PERKINS V
COMPREHENSIVE LOCAL NEEDS ASSESSMENT
(CLNA) RESULTS & PRIORITIES

To be submitted with the FY25 Local Application (award period: July 1, 2024 – June 30, 2025)

Consortium Name:	Hennepin West Consortium

Purpose of the CLNA Results and Priorities

The purpose of the *CLNA Results and Priorities* is to highlight the key needs identified in your extensive CLNA process. This document addresses the following:

- Key partners involved in the CLNA process.
- Specific needs identified in your CLNA as they relate to each of the required elements.
- Rationale for the specific needs identified.
- Prioritizing needs for each element.

Briefly describe the process used to complete the CLNA (type your summary in the space below):

HWC chose to complete the CLNA by the following processes:
- Held Monthly Meeting & Reviewed 17 Pathways (all 15 POS were reviewed)
    - Showcased the PowerBI Data & MDE Accountability Measures & P-Files
    - CLNA Subcommittees (3 partners per committee)
- Each Partner district/institutional rep was tasked to meet with their district leads to:
    - Explains CLNA
    - Potential future needs
    - District CTE strategic plans
    - Complete the same concepts with their own advisory boards
    - Review student data within their respective districts/institutions
    - College Input from leadership & college strategic planning
- Heald bi-annual Regional Advisory boards.
    - 2 in FY24
    - 2 in FY23
- Leveraged Real Time Talent to
    - Review metro labor market data provided by state
    - partnered with Southwest Metro Consortium to zero in on 8 pathways
        - Southwest Metro Pathways: Agribusiness; Marketing; Information Technology; Law & Public Safety
        - Hennepin West Pathways: Arts, A/V, & Communications; Architecture & Construction; Transportation (Aviation); Energy Careers
- Partnering Entity Input - General Information
    - Minneapolis Regional Chamber - Developed and managed industry led Regional Advisory Board meeting, keynote speakers, and connection with local businesses
    - GPS Education Partners - Connected consortiums with local business, assisted in determining needs of local employers, advanced WBL best practices in order to establish future youth apprenticeship needs.
- Various Data Sources Examined
    - RTT Reports
    - SLEDs
    - PowerBI Perkins Reporting
    - MDE Perkins Reports
    - EMSI Reports
    - HTC Strategic Planning
    - Elevate Futures indicating job openings within the state
    - Postsecondary 4-year Strategic Plans & any independent analysis
    - HTC Strategic Enrollment Management 3-year report-out

What the Perkins V law says about consultation in the needs assessment process (Section 134):

In conducting the comprehensive local needs assessment, and developing the local application, an eligible recipient shall involve a diverse body of representative groups, including, at a minimum:

- Representatives of Career and Technical Education programs in a local educational agency or educational service agency, including teachers, career guidance and academic counselors, principals and other school leaders, administrators, and specialized instructional support personnel and paraprofessionals;
- Representatives of Career and Technical Education programs at postsecondary educational institutions, including faculty and administrators;
- Representatives of the State board or local workforce development boards and a range of local or regional businesses or industries;
- Parents and students;
- Representatives of special populations[1];
- Representatives of regional or local agencies serving out-of-school youth, homeless children and youth, and at-risk youth (as defined in section 1432 of the Elementary and Secondary Education Act of 1965);
- Representatives of Indian Tribes and Tribal organizations in the State, where applicable; and,
- Any other individuals that the eligible agency may require the eligible recipient to consult.

