum modifications to include dialogue around race, culture, & identity that focuses on individual identities and how it impacts their emotional and physical response to others.
 - Essential simulation conversion equipment was purchased for the Peace Officer VirTra Simulation Training program. This system allowed students real-life situations and dispatch calls in order to practice their trauma-informed technical skills. Expansion kits allowed for the conversion of program issued rifles, pistols, and tasers on the VirTra system.
 - Looking ahead, in FY24, funds will support facilitator training of HTC's Social Worker to expand this work to other high-intensity careers such as Emergency Medical Services, Dental Assistant, Practical Nursing, etc.
- Other efforts to integrate technical and academic skills into CTE programming were as follows:
 - Welding
 - Machinist Starter Kits and Welding Math Kits to integrate mathematical principles into curriculum. This was deemed vital after the program removed General Education Math requirements on their certificates and diplomas.
 - Faculty redesigned/modified curriculum to integrate Robotics Welding into programming. Equipment was donated by an industry partner previously but lacked the software to integrate it into the programming. Perkins FY22 unused funds were leveraged to purchase that software. FY23 funds supported the curriculum modification for implementation.
 - Plumbing
 - Automated equipment supported to move the program from manual to automated pipe threading practice. This allowed all program student's practice on industry-relevant technical skills attainment.
- **Providing greater access to CTE programs for special populations students**

Perkins data was analyzed to identify marginalized populations within our consortium. Our data indicated positive results for students seeking non-traditional careers. HWC

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

- HWC events which have been discussed throughout the APR.
- Provided 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.
- Increased consortium access and engagement with BIPOC professionals.
- A foundation was laid during the teacher externships to discuss hiring processes for special needs students within businesses.
- Wayzata and Lionsgate special populations and transition programs are engaged in WBL partnerships.
- The Men Who Care and the Be Bold Break the Mold initiatives students enrolled in programs nontraditional for their identified gender.
- In FY23, NHCC and HTC joined NAWIC (National Association of Women In Construction) including membership for all women enrolled in those programs at the colleges.

○ **Expanding access to postsecondary credit for secondary students**

College partnership specialists from both colleges attended and highlighted programs at HWC leadership team monthly meetings. For example, NHCC and SCSU faculty discussed licensed educator pathways created by their institutions. The colleges worked with districts on an individual basis to improve dual credit opportunities.

HWC postsecondary funded a portion of the CTE dual enrollment pathways staff to assist CE faculty liaison and high-school instructors to stay current with NACEP policies, track required documents, support accreditation processes, and leverage institutional data to improve offerings and pathways. Partnership decreased due to numerous factors related to credentialing and college-level rigor concerns. However partnerships that remained increased the overall engagement by students. 5.6% increase in CE students, 42.5% increase to PSEO by Contract, slight decrease in traditional PSEO by 13%. Credit hours taken jumped from 8,546 in FY22 to 9,746 in FY23.

Additionally, the Pathways specialist is working to maintain NACEP accreditation by improving the submission of NACEP required evidence - growth from 7.3% in FY21 to 35.4% in FY22, and 56% in FY23. Efforts will continue in FY24 to meet 100% compliance by FY25's Reaffirmation Of NACEP Accreditation process.

Articulated college credit options for high school coursework matriculation in CTE was successful (e.g., individual agreements between teachers and instructors for articulation). HWC contracted with the College High School Partnership (CHSP). Meetings were held in all career fields which provided an avenue for agreement review and the creation of new agreements. Increased funding for subs and travel was needed due to the of number of teachers participating. Project Lead the Way (PLTW) also offers students two viable options to earn college credits.

Brooklyn Bridge Alliance for Youth (BBA) have been leveraged since FY18 to research, develop, and administer a Stop Out, Drop Out initiative. This process helped HWC postsecondary to identify barriers to success for returning students (see FY18 APR). As a result of those efforts, in FY21, BBA was contracted to develop 6 recommended institutional strategies to improve student retention & success rates - Blueprint for Persistence 2020 (B4P). FY22, B4P framework was leveraged to fund the facilitation and offering of Culturally Responsive Pedagogy training for all HTC Faculty, and Culturally Responsive Customer Services to HTC staff. In FY23, BBA4Y funding supported the research, review and recommendations in order to better align college partnerships and dual enrollment opportunities. Due to turnover in BBA4Y and HTC leadership, this project did not produce results that were useful to the college. Recommendations such as: improvement to website, transportation barriers, and student safety concerns with public transportation were already being tackled by HTC's strategic plan. Due to the lack of truly useful information, Perkins will no longer be supporting the Blueprint for Persistence 2020 recommendations.

