

Perkins V Local Application

Strengthening Career and Technical Education for the 21st Century (Perkins V)

Award Period:	July 1, 2024 – June 30, 2025 (FY25)
Consortium Name:	Hennepin West Consortium www.hennepinwestconsortium.org
Total Award Budget:	\$1,718,384.47

Consortium Membership List

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

Brooklyn Center Community Schools	https://www.bccs286.org/
Osseo Area Schools	https://www.district279.org/
Eden Prairie Schools	https://www.edenpr.org/
Hopkins Public Schools	https://www.hopkinsschools.org/
Intermediate District 287 - Hennepin Technical Pathways	https://www.district287.org/
Lionsgate Academy	http://lionsgate.academy/
Minnetonka Public Schools	https://www.minnetonkaschools.org/
Robbinsdale Area Schools	https://www.rdale.org/
St. Louis Park Schools	https://www.slpschools.org/
Wayzata Schools	https://www.wayzataschools.org/
Hennepin Technical College	https://hennepintech.edu/
North Hennepin Community College	https://nhcc.edu/

Narrative 1: Comprehensive Local Needs Assessment (CLNA)

Submit a completed *Comprehensive Local Needs Assessment (CLNA) Results and Priorities* document with your application materials.

NEED A:	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input checked="" type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
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.					
2. Strategies to address need:					
<ul style="list-style-type: none"> Develop an ongoing process to review and update SRPOS. 					
3. Measurable Outcomes (report results in next APR):					
1. The SRPOS will be revised and updated in FY25 .					

Narrative 2: Programs of Study (POS)

Submit a completed Programs of Study Spreadsheet (*S-R POS – Funding POS*) with your application materials.

- COMPLETED

Complete the table below for each State-recognized POS and any POS that are being funded. Funded POS must meet two of the three categories (high wage, high skill, in demand). Delete the example entries and insert additional rows as needed.

POS	Type	High Wage Y/N	High Skill Y/N	In Demand Y/N	Prior Year's # of Secondary Concentrators	Prior Year's # of Postsecondary Concentrators
Visual Arts	SR	Y	Y	N	44	57
Information Support & Services	BOTH	Y	Y	Y	296	49
Programming & Software Development	BOTH	Y	Y	Y	169	84
Web & Digital Communication	SR	Y	Y	N	169	4
Construction	BOTH		Y		373	137
Manufacturing Production Process Development	BOTH	Y	Y	Y	255	100
Engineering & Technology	SR	Y	Y	Y	75	51
Facility & Mobile Equipment Maintenance	BOTH	Y	Y	Y	84	123
Therapeutic Services	BOTH	Y	Y	Y	449	209
Teaching/ Training	BOTH	Y	Y	Y	49	47
Early Childhood Development & Services	SR	Y	Y	N	482	11
General Management	BOTH	Y	Y	Y	983	79
Accounting	SR	Y	Y	N	1244	47
Restaurants & Food Beverages Services	BOTH	N	Y	N	1221	20
Marketing Management	BOTH	Y	Y	N	357	13
Administrative Support	Funding	Y	Y	Y	605	94
Professional Sales	Funding	N	Y	Y	377	2
Production	Funding	Y	Y	Y	257	36
Emergency & Fire Management Services	Funding	N	Y	Y	43	42
Legal Services	Funding	Y	Y	Y	0	37

Use the table below to answer questions 1 – 3. Use one table for each CLNA prioritized need. Copy and paste additional tables if more than two priorities will be addressed.

1. Of the consortium’s prioritized needs from the *CLNA Results and Priorities*, which one(s) will be addressed in relation to **Programs of Study**?
2. What are the strategies to address these needs?
3. What are the desired measurable outcomes for this strategy? (You will be reporting on these outcomes in the next APR)

NEED A:	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1 <input checked="" type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<p>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-high school 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.</p>					
2. Strategies to address need:					
<ul style="list-style-type: none"> • Provide support for career exploration events, such as career fairs, counselor information events, diverse professional speakers, etc. to explain career pathway opportunities and improve knowledge of career readiness. Target audience guidance counselors, administration, students, and parents. • Funding support for improved pathway and career scaffolding for POS marketing. • Design and offer programming to support middle school career exploration in CTE (e.g. Middle school college events). 					
3. Measurable Outcomes (report results in next APR):					
<ol style="list-style-type: none"> 1. As a result of improvement messaging there will be an increase in 3S1 performance indicators to meet the required FY25 determined levels. 2. Reduced the number of students entering postsecondary with a declared undecided major designation. 					

NEED B:	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1 <input type="checkbox"/>	2 <input checked="" type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<p>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.</p>					
2. Strategies to address need:					
<ul style="list-style-type: none"> • Review SRPOS for misalignment. For example, secondary program approvals in Audio/Video Technology and Film and Visual Arts which are misaligned with Communication Technology. • Review alignment of secondary courses (including cross curricular) to postsecondary introductory courses. 					
3. Measurable Outcomes (report results in next APR):					

1. The SRPOS will be revised and updated.

NEED C:	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1 <input type="checkbox"/>	2 <input checked="" type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<p>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.</p> <ul style="list-style-type: none"> ● Therapeutic Services ● Information Technology ● Engineering ● Business ● Finance ● Manufacturing <p>There is a need to continue to support our POS for in-demand programs.</p>					
2. Strategies to address need:					
<ul style="list-style-type: none"> ● Work with administrators to understand local economic labor projections so this information is considered when making CTE programming decisions. ● Evaluate our programs within our POS for relevancy. ● Provide funding and support that will improve and expand as needed. ● Support secondary field trips to consortium colleges and/or business and industry. ● Provide funding and support to Business POS in NHCC weekend college initiative. 					
3. Measurable Outcomes (report results in next APR):					
<ol style="list-style-type: none"> 1. Consortium secondary district reviews indicate progress made towards implementing/strengthening SRPOS. 2. There will be an increase in enrollment in CTE programs/courses at the secondary level. 					

NEED D:	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1 <input type="checkbox"/>	2 <input checked="" type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<p>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.</p>					
2. Strategies to address need:					
<ul style="list-style-type: none"> ● Adding or modifying programs in AFNR. ● Continue to support curriculum modifications in the following career clusters: Architecture and Construction; Transportation, Distribution and Logistics; and the Human Services career field. ● Fund industry standard equipment purchases for the above-mentioned career fields/clusters. 					
3. Measurable Outcomes (report results in next APR):					
<ol style="list-style-type: none"> 1. New secondary program approvals are verified. 2. Development of programs that meet size, scope and quality as well as industry standards. 					

NEED E:	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input checked="" type="checkbox"/>	5 <input type="checkbox"/>

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.
2. Strategies to address need:
<ul style="list-style-type: none"> • Access to workforce development partnerships, industry experts, career assessments, and postsecondary CTE professionals in order to educate learners about high-wage, high-skill and in-demand CTE careers. • Provide the ability to expand advanced courses so that students have the opportunity to become pathway concentrators which could improve the pipeline to college programs. • Support efforts that review CTE program alignment from middle school to high school through postsecondary.
3. Measurable Outcomes (report results in next APR):
<ol style="list-style-type: none"> 1. Increase CTE concentrators from FY24 to FY25. 2. Maintain or increase CTE participants from FY24 to FY25

NEED F:	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input checked="" type="checkbox"/>	5 <input type="checkbox"/>
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.					
2. Strategies to address need:					
<ul style="list-style-type: none"> • Explore district barriers & apprehension to expanding teaching & training pathways with qualified CTE instructors. 					
3. Measurable Outcomes (report results in next APR):					
<ol style="list-style-type: none"> 1. Growth in participants in the education pathway at both the secondary and postsecondary levels. 2. Increase CTE Education secondary pathway programs. 					