---

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

Please indicate the key partners involved in the completion of this needs assessment:

Name	Title	Group Represented
Maria Vittone	Nontraditional Student Support Specialist	Gender seeking Nontraditional careers
HTC Executive Council	VP of Finance & Operations / VP of Academic & Student Affairs	College Administration
Kelli Parpart	Asst Superintendent	Osseo Area Schools
Tyler Shepard	Vice Principal	Wayzata Public Schools
Abhi Brar	Director of Teaching and Learning	Wayzata Public Schools
Jessica Dahlman	Counselor-Department Head	Wayzata Public Schools
Salinee Hough	High School Counselor (District Lead)	Robbinsdale
Wayzata Health Science Advisory Board	11 community members from industry	Plymouth/Wayzata
Cheri Gengler	VP of Talent & Workforce, Mpls Regional Chamber	Workforce Development board
Erin Olson	Senior Director of Strategic Research, Real Time Talent	Labor Market Analyst
HWC District/College Partners	Local & Regional Advisory Boards	Workforce
HWC District Partners	Guidance Counselors	Individual Districts Guidance
Mandy Janssen, Russell Martiny, Julie Thiem, Andy Hepburn	GPS Education Partners	Workforce Development
Tim O'Neil	Twin Cities Metro Regional Analyst, Department of Employment and Economic Development (DEED)	Twin Cities Metro Area
Adesewa Adesiji	Workforce Strategy Consultant – Metro Area (Minnesota Department of Employment and	Twin Cities Metro Area

Name	Title	Group Represented
	Economic Development)	
Eden Prairie - Eagle Voice	Student Survey Platform	Student Input
St. Louis Park District	Children First/SLP Career Pathways Advisory Board	Director of Children First, St. Louis Park High School Counselor, CTE Coordinator, member of SLPHS Career Pathways Board, and Data Specialist for SLP District and Children First partners

ELEMENT #1: STUDENT PERFORMANCE ON REQUIRED PERFORMANCE INDICATORS

Refer to the **Guidance to Assess Element One** section of _Minnesota's Comprehensive Local Needs Assessment Guide_.

- Performance Indicator data can be found in these sources:
    - Secondary Secure Reports
    - Postsecondary PowerBI Reports
    - Annual Consortium Indicator Report on the Perkins Consortia webpage

In the following table, list the needs identified in the CLNA for Element #1. Place needs in order by priority with the highest priority listed first in the table. High priority needs are expected to be addressed in the application.

Performance Indicator		Year 1 Goal	Year 1 Actual	Goal Met		Year 2 Goal	Year 2 Actual	Goal Met		Year 3 Goal	Year 3 Actual	Goal Met		Year 4 Goal
1S1	Four-year Graduation Rate	53.9	92.93	Y		53.96	91.11	Y		54.07	94.03	Y		54.29
2S1	Academic Proficiency: Reading / Language Arts	12.59	77.02	Y		12.64	70.46	Y		12.74	68.85	Y		12.94
2S2	Academic Proficiency: Mathematics	11.02	61.75	Y		11.04	56.81	Y		11.09	58.09	Y		11.19
3S1	Post-program Placement	48.26	78.31	Y		48.32	75.31	Y		48.43	63.58	Y		48.67
4S1	Non-traditional Program Concentration	11.39	37.93	Y		11.44	33.96	Y		11.52	25.73	Y		11.69
5S3	Program Quality: Work-based Learning	4.09	4.64	Y		4.11	7.96	Y		4.13	12.29	Y		4.18
1P1	Postsecondary Placement	89.01	90.66	Y		82.6	89.47	Y		82.6	92.2	Y		82.60
2P1	Earned Recognized Postsecondary Credential	44.7	49.48	Y		41.2	47.41	Y		41.2	53.36	Y		41.20
3P1	Non-traditional Program Concentration	15.91	18.64	Y		15.04	20.20	Y		15.04	20.06	Y		15.04

PRIORITIZED NEEDS
Element 1: Student Performance on Required Performance Indicators

E1-Need A

According to ACTE's State Fact Sheet, 49% of MN jobs require more than a HS diploma, but less than a 4-year degree. HWC SDPL 3S1 indicates 52% of students enroll in 4-year institutions, 10% in 2-year institutions, and 2% choose gainful employment. This indicates a performance gap in technical/community college program placement for post-highschool graduates. The significant gaps are found among Hispanic, Special Education, English Language Learners and Economically Disadvantaged students. Power BI data indicates decline in the following programs at Hennepin Technical College: Construction, Manufacturing, and Automotive; and programs at North Hennepin Community College Finance, and Health Science. There is a need to improve messaging around the value of 2-year colleges and career pathways.