○ **Advances in recruitment, retention and training of teachers and other education professionals**

The following has advanced recruitment, retention and training of educational professionals in the HWC:

- Secondary teachers were provided an opportunity to earn additional CTE endorsements through Lakes Country Cooperative.
- New CTE teachers are provided support through CTE TIP/MnACTE program.
- Promoted continuing education for those who worked directly with CTE students through national, state, and local organizations such as; ATCE, MDE, MN State, MACTA, MnACTE, NAPE, etc.
- HWC created an Education and Training POS with a focus on CTE licensure as part of our postsecondary transfer pathway. Our efforts encouraged school districts to explore the creation of Education and Training pathways supporting CTE. However, the barrier for secondary education is that the content is taught through social studies and not CTE.
- Concurrent enrollment teachers were provided assistance and directed professional development by our postsecondary partners.
- HWC supports and encourages growth of CTE leadership through the MACTA and ACTE Fellowship program.
- HWC's HTC offered 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.
- Conferences and workshops such as; CTE Works, Manufacturing conference, PLC & ACC meetings, local internal and external professional development are supported.
- Externship for instructors in conjunction with the Minneapolis Chamber.
- Memberships in professional development organizations such as MnACTE, ACTE, MACTA, NACE, etc.

○ **Changes to your consortium structure or processes**

HWC has continued to utilize the tiered system for identifying funding initiatives that meet our most important strategic goals for size, scope and quality (ref: POS Funding Document).

HWC continued the Talent Symposium, regional advisory committee meetings and the HWC partnership retreat (Retreat moved to September from August). HWC sustained collaborative relationships with advisory committees, MnACTE, MACTA, and ACTE. HWC continued to support leadership, stakeholders, teachers and faculty professional development.

The Regional Advisory Committee agenda(s) was reconfigured. Our attendance was the highest we have ever had. Each district and college provided highlights of how they utilized their Perkins dollars to improve CTE. Business and Industry appreciated the highlights and offered several suggestions for improvements going forward which will be incorporated into future applications. A keynote speaker was highlighted at the fall meeting. Breakout sessions provided in depth discussion divided by career pathways.

The Talent Symposium, sponsored by the Greater Minneapolis Chamber featured a speaker from Franklin Covey on leadership development. The focus was expanding strong CTE and business leaders. Everyone in attendance received a book on successful leadership skills.

The August retreat has been moved to September to correlate with the beginning of the school year. The focus in FY23 was to jump start to new initiatives for the year and training new CTE Perkins leaders.

The monthly leadership meetings provided the means to review POS for sufficient size, scope and quality which determined if programs should be improved, discontinued or expanded.

2. **For Reserve funding, what projects were completed or accomplishments achieved during the reporting year? If Reserve funding was not used as planned in the application, explain what changes were made. What drove the change?**

The categories HWC supported are:

- CTE teacher/faculty recruitment, retention
 - Teaching and Training pathway: NHCC collaborated with SCSU to build an articulation agreement that supports the pipeline to teacher licensure. A “Why Teach?” event was planned as part of this collaboration, but was canceled due to Covid.
 - Funds were utilized to hire Lakes Country Cooperative to train instructors in CTE competencies and development of portfolios which has resulted in at least 5 licensed secondary CTE teachers. This provided secondary the ability to expand programming. This short-term funding support is to increase the number of CTE educators in an attempt to eliminate current CTE teacher shortages. Funding is reviewed annually to determine future needs in other areas. It is incumbent upon districts and teachers to maintain licensure after HWC’s initial investment.
 - Various professional development activities as described earlier in this APR were funded as a strategy for instructor retention.

- Funds supported a CTE keynote speaker during a college wide professional development workshop day. CTE professionals throughout HWC were invited. Topics included: How to reach Gen Z for CTE careers, current state of CTE in education across the nation, how to utilize career trees to help student visual career paths, and career advising.
- Development of new Programs of Study
 - District 287 has an approved program through MDE in Communications Technology (Media Relations). HTC has partnered with District 287 to create a POS. Start-up materials, curriculum development and equipment were funded. As a result, a project was funded through GPS to analyze the potential career pathways at Brooklyn Center High School. It was determined that BCHS had the resources to start a Communication Technology Pathway. The program has been approved and will be launched in FY24.
 - Funding for General Management and Teaching/Training supported curriculum review and redesign, improvement to advisory committee formation, and foster a strong connection with secondary programming. Findings determined the potential of 3 new micro awards in Sales, Marketing and Finance. Improved efforts will be implemented to strengthen and expand Concurrent Enrollment offerings in FY24. Secondary reviewed alignment to General Management postsecondary courses to include ACC courses.

3. **Work-based learning: What activities did the consortium complete during the reporting year to expand access to work experiences in excess of 40 hours to secondary students? What were the results?**

WBL has been improving as predicted through our partnership with GPS Education (year 2). Student participation numbers have increased.

- FY22 - 22 students started, 8 students completed, 4 districts. 5 went on to 4yr, 1 2yr, 1 summer time, 1 full-time
- FY23 - 12 started, 8 completed, 4 districts. 5 were Seniors, 0 onto 4 yr, 1 onto 2yr, 3 full-time, and 1 did not accept the offer and chose to change fields. Others were juniors in school and continued their CTE education in their senior year.
- FY24 (Fall only) - 35 students started in fall, with more being onboarded, 9 districts of 10. At this time, there are 30-45 more interested in starting in spring and will start the vetting process.
- FY25 projecting to be 100-175 interested students per district desired goals/commitments to marketing the program. Goal to add in the last district.