NEED G:	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input checked="" type="checkbox"/>
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.					
2. Strategies to address need:					
<ul style="list-style-type: none"> • Encourage and support collaborative efforts among HWC districts/colleges interested in partnering to provide increased access to CTE programming for students. • Support shared CTE teachers between districts and/or utilizing Intermediate District 287 when possible. For example, providing mileage, shared spaces and resources. • Encourage partnership of CTE and non-CTE educators to integrate academics in CTE programming, and foster collaboration between them. 					
3. Measurable Outcomes (report results in next APR):					

1. Innovative partnerships will result in an increased pathway course participants (FY25) and concentrators (FY26).
2. Increase performance indicator 3S1.
3. An increase in early college participation at postsecondary institutions from FY24 to FY25

NEED H:	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1 <input type="checkbox"/>	2 <input checked="" type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
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.					
2. Strategies to address need:					
<ul style="list-style-type: none"> ● Funding to support upgrades to outdated Industry standard equipment including machinery, testing equipment, tools, implements, hardware and software. ● Researching, development and obtainments of new and emerging instructional materials. 					
3. Measurable Outcomes (report results in next APR):					
<ol style="list-style-type: none"> 1. Combined HWC equipment list demonstrates industry standard equipment was purchased to meet the needs in the SRPOS/POS. 2. Relevant curriculum materials were purchased with endorsement from the regional advisory board. 					

4. Provide additional narrative to address the following:
 - a. Identify any new courses, programs, or programs of study in development within your consortium. POS in development can be reported on the POS Funding Tab of the POS Spreadsheet, but should not be listed as a State-recognized POS until all seven required elements are in place.
 - St. Louis Park is exploring a new education partnership with NHCC.
 - St. Louis Park is exploring a new dental partnership with HTC.
 - Intermediate District 287 is adding courses in Emergency Medical Careers.
 - Intermediate District 287 is adding new courses in Information Technology (Support and Services).
 - Eden Prairie and Robbinsdale High Schools are working to move Computer Science courses from the science department to CTE.
 - Brooklyn Center has a new construction pathway.
 - Brooklyn Center will be partnering with HTC in the Transportation, Distribution and Logistics as well as Health Sciences career clusters.
 - Wayzata is expanding the Therapeutic Services pathway to include nursing.
 - NHCC is in year 2 of a revised nursing curriculum.
 - NHCC is continuing to expand the Education pathway to include special education with Osseo Area Schools.
 - HTC is adding an AI/Machine Learning diploma in the Programming and Software Development pathway.

- HTC is developing a Dental Hygiene award in the Therapeutic Service pathway.
 - HTC has added a Data Center Technician award in the Information Technology career cluster.
 - HTC is developing a Construction Electrician award in the Construction pathway.
 - HTC has recognized the entry barrier in the Information Technology cluster. The Computer Literacy assessment will be removed from the program course prerequisites. This will be replaced with module learning to be utilized as needed.
- b. How will students, including members of special populations, learn about CTE course offerings and how do you ensure access?

All districts provide information about CTE programs in their registration guides and through the guidance process. At the secondary level, there are no restrictions to who can enroll in CTE. CTE supports special education and ELL programs.

At the post-secondary level, information is provided during admission processes, during advising sessions. Promotional materials are shared in the community and campuses. Services and resources are available for special populations to ensure their access and success in CTE programs. Postsecondary recognized an opportunity to improve this messaging during entry orientations and initial career exploration resources (Improvements are found in N3 and N11).

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. [Review the Minnesota Perkins V Operational Guide for more information.](#)

Narrative 3: Collaboration with local workforce development boards and other local workforce agencies

Use the table below to answer questions 1 – 3. Use one table for each CLNA prioritized need. Copy and paste additional tables if more than two priorities will be addressed.

1. Of the consortium’s prioritized needs from the *CLNA Results and Priorities*, which one(s) will be addressed in relation to collaboration with **local workforce development boards or other local workforce agencies**?
2. What are the strategies to address these needs?
3. What are the desired measurable outcomes for this strategy? (You will be reporting on these outcomes in the next APR)

NEED A:	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input checked="" type="checkbox"/>	5 <input type="checkbox"/>
Diversity among staff in colleges and districts indicates the CTE instructor population does not match the student population. There is a need to improve the education and training cluster to stimulate interest in education occupations, in particular from under-represented and non-traditional populations.					
2. Strategies to address need:					
<ul style="list-style-type: none"> • Co-fund events with the Minneapolis Regional Chamber and HWC to inform HWC educators, staff, leaders and students on evolving priorities with CTE careers. • Stimulate the NHCC teaching pathway by working with secondary partners to understand barriers and increase interest. 					
3. Measurable Outcomes (report results in next APR):					
4. Improve Education & Training pathway student concentrators in special populations classification by at least 1% in FY25 reporting.					

NEED B:	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input checked="" type="checkbox"/>	5 <input type="checkbox"/>
Perkins V legislation indicates there is a need to collaborate with local work development boards to ensure educators are current in industry needs.					
2. Strategies to address need:					
<ul style="list-style-type: none"> • Co-fund events with the Minneapolis Regional Chamber and HWC to inform HWC educators, staff, leaders and students on evolving priorities with CTE careers such as the Educator Externship for CTE professional development and understanding of careers. • Provide industry keynote speakers at HWC events/meetings, talent symposium, regional advisory committee, and ACC meetings. • Partnership development and economic outlook/trends through continued Regional Advisory Committee meetings and Talent Symposium events. 					
3. Measurable Outcomes (report results in next APR):					

- 1. Increase CTE professional engagement at Educator Externship by 5 new participants in FY25
- 2. Increase CTE professional engagement at Regional Advisory Committee by 5 new participants in FY25

NEED C:	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1 <input type="checkbox"/>	2 <input checked="" type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<p>There is a need for the consortium to support college and school district efforts for CTE program innovation and changes. This requires providing access to resources that provide knowledge and understanding of business and industry needs. This would include knowledge of relevant machinery, testing equipment, tools, hardware, software, and other useful instructional materials.</p>					
2. Strategies to address need:					
<ul style="list-style-type: none"> ● Access to real time analysis of current labor market trends and projections. ● Continue connections and partnerships with at least one local workforce development organization to co-fund activities that improve all aspects of the industry. ● Support local and regional advisory committee events and participation. ● Support transportation for planned college events in partnership with local workforce development organizations. ● Reorganize personnel at NHCC to improve CTE engagement and innovation. 					
3. Measurable Outcomes (report results in next APR):					
<ul style="list-style-type: none"> 1. Report usage data of RTT 2. Contracts and programs with local workforce development boards continue to be carried out. 3. Host one new event and/or career exploration event at the postsecondary level based on high-demand occupational areas identified from labor market resources in FY25 					

NEED D:	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input checked="" type="checkbox"/>	4 <input checked="" type="checkbox"/>	5 <input type="checkbox"/>
<p>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.</p>					
2. Strategies to address need:					
<ul style="list-style-type: none"> ● Partner with a local workforce development board to: <ul style="list-style-type: none"> ○ Provide career exploration opportunities. ○ Provide a Regional Advisory Board that brings together education and business representatives. ○ Host an annual Talent Symposium event that brings together educators, civic, and business leaders to address our region’s workforce challenges. ○ Engage HWC CTE professionals and support personnel at workforce development board networking events. ● Provide access to career exploration tools supporting students with undecided future career goals 					
3. Measurable Outcomes (report results in next APR):					
<ul style="list-style-type: none"> 1. Attendance at HWC events will be reviewed for impact. 2. Usage rates where applicable, will be reported. 3. Decrease the number of undecided adult-learner designations entering into postsecondary by 5% for FY25 4. Recruit 5 new employers to engage in consortium events (Educator Externship, Regional Advisory Board Meetings, Talent Symposium) 					

5. Describe how your consortium, in collaboration with local workforce development boards and other local workforce agencies, one-stop delivery systems, and other partners, will provide:
 - a. Career exploration and career development coursework, activities, or services including an organized system of career guidance and academic counseling.