E1-Need B

The 4S1 (nontraditional students) metric meets the state determined level of performance. However, there has been a decline from 2022 (34%) to 2023 (25%). There were significant gaps in reading (2S1) and math (2S2) for the economically disadvantaged and special education populations. Overall, there is a need to work with the specified special populations groups to improve performance gaps in reading, math, and non-trad enrollment.

E1-Need C

HWC reviewed State Determined Performance Levels, district strategic plans, SLEDS, and minutes from monthly HWC meetings. We noticed an increase (3-year trend) in secondary student special population participation in:
- **Health Sciences**
- **Business, Management and Administration - most popular pathway at secondary**
- **Marketing**

Conversely, postsecondary partners have seen participation declines in the above clusters since FY21. One consequence of these reduction has resulted in HTC ending:
- **Health Unit Coordinator program (FY24)**
- **Home Health Aide program (FY24)**
- **Medical Assistant program (FY25)**

To compound this issue, MinnState Equity Scorecard ratings for postsecondary institutions indicate a widening gap in student success over a 3-year trend in all races except Hispanic when compared to the Caucasian student population.

There is a need to support improvement to programming pipelines to support special populations continuation into postsecondary pathways, and improve upon success (2P1).

ELEMENT #2: PROGRAM SIZE, SCOPE, AND QUALITY TO MEET THE NEEDS OF ALL STUDENTS

Refer to the **Guidance to Assess Element Two** section of *Minnesota's Comprehensive Local Needs Assessment Guide*.

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

Size: Parameters/resources that affect whether the program can adequately address student learning outcomes. This includes:
- Number of students within a program
- Number of instructors/staff involved with the program
- Number of courses within a program
- Available resources for the program (space, equipment, supplies)

Scope: Programs of Study are part of, or working toward, inclusion within a clearly defined career pathway with multiple entry and exit points. (The goal of six State-Recognized Programs of Study offered within a consortium is a component of the full Perkins V plan.)
- Programs of Study are aligned with local workforce needs and skills.
- Postsecondary programs connect with secondary career and technical education via articulation agreements and/or dual credit, etc.
- Programs develop not only specific work-based skills, but also broadly applicable employability skills.

Quality: A program must meet two out of the following three criteria: The program develops (1) high-skilled individuals, (2) individuals who are competitive for high-wage jobs, and (3) individuals who are trained for in-demand occupations.
- **High-skilled**: Programs that result in industry-recognized certificates, credentials, or degrees.
- **High-wage**: High-wage is anything that is above the median wage for all occupations ($47,986 based on 2021 data from Minnesota Department of Employment and Economic Development).
- **In-demand**: Occupations that are identified in DEED's Occupation in Demand index and/or through the Comprehensive Local Needs Assessment

In the following table, list the needs identified in the CLNA for Element #2. Place needs in order by priority with the highest priority listed first in the table. High priority needs are expected to be addressed in the application.

PRIORITIZED NEEDS
Element 2: Program Size, Scope, and Quality to meet the needs of all students

E2-Need A

RTT data demonstrated a mismatch between local economic labor projections compared to what is being offered at districts and colleges. The following areas were identified as in-demand.
- **Therapeutic Services**
- **Information Technology**
- **Engineering**
- **Business**
- **Finance**
- **Manufacturing**

The HWC need is to continue to support our POS for in-demand programs.

E2-Need B

There is a need to support college and school district efforts for CTE program innovation and changes. The consortium needs access to resources that support knowledge & understanding for appropriate equipment, technology, and instructional materials (including support for library resources) aligned with business and industry needs, including machinery, testing equipment, tools, implements, hardware and software, and other new and emerging instructional materials.