WBL opportunities expanded in Manufacturing; Health Sciences; Business, Management, and Administration; and Information Technology. HWC indicator 5S3: Program Quality, WBL data continues to demonstrate more students participating in WBL activities. The consortium WBL team meets monthly with GPS Education to review district barriers and strategies for success and expansion. GPS facilitates these improvement strategies individually with our consortium districts. These strategies include WBL, mentoring, job shadowing, and career exploration field trips.

Funds supported research, and development of potential postsecondary apprenticeship and internship programs that would align with HWC's WBL Youth Apprenticeship program. Currently MN is a state-of-apprenticeship requiring industry to become the registered

apprenticeship program sponsor. It was determined that other states have intermediaries or even colleges as the state-recognized apprenticeship sponsor. Results of these efforts was the approval by HTC's President and Executive council to shift duties to allow the Perkins & Pathways coordinator to develop, build, and implement such a program. In FY24, we have begun to engage with Apprenticeship MN, CASS Precision Machining, and North Memorial to apply for grants and begin offering apprenticeships within the fields of Information Technology & Machining manufacturing. This model is attempting to mimic Trident Technical College's Equip Your Workforce apprenticeship program in South Carolina. Paid internship offerings at NHCC include Business Management, Graphic Design, Marketing, Computer Science, Education and Exercise Science students matched with employers for these career areas. In FY 23, 26 employers interviewed students on campus for summer internships.

4. What initiatives or projects are you especially proud of within the reporting year? What do you consider most successful? Why?

- Activities to increase student participation in non-traditional career fields has been a robust postsecondary program that has expanded to include secondary. The specialist is now a full-time position split between the two colleges which has been discussed throughout the APR. This position serves the consortium in its entirety.
- The Minneapolis Regional Chamber partnership advanced the mission of CTE on so many levels. This partnership affected teachers, parents, students, business community, high schools, and colleges. We discussed specific initiatives with the chamber throughout the APR. Overall, these initiatives were successful for the following reasons:
 - Improved support for CTE programming from business and industry
 - Overall, our partnership has improved the CTE student experience
 - Innovative collaboration
 - Improved attendance
 - Increased engagement
 - Educator Externship
- Based on the CLNA, HWC secondary knew we had to improve the health science pathway. Through teacher licensure and program development, three new programs were added in our district high schools.
- GPS Education Partners collaboration to increase Work Based Learning opportunities for students in HWC. Postsecondary leadership approval to pursue Registered Apprenticeship Programming to align with HWC WBL YA program.
- Internships and experiential learning at NHCC - 26 employers were engaged in the spring 2023 Xperience Project on-campus internship hiring event. Students hired for summer internships also received college internship credit from their program area.
- Expansion of crucial equipment supporting high-demand CTE programs, such as: ADAS training equipment in automotive, portable training equipment for Automation Robotics Expansion and improvements to Fluid Power Engineering Technology programming.
- Postsecondary Trauma Informed Initiative resulted in the improvement to HTC programming, expansion of their awards, recognition of cultural differences for future employed talent and the communities they will serve. Simulation training of high-intensity situations will better prepare future Peace Officers & Public Safety professionals.

5. What challenges did you encounter when implementing your local plan during the reporting year? How did you respond to them?

- The leadership team had new representation from the secondary district level. Training was provided at the local leadership level as well as MN State and MDE training.
- Secondary fiscal agent changed from the Wayzata school district to Intermediate District #287 which resulted in additional training for both the leadership team and the fiscal agent.
- Some secondary planned activities had challenges with attendance due to the lack of substitute teachers at the local level and student field trip restrictions. HWC is still supporting substitutes and bussing. HWC is analyzing solutions to these barriers. One solution has been for colleges to come to high school campuses instead of vice versa.
- Some postsecondary activities required less funding than originally expected and happened at the close of the year. This resulted in unspent funds from NHCC. One example of this is the Why Teach event which was canceled.

6. How can State staff (Minnesota State, MDE) best help you meet the goals of your plan?

- Improved alignment of requirements & language between MDE and Minn State regarding Perkins related funding, allowable expenses, and reporting methods.
- State agencies could take a holistic review & consistent alignment across the CLNA, 1st yr application, 1st yr APR, 2nd yr application, and 2nd yr APR.
- Improved messaging & dissemination of the 5 documents relevant to annual submission of Perkins Applications and Annual Performance Reports.
- Grant review should be consistent and timely across consortia in the state and re-write requests should encompass the entirety of the grant document.
- Continue relevant PD series and the creation of support documents, such as: the POS system, meaningful meeting agendas etc..
- Support of Articulated College Credit as valuable to our CTE students and faculty.