HWC utilizes the MPLS Regional Chamber of Commerce to offer the following services:

Provide career exploration opportunities through Elevate Futures

- Connect educators through the Elevate Futures platform to local businesses interested in skills-based volunteerism, such as guest speaking, mock interviews, field trips, job shadowing and internships.
- Facilitate discussions with education teams, school administration and key student groups to ensure the highest level of engagement and utilization.
- Provide dedicated staff to provide these services, as well as ongoing communication with consortium team members through the HWC monthly meetings to provide reports for data informed decision making.
- Additional services based on capacity and demand from the partners – may include Virtual Career Fairs, additional educator professional development, business leaders’ panels, etc.

Provide a Regional Advisory Board that brings together education and business representatives.

- Connect and align education with industry trends.
- Provide opportunities to build relationships with local companies to encourage career-connected learning opportunities for students.
- Help private-sector companies build relationships with their future workforce.
- Create opportunities for districts to share best practices.

Host an annual Talent Symposium event that brings together educators, civic, and business leaders to address our region’s workforce challenges.

- Invite business and industry representatives, elected officials, and other stakeholders to this event
- Provide outcomes and actionable information from the event.
- Directory of employer participant contact information will be shared with consortia leaders.

Engage HWC CTE professionals and support personnel at workforce development board networking events.

- b. Career information related to high-skill, high-wage, or in-demand industry sectors or occupations as identified by the comprehensive local needs assessment. HWC contracts with Real Time Talent to provide consortium level access to labor market resources such as Lightcast, TalentNeuron:Recruit and TalentNeuron:Plan. Some consortium partners leverage funds to support access to the YouScience Careers platform to offer career exploration assessments. Research indicates when using the intersectionality of a students interests & aptitudes, there is an increased awareness of CTE occupations. Both entities provide training sessions on best practices when leveraging these resources.
- c. Pre-Employment Transition Services (Pre-ETS) with Vocational Rehabilitation Services (DEED VRS) and adult education programs

HWC partners with GPS Education to offer pre-employment training and support, which includes Talk Hiring & R2E programs that provide interview preparation. At the secondary level, we include in our program support to transition disabled students. NHCC provides an i-Prep program; i-Prep is a flexible, self-paced internship prep program open to all students. Students design their own program from a curated list of skill-building experiences, workshops, and special events. HTC is in the early stages of developing a registered apprenticeship program (RAP). This program will place the college as the first or one of the first academic RAP sponsors with Apprenticeship Minnesota. Efforts will be formalized college wide for WBL efforts.

HWC also partners with GPS education to assist with offering career development through job shadows, internships, and apprenticeships. GPS Education has also helped us to arrange field trips for career exploration

Workforce Center Collaboration

Enter information into this table as it applies to your consortium. This table does not self-tabulate. Add totals from Postsecondary Subtotal (line 3) and Secondary Subtotal (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
1	(POSTSECONDARY) Total Perkins funds used in collaboration with Workforce Centers	\$23,000
2	(POSTSECONDARY) Estimated expenditure/in-kind contributions used in collaboration with Workforce Centers	0
3	Postsecondary Subtotal	\$23,000
4	(SECONDARY) Total Perkins funds used in collaboration with Workforce Centers	\$34,000
5	(SECONDARY) Estimated expenditures/in-kind contributions used in collaboration with Workforce Centers	0
6	Secondary Subtotal	\$34,000
7	TOTAL	\$57,000

Narrative 4: Integrated Academic and Technical Skills

Use the table below to answer questions 1 – 3. Use one table for each CLNA prioritized need. Copy and paste additional tables if more than two priorities will be addressed.

1. Of the consortium’s prioritized needs from the *CLNA Results and Priorities*, which one(s) will be addressed in relation to **Integrated Academic and Technical Skills**?
2. What are the strategies to address these needs?
3. What are the desired measurable outcomes for this strategy? (You will be reporting on these outcomes in the next APR)

NEED A:	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1 <input type="checkbox"/>	2 <input checked="" type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<p style="color: blue;">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.</p>					
2. Strategies to address need:					
<ul style="list-style-type: none"> ● Create program equity within the consortium partners to increase opportunities for students. ● Provide funding for CTSO. ● Fund MCIS or similar opportunities for career exploration. ● Utilize technical skill assessments. 					
3. Measurable Outcomes (report results in next APR):					
<ol style="list-style-type: none"> 1. The SRPOS and Funding Priorities Template will document certification and industry recognized credentials. 2. An additional CTE course is developed and piloted in a district with limited/exploratory CTE programming. 3. Increase the number of YouScience Industry Recognized technical skills assessments by 20% in FY25 by adding one more curricular program area. 					

4. Provide additional narrative to address the following:
 - a. How will your consortium improve both the academic and technical skills of students in CTE programs?
 - By strengthening the academic and career and technical components of such programs

Currently, HWC meets the required performance indicators in these areas. However, we are actively working to maintain this by providing CTE courses that include math and reading academic skills within their curriculum. For example, math competencies have been increased in construction courses as well as culinary. We continue to provide funds to support technical skill assessments and certifications. Examples include: YouScience Industry Recognized Certifications, Adobe, Microsoft Office, NCLEX Nursing certification.

- Through integration of coherent and rigorous content aligned with challenging academic standards and relevant CTE programs

Consortium partners ensure all Perkins supported CTE programming meet MDE CTE Program frameworks for approval. Early college opportunities, such as PSEO by Contract and Concurrent Enrollment, are required to meet NACEP Standards for accreditation to allow the offering of dual enrollment opportunities. Perkins supported Articulated College Credit programming manages agreement standards that are updated to the most current postsecondary CTE course objectives, which are discussed with discipline specific faculty experts, and affirmed during the Fall term of the academic year.

Postsecondary institutions are required to maintain accreditation through the Higher-Learning Commission, which sets standards for offering academic and technical skills training, in conjunction with Minnesota State College & University policies and procedures. Postsecondary Perkins leaders support CTE programming requirements by providing relevant labor market information, data, and knowledge to administration and faculty during decision making processes around improvement and expansion of CTE programming.