E2-Need C

Upon review of FY23-24 Articulated College Credit report, secondary P-files, local district data, postsecondary Power BI, ASA CTE Program Inventory data, and RTT data misalignment of SR-POS were uncovered for some qualified programs.
Data revealed there is a need to build upon CTE exploratory programming that integrates coherent and rigorous content aligned with challenging academic standards and relevant CTE programs. This would attract and allow students to become concentrators, improve leadership, and employability skills which lead to college programs and employment.

E2-Need D

RTT data demonstrated there is a continued need for employees in the following career clusters: AFNR; Architecture and Construction; Transportation, Distribution and Logistics; and the Human Services career field

E2-Need E

Based on SLEDS data, legislative actions and anecdotal evidence (district leader conversations, industry partners, and informative opinion outlets), there is a need to capitalize on a renewed support (local, state, federal) for authentic work experiences through experiential learning.

E2-Need F

Upon review of FY23-24 Articulated College Credit report, secondary P-files, local district data, postsecondary Power BI, ASA CTE Program Inventory data, and RTT data misalignment of SR-POS were uncovered for some qualified programs.
Based on this data, there is a need to review dual credit opportunities for alignment and modifications within SR-POS.

E2-Need G

CLNA conversations at HTC discovered success rates of Emergency Medical Vehicle Service (EMVS) student's National Registry of Emergency Medical Technicians (NREMT) certification is on a 3-year downward trend (<50%). In response, the program has added FISDAP, an online tool for EMS & Healthcare Education for the FY24 spring cohort. There is a need expressed by the EMT program faculty to review and research assessment results from FISDAP in order to make data driven decisions to improve programming.

ELEMENT #3: PROGRESS TOWARDS IMPLEMENTATION OF CTE PROGRAMS OF STUDY

Refer the **Guidance to Assess Element Three** section of *Minnesota's Comprehensive Local Needs Assessment Guide*.

Definition and Guidelines for SR-POS : https://www.minnstate.edu/system/cte/programs/index.html

In the following table, list the needs identified in the CLNA for Element #3. Place needs in order by priority with the highest priority listed first in the table. High priority needs are expected to be addressed in the application.

PRIORITIZED NEEDS Element 3: Progress towards implementation of CTE Programs of Study
E3-Need A HWC has analyzed the requirements set forth by MN State and MDE for approved CTE programs/programming, which require an integrated network of partners in order for CTE teachers/staff to understand all aspects of a given industry. By leveraging workforce development entities and career resource tools, HWC partners can provide consistent and focused support that meets requirements to maintain a network of industry knowledge and connections. There is a need to provide access to entities that can adequately address the unique needs of the twelve consortium partners.
E3- Need B During HWC monthly meetings it has been discovered some consortium Perkins leaders are not being engaged during decision making processes in order to represent the CTE/Perkins side of the conversation. Institutions seem to be focused on pursuing path/strategic plans that benefit their sole institutions/district. The districts/colleges that have engaged these professionals have made quicker progress towards innovations and improvements to their CTE programming. There is a need to develop action plans that impress upon administrators the value of Perkins leader's involvement in the CTE decision making process.
E3-Need C After assessment of the FY21-24 HWC WBL Youth Apprenticeship Program, the HWC performance indicator 5S3 jumped from 4% to 12%. This known best practice, leveraging of a WBL solutions provider, indicates there is a need to continue increasing consortium capacity for offering WBL to youth in SR-POS, POS, and other CTE clusters due to increased CTE student interest. Supported by Perkins V legislation Sec 134.e.3 and Sec 135.b.5.E
E3-Need D The CLNA process demonstrated the consortium has performed good research to advance our local consortium needs and priorities. However, we realized we could go further to address questions in this element according to the MN CLNA guide. There is a need to formalize processes to engage CLNA work during the 2nd year of the two-year application.
E3-Need E Secondary P files and local district data, postsecondary Power BI and ASA CTE Program Inventory data and RTT data were analyzed. This process uncovered misalignment of SR-POS qualified programs. HWC needs to rectify misalignment of SR-POS that have been identified as well as issues yet to be identified.