- To ensure learning in subjects that constitute a well-rounded education (as defined in section 8101 of the Elementary and Secondary Education Act of 1965)

The consortium supports a well-rounded education through a variety of course activities and programs in different CTE disciplines. Examples are:

- Career exploration resources and events
- CTSO leadership experiences
- WBL opportunities
- Early college credit opportunities
- Integrate academic and technical skills to improve programming
- Mentorship programming in support of non-traditional careers
- Trauma informed pedagogy embedded within curriculum designs for high-intensity careers

Narrative 5: Special Populations

Use the table below to answer questions 1 – 3. Use one table for each CLNA prioritized need. Copy and paste additional tables if more than two priorities will be addressed.

1. Of the consortium’s prioritized needs from the *CLNA Results and Priorities*, which one(s) will be addressed in relation to **Special Populations**?
2. What are the strategies to address these needs?
3. What are the desired measurable outcomes for this strategy? (You will be reporting on these outcomes in the next APR)

NEED A:	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1	2	3	4	5
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>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.</p>					
2. Strategies to address need:					
<ul style="list-style-type: none"> • Support the expansion of college/local district’s capacity for career pathway events and programming to include messaging to and designed around identified special populations that include local community and partners with college/local district outreach departments. 					
3. Measurable Outcomes (report results in next APR):					
<ol style="list-style-type: none"> 1. As a result of improvement messaging there will be increased 3S1, and 4S1 performance indicators for special populations by 2% to meet the required FY25 determined levels. 2. Improve Perkins PowerBI three-year trend analysis on performance, participation and concentration of special populations to –. 					

NEED B:	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1	2	3	4	5
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>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.</p>					
2. Strategies to address need:					
<ul style="list-style-type: none"> • Support curriculum writing to continue to integrate academic standards into CTE programs. • Explore new methods of integration of the standards into CTE programs. • Provide support for economically disadvantaged and special education (e.g., tutor, materials). 					
3. Measurable Outcomes (report results in next APR):					
<ol style="list-style-type: none"> 1. Increase indicators 2S1 and 2S2 for economically disadvantaged individuals and special education by 2% in FY25. 					

NEED C:	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1 <input checked="" type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<p>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:</p> <ul style="list-style-type: none"> • Health Sciences • Business, Management and Administration - most popular pathway at secondary • Marketing <p>Conversely, postsecondary partners have seen participation declines in the above clusters since FY21. One consequence of these reduction has resulted in HTC ending:</p> <ul style="list-style-type: none"> • Health Unit Coordinator program (FY24) • Home Health Aide program (FY24) • Medical Assistant program (FY25) <p>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.</p> <p>There is a need to support improvement to programming pipelines to support special populations continuation into postsecondary pathways, and improve upon success (2P1).</p>					
2. Strategies to address need:					
<ul style="list-style-type: none"> • The following programs will be revamped with an emphasis on special population success. <ul style="list-style-type: none"> ○ NHCC is finalizing nursing curriculum updates (year 3) shifting from the MANE curriculum. ○ HTC is adding a new award in the Health Sciences cluster - Dental Hygiene (FY26) ○ Secondary to expand beyond CNA offerings, or explore “what’s next?”. ○ HTC is finalizing Business programming improvement (year 3). • Secondary will explore alternative programming options resulting in certifications/micro-credentials in collaboration with consortium colleges. 					
3. Measurable Outcomes (report results in next APR):					
<ol style="list-style-type: none"> 1. Increase by 1.5% or maintain enrollment from FY24 to FY25 of special populations within the stated career clusters. 2. Health Science programming expanded at the secondary level (listed by school/program) to 1 or more partners in FY26. 3. Improve HTC Business student enrollment by 2% in FY25 and FY26 4. Improvement to postsecondary MinnState Equity Scorecard ratings. 					

NEED D:	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input checked="" type="checkbox"/>
<p>There is a need for HWC partners to recommend solutions to identified barriers of underrepresented students face in enrolling in CTE programs/programming.</p>					
2. Strategies to address need:					
<ul style="list-style-type: none"> • Work within local districts/colleges to list barriers and provide recommended solutions. Example barriers could include: <ul style="list-style-type: none"> ○ CTSO can be cost prohibitive for ELL students. ○ WBL transportation can be prohibitive for student participation. ○ Students are required to take remedial classes and cannot fit CTE into their schedule. • Solutions could include: <ul style="list-style-type: none"> ○ Improve communication with ELL. ○ Find solutions supporting WBL transportation. ○ Create alternative remedial options to remove barriers to entry and access. 					
3. Measurable Outcomes (report results in next APR):					

- ~~1. HWC monthly meeting agenda will reflect discussion on WBL barriers & potential solutions~~
2. 1 or more postsecondary Access services CTE professionals will attend at least one special populations conference focused on supporting CTE in FY25.

NEED E:	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input checked="" type="checkbox"/>
Secondary and postsecondary institutions need to broaden their outreach efforts and increase resources specifically targeting families of identified CTE underrepresented student populations.					
2. Strategies to address need:					
<ul style="list-style-type: none"> • Colleges will continue to focus outreach efforts to align with the MinnState Equity 2030 Framework. • Create promotion materials to ensure underrepresented populations are supported. • Professional development for access service staff to gain exposure to best practices in providing CTE support. • Continue to fund, support, and build capacity for supporting special populations (e.g., single parents, Be Bold Break the Mold) & their basic needs 					
3. Measurable Outcomes (report results in next APR):					
<ol style="list-style-type: none"> 1. Postsecondary MinnState Equity Scorecard ratings will reflect improvements. 2. Promotional materials will be implemented by FY26. 3. 1 or more postsecondary access services CTE professionals will attend at least one special populations conference focused on supporting CTE in FY25. 4. Provide at least 1 event for single parents pursuing CTE programs at postsecondary institution(s) in FY25. 					

NEED F:	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input checked="" type="checkbox"/>
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.					
2. Strategies to address need:					
<ul style="list-style-type: none"> • Provide support for curriculum writing following professional development (N8) to ensure teaching practices are inclusive of all students. • Culturally relevant resources are relatable to the student population. 					
3. Measurable Outcomes (report results in next APR):					
<ol style="list-style-type: none"> 1. HWC monthly meeting agenda items will include district share outs on culturally relevant training and/or curriculum projects. 2. Provide one training session for HWC partners in FY25 related to culturally relevant topics 3. Expand Trauma Informed pedagogy training from HTC Social Worker to one program in the Therapeutics Services pathways at HTC by FY26. 					

4. Provide additional narrative to address the following:

- a. How will you address the barriers to access and success for special populations within CTE programs identified in your CLNA?

Tutoring and support will be provided at the secondary level to ensure special populations are successful in CTE. For example, special education paras are utilized in CTE classes. Districts provide support for economically disadvantaged students through special funding, which enables them to participate in programs such as CTSOs. Equipment and materials are adapted to meet the needs of our special populations (e.g., smaller tools for women in construction, materials in various languages, etc.).

Tutoring and support are provided at the post-secondary level. For example, NHCC will launch a student parent support group with built-in support for single parents. Post-secondaries provide support for economically disadvantaged students through special funding, which enables them to participate and be successful in CTE courses (e.g., Campus Food Cupboard, Emergency Grants).

- b. How will you prepare special populations for high-skill, high-wage, or in-demand occupations that will lead to self-sufficiency?

Special populations' needs are prioritized in our WBL efforts that expose special populations to careers at a young age. For example, GPS Education supports all student groups by finding solutions to remove barriers, such as transportation issues.

- c. What new initiatives will you develop to better prepare CTE participants for non-traditional fields?

After one year of piloting a non-traditional position shared between both colleges, talent within that position chose to be employed at one postsecondary institution going forward. This has required the other institution to leverage a qualified CTE faculty to advance the Be Bold Break Mold mentoring program. Programming in support of males entering non-traditional careers has begun to wane. Funds will be redirected to support a redesign and pilot of new programming supporting non-traditional males. The colleges will continue to include our secondary partners in non-traditional events and expand where possible.

- d. How will you ensure members of special populations will not be discriminated against and have equal access to CTE?

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.

Support staff, such as; social workers, access services, and other support professionals to improve knowledge of special population needs to fully participate in CTE programs & Programs of Study. Their efforts will include;

- Continue development of trauma-informed skills programming for HTC faculty/staff to best respond to the communities and students they serve.
- Foster new community relationships and strengthen existing ones that aid postsecondary faculty/staff efforts to address student access barriers.
- Aid, develop, and improve HTC's Hunger-Free Campus Initiative, Campus Assessment Referral & Education (CARE) Teams, and child care resources targeting special populations
- Aid and develop support for Student Parent Support Group initiative at NHCC.

Narrative 6: Work-Based Learning

Use the table below to answer questions 1 – 3. Use one table for each CLNA prioritized need. Copy and paste additional tables if more than two priorities will be addressed.

1. Of the consortium’s prioritized needs from the *CLNA Results and Priorities*, which one(s) will be addressed in relation to **Work-based Learning**?
2. What are the strategies to address these needs?
3. What are the desired measurable outcomes for this strategy? (You will be reporting on these outcomes in the next APR)

NEED A:	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input checked="" type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<p>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</p>					
2. Strategies to address need:					
<ul style="list-style-type: none"> ● Continue to develop a centralized WBL program for HWC by utilizing a work-based learning solutions provider to assist with: <ul style="list-style-type: none"> ○ Career Pathways Solutions - supporting education’s capacity needs ○ Expansion Solutions - designing programming for impact and scale ○ Governance Solutions - providing WBL expertise for growth strategy & data reporting ○ Sustainability Solutions - to address future impact and sustainability needs 					
3. Measurable Outcomes (report results in next APR):					
<ol style="list-style-type: none"> 1. Increase in Performance Indicator 5S3. 2. New or improved apprenticeship/internship offerings at postsecondary institutions. 3. Secured braided funding sources 					

NEED B:	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1 <input type="checkbox"/>	2 <input checked="" type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<p>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 renewed support (local, state, federal) for authentic work experiences through experiential learning.</p>					

2. Strategies to address need:
<ul style="list-style-type: none"> Collaborate with GPS Education, Minneapolis Regional Chamber, advisory committees, and other local businesses & industries in order to: <ul style="list-style-type: none"> Continuing to offer authentic work experiences in the high-demand areas of: Health Sciences: Information Technology; Business, Management, and Administration; Hospitality and Tourism; Transportation, Distribution, and Logistics; Architecture and Construction; STEM; Finance; Marketing; and Manufacturing. Improve career investigation, career readiness, and career attainment in CTE areas at the postsecondary level through internships, apprenticeships, and other modes of experiential learning opportunities at both NHCC and HTC. Host an annual Talent Symposium bringing business, industry & education together to improve Minnesota's talent pipeline in high-skill, high-wage, and in-demand careers. Improve upon efforts and strategies that address hiring of special populations and prepare employers to support the needs of special population employees. Encourage district leaders to engage in ACTE-SPED populations exposure to HWC's Youth Apprenticeship initiative. Engage Vocational Rehabilitation staff to support ACTE-SPED & 18-21yr old transition disabled individuals. Investigate access barriers, such as transportation, for special populations to more fully engage in WBL with the possibility of braided funding.
3. Measurable Outcomes (report results in next APR):
<ol style="list-style-type: none"> Increase the number of new participants in HWC's externship for instructors Increase CTE professional engagement at Educator Externship by 5 new participants in FY25 Regional Advisory Board agenda & participation reports Increase CTE professional engagement at Regional Advisory Committee by 5 new participants in FY25 HWC WBL data dashboard reports Increase 5S1 SDPL from it's baseline of 10% to 12.75% in FY25

NEED C:	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input checked="" type="checkbox"/>
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.					
2. Strategies to address need:					
<ul style="list-style-type: none"> Seek funding sources that may be leveraged to remove the following barriers to engaging in WBL: <ul style="list-style-type: none"> Transportation Parental engagement & support of their student demands on postsecondary single parent or single expecting parent Research and provide strategies to administration attempting to remove barriers for economically disadvantaged groups 					
3. Measurable Outcomes (report results in next APR):					
<ol style="list-style-type: none"> Meet proposed SDPL 5S3 of 12.79%, and 21.59% for SDPL 3P1 by end of FY26. Improve WBL participation by 5% by race and genders seeking nontraditional careers by end of FY26. Pilot one new or improved apprenticeship/internship offerings at the postsecondary level by end of FY25. 					

4. Provide additional narrative to address the following:

- a. Describe the current work-based learning opportunities provided to students enrolled in CTE programs at the secondary and postsecondary levels.

HWC secondary school districts offer WBL opportunities in both CTE and special education for their individual districts based on their institutional capacity.

Postsecondary institutions offer on-the-job training **through two initiatives.** NHCC's Xperience Project, which supports adult-learner internships. **Early data from FY24 Xperience Project (our internship program) has indicated a need to improve experiential learning offerings at NHCC; additional funding is being set aside to provide capacity for this work. This is a NHCC Career services/strategic partnerships initiative and is not powered by an external WBL solutions provider.**

Many of HTC's CTE program areas individually support efforts of adult-learners looking for internship & job-shadow opportunities, but many do not rise to the level of formal apprenticeship training. As of FY24 there are only two US DOL registered apprenticeship programs offered to students through the Automation Robotics Engineering program, where all others are managed by customized training services.

To build more WBL opportunities to meet the demand of **310 365** interested FY25 secondary students across 8 different career clusters, **a 247% increase from FY24.** **The consortium secondary, in conjunction with postsecondary collaborative funds,** partners with GPS Education Partners to provide:

- Career Pathways Solutions - supporting education's capacity needs
 - Refine school strategy, leveraging 2023/24 data to co-design future recruitment
 - Differentiate career pathway offerings across schools (aligned with relevant instruction)
 - Continue targeted recruitment strategies that support diverse participation
- Expansion Solutions - designing programming for impact and scale
 - Convene and train additional companies to support an increasing number of interns and equip them for interactions with diverse populations
 - Continue to assess each intern's sense of belonging (measuring inclusive experiences for diverse youth)
 - Explore regional ecosystem, identifying/designing supports for equitable access to internship opportunities for diverse populations
 - Build awareness/exploration activities as an on-ramp to internships in select pathways
 - Co-design replicable processes that support off-ramps to post-secondary consortium partners

- Incorporate advanced skills checklists (validated by post-secondary faculty) into performance evaluations so that students can secure post-secondary credit for learning in the internship
- Increase business awareness of college programming by applying post-secondary expertise to the work environment
- Governance Solutions - providing WBL expertise for growth strategy & data reporting
 - Project management and evaluation
 - Support HWC's Regional Advisory Board
 - Support efforts to secure additional funding to off-set costs not covered by Perkins' grant
- Sustainability Solutions - to address future impact and sustainability needs
 - Design individualized school-level strategy and tools that amplify ownership/execution of Work-based Learning
 - Co-create a framework of project funding to support a shift from design and development (program build costs) to on-going support for sustainable execution

Phase 2 of this WBL initiative will be for postsecondary to align and build capacity for the graduating youth apprentices by offering adult-learner apprenticeships programming. NHCC is working towards this effort through their internal Xperience Project. HTC is leveraging Apprenticeship MN and their partnership with GPS to build out their adult-learner Registered US DOL Apprenticeship Program named HTC-Works!