ELEMENT #4: IMPROVING RECRUITMENT, RETENTION, AND TRAINING OF CTE PROFESSIONALS, INCLUDING UNDERREPRESENTED GROUPS

Refer to the **Guidance to Assess Element Four** section of *Minnesota's Comprehensive Local Needs Assessment Guide*.

In the following table, list the needs identified in the CLNA for Element #4. Place needs in order by priority with the highest priority listed first in the table. High priority needs are expected to be addressed in the application.

PRIORITIZED NEEDS Element 4: Improving recruitment, retention, and training of CTE professionals, including underrepresented groups
E4-Need A **HWC has analyzed the requirements set forth by MN State and MDE for approved CTE programs/programming, which require an integrated network of partners in order for CTE teachers/staff to understand all aspects of a given industry. By leveraging workforce development entities and career resource tools, HWC partners can provide consistent and focused support that meets requirements to maintain a network of industry knowledge and connections. There is a need to provide access to entities that can adequately address the unique needs of the twelve consortium partners.**
E4-Need B **Diversity among staff in colleges and districts indicates the CTE instructor population does not match the student population. There is a need to improve education and training pathways & faculty pedagogies to help stimulate student interest in education occupations, efforts to include under-represented and non-traditional students.**
E4-Need C **There is a need to increase licensed CTE staff by assisting them in earning CTE licensure. The goal is to have CTE teachers that are teaching with an OFP (Out of Field Permission) to become fully CTE licensed as well as recruit teachers from other academic areas.**
E4- Need D **There is a need to work with the Teacher Induction Programs (TIP) and other similar entities to improve the messaging around CTE Teacher retention.**
E4-Need E **Perkins V legislation indicates there is a need to collaborate with local work development boards to ensure educators are current in industry needs.**
E4-Need F **Data indicates a decrease in student interest to enter into education and training careers. We note diversity among postsecondary and secondary faculty does not match respective student populations. HWC needs to improve understanding and increase capacity of its education and training pathway offerings in order to stimulate student interest.**
E4-Need G **HWC performance measures indicate high participation counts throughout CTE programming, however there is a reduction in CTE concentrators. There is a need to increase HWC partner capacity to strengthen students' interest in order to move them from participant to concentrator within Programs of Study/CTE programs.**

ELEMENT #5: PROGRESS TOWARDS EQUAL ACCESS TO CTE PROGRAMS FOR ALL STUDENTS

Refer to the **Guidance to Assess Element Five** section of _Minnesota's Comprehensive Local Needs Assessment Guide_.

In the following table, list the needs identified in the CLNA for Element #5. Place needs in order by priority with the highest priority listed first in the table. High priority needs are expected to be addressed in the application.

PRIORITIZED NEEDS Element 5: Progress towards equal access to CTE programs for all students
E5-Need A **There is a need for HWC district leaders to recommend solutions to providing equitable access to dual credit options for their respective students.**
E5-Need B **Secondary and postsecondary institutions need to broaden their outreach efforts and increase resources specifically targeting families of identified CTE underrepresented student populations.**
E-5 Need C **HWC has been expanding its WBL opportunities since FY21. There is a need to implement solutions for identified barriers that underrepresented students in CTE face when participating in WBL, apprenticeships, and internships.**
E5-Need D **Based on HWC's changing student demographics, there is a need to review and modify curriculum to ensure it is relevant to the culture of the student population.**
E5-Need E **Smaller districts in our consortium struggle with offering CTE programs. Issues include lack of space, resources, and educator talent. There is a need to discuss, research, and develop a potential strategic plan for consortium partners in order to collaborate on programming, shared spaces, resources and/or educator talent among districts in close proximity.**
E5-Need F **There is a need for HWC partners to recommend solutions to identified barriers of underrepresented students face in enrolling in CTE programs/programming.**