- b. 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 has expanded WBL opportunities to include 8 different pathways, and partners with the MPLS Regional Chamber of Commerce to access their vast network of employers interested in offering WBL opportunities. Once identified, the consortium's GPS Education partners work with employer representatives to onboard, establish recruitment norms focused toward special populations access, and provide mentorship training so that they are prepared for youth/adult-learners interested in meeting the employer's needs.

- c. Describe how your consortium will invest financial resources to increase work-based learning opportunities at the secondary and postsecondary levels.

The consortium leverages Perkins funds to further develop the HWC WBL Youth Apprenticeship program efforts. In FY22-24, Perkins funding supported 100% of this initiative. In FY25-26, the consortium projects Perkins funding will support 66% or less, through the procurement of outside funding sources. In FY24, the consortium began working to secure braided funds to build capacity and support

the sustainability of this initiative. FY25, both secondary and postsecondary have received subgrantee funding from Dept of Labor & Industry, and DEED competitive grants respectively. These funds will help shift contracted agreement costs and fill needs that would be considered unallowable by Perkins federal regulations. HWC has also begun the process of pursuing Congressionally Directed Spending dollars from MN's senate and house representatives in support of WBL initiatives for FY25-FY26, with approval/denial announcement anticipated in October. There is an ultimate goal for Perkins funds to provide little to no funding to sustain a robust WBL Apprenticeships starting in FY27.



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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.

Narrative 7: Early Postsecondary Credit Opportunities

Use the table below to answer questions 1 – 3. Use one table for each CLNA prioritized need. Copy and paste additional tables if more than two priorities will be addressed.

1. Of the consortium’s prioritized needs from the *CLNA Results and Priorities*, which one(s) will be addressed in relation to **Early Postsecondary Credit Opportunities**?
2. What are the strategies to address these needs?
3. What are the desired measurable outcomes for this strategy? (You will be reporting on these outcomes in the next APR)

NEED A:	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1 <input type="checkbox"/>	2 <input checked="" type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
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.					
2. Strategies to address need:					
<ul style="list-style-type: none"> Compare SR-POS to the dual credit opportunities available and determine a plan for realignment. Complete vendor review of ACC agreements for accuracy and program placement. 					
3. Measurable Outcomes (report results in next APR):					
<ol style="list-style-type: none"> 1. Updated changes to SR-POS document and report on dual credit courses 2. Program approvals and program inventory data changes 3. Completion of ACC agreements review and action items are reported 4. Increase the number of school districts aligning dual credit opportunities connected to HWC postsecondary institutions for the 15 identified SR-POS by 1 or more partnership by FY25. 					

NEED B:	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1 <input checked="" type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
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.					
2. Strategies to address need:					

- Support to events drawing district counselors, career readiness coordinators, and other high school professionals directly affecting student post-graduation career planning at postsecondary institutions.
- Fund independent review of early college departments at the postsecondary institutions to identify barriers in messaging, improve offerings, and better align sequencing for high school students' schedules.
- Provide funding supporting creation of promotional materials that market (digital & print) early opportunities for high school students to earn CTE college credits.

3. Measurable Outcomes (report results in next APR):

- ~~1. Early College programming Independent Review results~~
- ~~2. Promotional materials are developed highlighting early college credit opportunities.~~
3. Create one activity in FY25 that focuses on improving knowledge of at least one high-demand postsecondary CTE program for counselors, career readiness coordinators, etc.
- ~~4. List of Perkins support events drawing counselors, career readiness coordinators, etc. in support of CTE.~~
5. Indicate progress towards completion (50%+) of 1 or more recommended action items provided from an Independent Review report by FY26.

NEED C:	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input checked="" type="checkbox"/>
There is a need for HWC district leaders to recommend solutions to providing equitable access to dual credit options for their respective students.					
2. Strategies to address need:					
<ul style="list-style-type: none"> • Collaborate with postsecondary partnership specialists to assist with improvements and expansion of CTE dual enrollment opportunities for secondary districts that help ensure equal access for all students (ref. Mn System Procedure 3.5.1). • HWC postsecondary funding support for CTE pathways staff to help concurrent enrollment faculty/instructors stay current with NACEP policies, track required documentation, support accreditation processes, and leverage institutional data to improve CTE early college offerings and pathways. • Provide Articulated College Credit (ACC) opportunities to bridge the gap not served by traditional PSEO and Concurrent Enrollment programming which impacts the “middle” student by providing the opportunity to enroll in a college level course at the high school. • Provide counselors, teachers, parents, and students with information regarding credit for prior learning to understand how CTE experiences such as youth apprenticeships, ACC, WBL has the potential for college credits. • Capacity building for additional CTE aligned concurrent enrollment offerings at NHCC. 					
3. Measurable Outcomes (report results in next APR):					
1. Dual credit opportunities are improved to ensure equal access within our secondary districts.					

4. Provide additional narrative to address the following:

- a. What opportunities are available and/or are being developed for CTE students to earn postsecondary credit while still in high school?

HWC supports the creation and programming offering in the following areas that allow students to earn college credit while still attending high school:

- Articulated College Credit for when CTE students become an official student of records at HWC postsecondary institutions

- NACEP accredited Concurrent Enrollment programming dedicated to CTE pathways
- College In the Schools with a qualified and CTE credentialed college provided faculty
- PSEO by contract as a direct agreement between HWC secondary districts and a postsecondary institution
- Traditional PSEO is offered at both postsecondary institutions but is not supported with secondary Perkins funding.

Narrative 8: Support to Professionals

Use the table below to answer questions 1 – 3. Use one table for each CLNA prioritized need. Copy and paste additional tables if more than two priorities will be addressed.

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1. Of the consortium’s prioritized needs from the *CLNA Results and Priorities*, which one(s) will be addressed in relation to **Support to Professionals**?
2. What are the strategies to address these needs?
3. What are the desired measurable outcomes for this strategy? (You will be reporting on these outcomes in the next APR)

NEED A:	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input checked="" type="checkbox"/>	5 <input type="checkbox"/>
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.					
2. Strategies to address need:					
<ul style="list-style-type: none"> • Recruit from other content areas to be CTE licensed (Social studies teacher be CTE Licensed. • Continue to support CTE licensure and endorsements through Lake Country Service Cooperative. • Explore CTE licensure feasibility at NHCC. • Encourage CTE Teacher Induction Program (TIP) program. 					
3. Measurable Outcomes (report results in next APR):					
<ol style="list-style-type: none"> 1. Report the number of teachers attaining CTE licensure and additional CTE endorsements. 2. Changes in secondary program approvals would suggest an increase in CTE instructors. 					

NEED B:	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input checked="" type="checkbox"/>	5 <input type="checkbox"/>
There is a need to work with the Teacher Induction Programs (TIP) and other similar entities to improve the messaging around CTE Teacher retention.					
2. Strategies to address need:					
<ul style="list-style-type: none"> • Encourage teachers to participate in programs like TIP. • Support community building among CTE teachers by encouraging district professional learning centers (PLC). • Educate teachers on the value of professional organizations. 					
3. Measurable Outcomes (report results in next APR):					
<ol style="list-style-type: none"> 1. Number of HWC district participants in a TIP. 2. At least one PLC activity is offered in each HWC district. 3. Retention rates of secondary and postsecondary CTE professionals from FY24 to FY25. 					

NEED C:	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input checked="" type="checkbox"/>	5 <input type="checkbox"/>
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.					
2. Strategies to address need:					
<ul style="list-style-type: none"> Analyze other consortia strategies such as “Be a Teacher, Change the World.” Continue to support “Why Teach” at NHCC. Continue to support expansion of the Teaching and Training pathway. Develop additional opportunities for high school students to mentor younger students. NHCC explores partnerships with secondary schools for concurrent enrollment. Allocate resources and opportunities for CTE staff to engage in culturally relevant teaching practices. Increase access and engagement with BIPOC education professionals and other underrepresented groups into education as a field. 					
3. Measurable Outcomes (report results in next APR):					
<ol style="list-style-type: none"> Other consortium strategies are discussed in the HWC monthly meetings. Concurrent Enrollment offerings increase with two-year colleges. New secondary program approvals in the teaching and training pathway. 					

NEED D:	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input checked="" type="checkbox"/>	4 <input checked="" type="checkbox"/>	5 <input type="checkbox"/>
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.					
2. Strategies to address need:					
<ul style="list-style-type: none"> Provide access to various career exploration tools that meet the unique needs of consortium partners Offer a multi-day program for educators/CTE support professionals to engage directly with 3-5 businesses in their CTE area of interest or specialization. Provide alternative opportunities for CTE professionals to hear from industry experts Promote & support continuing education & other professionals development attendance for CTE professionals and non-CTE support staff working directly with CTE students. 					
3. Measurable Outcomes (report results in next APR):					
<ol style="list-style-type: none"> Provide usage numbers of career exploration tools leveraged Number of participants engaging in the teacher externships. List of CTE relevant conferences and professional development opportunities support by consortium dollars 					

- Provide additional narrative to address the following:
 - Describe the specific actions your consortium will take to support the recruitment and preparation of education professionals, including individuals from groups underrepresented in the teaching profession.

HWC will provide programs to support recruitment and retention with an intentional focus on underrepresented populations within the education profession. Examples include developing and/or supporting programs like Why Teach at NHCC, “Be a Teacher, Change the World” campaigns, concurrent enrollment programs in education, expanded programs at the secondary level, and increasing engagement with BIPOC education professionals and other under-represented groups into education as a field.

- b. Describe the specific actions your consortium will take to retain, train, and develop education professionals and ensure applicable certification, credential, and licensure requirements are met.

HWC will develop, train and retain education professionals by providing support to prospective and current CTE teachers through the Lakes Country Service Cooperative and Teacher Induction Programs (TIP). NHCC is looking to expand our education program by offering an avenue for CTE licensure. In addition, we will provide access to career exploration tools such as:

- Elevate Futures
 - Work with the Minneapolis Regional Chamber of Commerce to provide training of the Elevate Futures platform functionality (www.elevatefutures.com) to increase student and educator understanding of all aspects of CTE career occupations.
 - Provide curriculum and lesson plans for career exploration, financial literacy, and work readiness that utilize tools on the Elevate Futures platform.
- YouScience Aptitude & Career Discovery
 - Provide postsecondary career counselors access to career aptitude assessments as an additional resource for interest assessments of undecided adult-learners. Research indicates when student aptitude is considered in addition to their interests, there is an increased awareness of CTE occupations.
 - Provide secondary instructors career aptitude and discovery tools for student career guidance.
- Additional Resources
 - MCIS
 - Other

The consortium will leverage its partnership with the Minneapolis Regional Chamber of Commerce to invite industry speakers during articulated college credits meeting affirmations. We will promote opportunities for professional’s growth and engagement at National, State, and Local CTE organizations, such as but not limited to; ATCE, MDE, MN State, MACTA, MnACTE, NAPE. Funding will be leveraged to support attendances at conferences and workshops such as; CTE Works! Summit, Professional Learning Centers, & ACC meetings.

Narrative 9: Performance Gaps

Use the table below to answer questions 1 – 3. Use one table for each CLNA prioritized need. Copy and paste additional tables if more than two priorities will be addressed.

1. Of the consortium’s prioritized needs from the *CLNA Results and Priorities*, which one(s) will be addressed in relation to **Performance Gaps**?
2. What are the strategies to address these needs?
3. What are the desired measurable outcomes for this strategy? (You will be reporting on these outcomes in the next APR)

NEED A:	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<p>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.</p>					
2. Strategies to address need:					
<ul style="list-style-type: none"> ● Provide curriculum modification funding to embed reading and/or applied mathematics in FACS and Construction curriculum. ● Encourage the utilization of tutors for CTE students where gaps exist. 					
3. Measurable Outcomes (report results in next APR):					
<ol style="list-style-type: none"> 1. Curriculum modifications reflect alignment with math and reading standards. 2. Improvements to 2S1 and 2S2 overall and within special populations. 					

4. Provide additional narrative to address the following **if not already addressed in the table above**:

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

HWC meets our performance indicators. However, when disaggregating the data, we see additional needs for economically disadvantaged, black student populations, Hispanic student populations, and special education populations.

- b. What specific actions will the consortium take at both the secondary and postsecondary level to eliminate these disparities or close performance gaps?

Tutoring and support are provided at the secondary level to ensure special populations are successful in CTE. For example, special education paras are utilized

in CTE classes. Districts provide support for economically disadvantaged students through special funding, which enables them to participate in programs such as a CTSO.

NHCC postsecondary leader will aid administration in launching a new student parent support group with built-in support for a single parent initiative that bolsters current tutoring & support resources for adult-learners. Other support being bolstered at HTC can be found in Nar5, by which funds will provide an opportunity for access services leadership to learn of best practices supporting special populations.

Narrative 10: Consortium Governance

Use the table below to answer questions 1 – 3. Use one table for each CLNA prioritized need. Copy and paste additional tables if more than two priorities will be addressed.

1. Of the consortium’s prioritized needs from the *CLNA Results and Priorities*, which one(s) will be addressed in relation to **Consortium Governance**?
2. What are the strategies to address these needs?
3. What are the desired measurable outcomes for this strategy? (You will be reporting on these outcomes in the next APR)

NEED A:	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1	2	3	4	5
	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>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.</p>					
2. Strategies to address need:					
<ul style="list-style-type: none"> • CTE representatives to share their local strategic plans at the monthly HWC meetings. • Encourage CTE representatives to attend school board meetings and/or read the minutes. • Communicate and advocate Perkins related concepts, vernacular, and intentions of funding and support with administration. • Update the HWC Policy and Procedure Manual. • Offer opportunities where principals, deans, and leaders are being engaged in the Perkins annual process and meetings so that they are fully aware of Perkins and the HWC consortium. • Analyze other consortia strategies to engage constituents in regard to Perkins V. (e.g., Promotional materials) 					
3. Measurable Outcomes (report results in next APR):					
<p>1. HWC monthly meetings agendas indicate</p> <ul style="list-style-type: none"> ○ Local strategic plan discussions ○ Development of aligned strategies to those strategic plans. ○ Links to any created promotional materials. <p>2. Postsecondary personnel activities report (PARs)</p> <p>3. Boost HWC district leader advocacy by 10% within local district decisions making processes, results indicated through a pre/post survey of HWC leaders.</p> <p>4. Consortium approves an updated HWC Policy and Procedures to include onboarding and advocacy processes in FY25.</p>					

NEED B:	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1	2	3	4	5
	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>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.</p>					
2. Strategies to address need:					
<ul style="list-style-type: none"> • Include a data workshop during one of the monthly meetings to understand Perkins V data reported from the state of MN to eliminate errors in reporting. 					

3. Measurable Outcomes (report results in next APR):

1. [HWC monthly meeting agenda reflects MDE training session\(s\)](#) to improve reporting & accuracy.

4. Provide additional narrative to address the following:

- a. Describe your consortium's formal governance structure, including:
 - How the consortium leadership is organized,
 - Processes used for making financial decisions,
 - Processes and structures in place to ensure secondary and postsecondary collaboration, and
 - Communication systems in place to ensure all consortium members are continually informed.
 - Note any areas of governance that are being developed or improved.

HWC has a policy and procedure guide which outlines leadership organization, financial processes, secondary and postsecondary collaboration, and communication systems. HWC has a maintained website that improves communication and provides resources to consortium members and partners. We have monthly meetings that provide space for strategic planning, business, and offer training and resources to consortium members. In addition to hosting regional advisory boards twice a year, business and industry are included in our monthly meetings. Individualized training is provided to new consortium members as needed. MDE and MinnState representatives are involved in HWC meetings when support is needed. <https://hennepinwestconsortium.org/wp-content/uploads/2022/09/HWC-Policy-Procedure-Manual-May122016.docx-1.pdf>

Narrative 11: Reserve Funds

Reserve funds can be used to address Performance Gaps or to develop or improve Programs of Study or CTE Programs.

Use the table below to answer questions 1 – 3. Use one table for each CLNA prioritized need. Copy and paste additional tables if more than two priorities will be addressed.

1. Of the consortium’s prioritized needs from the *CLNA Results and Priorities*, which one(s) will be addressed in relation to **Reserve Funds**? For each need identified, check the box for the associated Reserve Category (Performance Gaps, Develop or Improve POS/CTE programs).
2. What are the strategies to address these needs?
3. What are the desired measurable outcomes for this strategy? (You will be reporting on these outcomes in the next APR)

NEED A:	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1 <input type="checkbox"/>	2 <input checked="" type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
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.					
Reserve Category: <input type="checkbox"/> Performance Gaps <input checked="" type="checkbox"/> Develop or Improve POS/CTE programs					
2. Strategies to address need:					
<ul style="list-style-type: none"> • Expand and support of new CTE program offering aligning with the stated career fields <ul style="list-style-type: none"> ○ NHCC to add a new program and award in Public Administration ○ NHCC to support and improve the Paralegal program ○ HTC to add a new program & award for Construction Electrician ○ HWC secondary will develop or enhance POS as needed and seek program approvals as needed 					
3. Measurable Outcomes (report results in next APR):					
<ol style="list-style-type: none"> 1. New secondary program approvals are verified. 2. Development of programs to meet proper size, scope and quality to meet local industry needs and standards. 					

NEED B:	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1 <input type="checkbox"/>	2 <input checked="" type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
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 FSDAP, 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 FSDAP in order to make data driven decisions to improve programming.					
Reserve Category: <input checked="" type="checkbox"/> Performance Gaps <input type="checkbox"/> Develop or Improve POS/CTE programs					
2. Strategies to address need:					

<ul style="list-style-type: none"> Provide funding to support independent review and analysis of FISDAP assessment to guide EMVS programing improvements
3. Measurable Outcomes (report results in next APR):
<ol style="list-style-type: none"> List of changes enacted by the EMVS program to improve NREMT success rates NREMT success rate from FY24 to FY25

NEED C:	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1 <input type="checkbox"/>	2 <input checked="" type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<p>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.</p> <ul style="list-style-type: none"> Therapeutic Services Information Technology Engineering Business Finance Manufacturing <p>The HWC need is to continue to support our POS for in-demand programs.</p>					
<p>Reserve Category: <input checked="" type="checkbox"/> Performance Gaps <input checked="" type="checkbox"/> Develop or Improve POS/CTE programs</p>					
2. Strategies to address need:					
<ul style="list-style-type: none"> New CTE program offering aligning with the stated career fields <ul style="list-style-type: none"> Intermediate District 287: Information Technology - Support and Services new Pathway Intermediate District 287: Emergency Medical Careers pathway Eden Prairie will work to develop a Biomedical program and submit for program approval Secondary teachers will seek out of field permission licenses and work toward fill licensure Improvement to CTE programs of study <ul style="list-style-type: none"> Move Computer Science courses from the science department to CTE. HTC Information Technology - Data Center Technician expansion Funding support to Industry standard testing resources & equipment Funding support to improve access and equity of entering students during CTE orientation processes 					
3. Measurable Outcomes (report results in next APR):					
<ol style="list-style-type: none"> New secondary program approvals are verified. Development of programs to meet proper size, scope and quality to meet local industry needs and standard Improve capacity of Welding program equipment by 5 students by end of FY25 at postsecondary level. 					

- Provide additional narrative to address the following:
 - Identify the specific performance indicator(s) or student population gap(s) that will be addressed with Reserve funds.

Specific performance indicators for secondary and postsecondary will not be addressed due to overall success across the consortium. However, success rates for EMVS students NREMT attainment from FY24 to FY25 will be compared and reports by HTC.

- b. Identify the specific program and/or program of study that will be addressed with Reserve funds, including whether the focus is expansion or development of a new program and/or program of study at the secondary or postsecondary level.

Human Services

- Intermediate District 287: Adding Emergency Medical Careers programming
- NHCC: Support to Public Administration and support/improve Paralegal

Information Technology

- Intermediate District 287: Information Technology - Support and Services new Pathway
- Eden Prairie and Robbinsdale High Schools are working to move Computer Science courses from the science department to CTE.
- HTC: Data Center Safety certification required for entry into the new Data Center Technician pathway & award

Architecture and Construction

- HTC: Development of new Construction Electrician pathway to begin fall of FY26

Other

- HTC: To improve college orientation delivery and messaging to improve placement, preparations and knowledge of entering CTE adult-learners. This effort is to provide supplemental funding to this initiative in order to ensure CTE pathways, information, focuses and priorities are properly addressed during digital orientation improvements in alignment the HTC's FY25-28 strategic plan to reduce the number of adult-learners with an undecided major designation.

Perkins-Funded Positions

Submit the following with your application materials:

- Completed *Perkins-Funded Positions* spreadsheet
- Position descriptions for every position partially or fully funded by Perkins

Required Documentation

These required documents must be submitted with your Perkins V Local Application:

1. Statements of Assurance (Statements of Assurance should be combined and uploaded as one single PDF)
2. CLNA Results & Priorities document
3. S-RPOS - Funding POS spreadsheet
4. Combined Secondary Postsecondary Budget spreadsheet
5. Consortium Consolidated Equipment Inventory
6. Perkins Funded Positions spreadsheet
7. Position Descriptions for each position partially or fully funded by Perkins
8. Improvement Plan (Only required for those consortia on an improvement plan)