

**STRENGTHENING CAREER AND TECHNICAL EDUCATION
FOR THE 21ST CENTURY
MINNESOTA PERKINS CONSORTIA
2023-2024 ANNUAL PERFORMANCE REPORT**

Version 9/5/2024

Consortium Name: **Hennepin West Consortium**

Each year, Minnesota Perkins consortia must submit an annual performance report (APR) which details the progress and results of the previous year's local application for Perkins funding. For the purposes of this report, the reporting year is **July 1, 2023 through June 30, 2024**.

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

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

Listed below are questions for the annual performance report. Responses should include specific evidence of the impact Perkins funding had on student achievement or the consortium operations. For example, evidence may include details such as the number of students enrolled in new courses, the number of teachers participating in professional development, or the percentage decrease in achievement gaps.

Process for completing the APR:

1. Use this Word document to respond to each question. Enter your responses following each question below. The due date for submitting this report is **October 15, 2024**.
2. Upload your completed APR document to the **MN Perkins Portal** (Microsoft Teams site):
[SO-MN Perkins Portal-Team | General | Microsoft Teams](#)
Upload your document to the **FY24 (July 1, 2023 – June 30, 2024) > APR – Oct 2024** folder.

FY24 APR Questions:

- For the programs of study funded by Perkins in your approved local application, address the following for the reporting year (July 2023-June 2024):
 - Were projects implemented as planned or did they need to be revised? If Perkins funding was not used as planned in the consortium's local application, explain what changes were made. What drove the change?
 - What accomplishments/outcomes resulted from this spending? What evidence do you have to support this?

Tier 1 POS: General Management/ Therapeutic Services/ Information Support & Services

General Management

- **Hennepin West Consortium (HWC) Collaborative Initiative:** FY24 postsecondary funding for General Management was used to design new curriculum, form advisory committees, and support faculty professional development in CTE pedagogy. The investment resulted in 3 new awards, 2 new K12 connections for ACC/CE programs, and a significant increase in enrollment—over 900 additional credits for FY25 Fall Term, with more growth expected in Spring. Both initiatives surpassed expectations. Hennepin Technical College (HTC) presented changes to their business pathway courses at a HWC monthly meeting, which aligned and improved the pipeline from high school to college. This could expand early college credit options in FY25.
- **Secondary Initiatives:** FY24 was the first year of full implementation of this pathway. The following was accomplished to further this pathway and was supported by:
 - Robbinsdale purchased a real-life simulation program which added rigor to the programming.
 - Professional development increased the success rate for student achievement in DECA/BPA as more students went from state competition to national.
 - More students participated in Career & Technical Education student organizations (e.g., DECA/BPA) due to Perkins supporting student transportation and teacher expenses. (e.g., Wayzata now has 250 students in BPA and 250 students in DECA).
 - Most districts have their own WBL programs in this area. One district opted to work with GPS in this career cluster with one student participating.
- **Postsecondary Business Faculty Support:** RFP funding supported efforts at both North Hennepin Community College (NHCC) and HTC. At NHCC, a faculty member attended an Artificial Intelligence conference, resulting in the development of a new curriculum, particularly for entrepreneurship courses, and the creation of a major AI-focused course. HTC had 2 faculty attend a similar AI conference supported by reallocation of FY23 dollars.
- **Weekend College Coordinator:** Planned funding for the Weekend College Coordinator at NHCC provided support to Business POS students, continuing a 3-year pilot aimed at adult/non-traditional learners in CTE programs.

Therapeutic Services

- **"Men Who Care" Program (HWC Collaborative Initiative):** Marketing and outreach for the "Men Who Care" program aimed at Health Science CTE concentrators. Due to low male enrollment (29 across 10 school districts), the program was canceled. Plans to expand to the broader community in FY25 stalled due to the resignation of the Non-Trad specialist at HTC.
- **Secondary Initiatives:** Therapeutic Services is a developed POS with secondary expansion HWC supported:
 - Two new secondary teacher licensure or endorsements led to new program development.
 - Equipment was funded to strengthen this pathway at several schools.
 - ACC agreements were updated based on new requirements at the postsecondary level.
 - Professional development was supported as needed.
 - A successful WBL pilot was implemented in the Spring of 2024 with 43 students participating.

- *Two new high school CNA programs were implemented. Thirty-two students passed the MN CNA test. Another school reported that students were hired at North Memorial at \$20/hour plus tuition reimbursement in the HTC LPN program.*
- *St. Louis Park program approval for Exercise Science*
- **Postsecondary Equipment Acquisition:** *Planned funding enabled the successful purchase of three treadmills and two IV pumps to meet industry standards at NHCC. HTC purchased IV pumps to improve the Practical Nursing simulation lab. However, faculty were unable to advance the planned NCLEX success initiative due to extenuating circumstances. HTC Acquired innovative equipment for Therapeutic Services (Dental), specifically an iTero 3D scanner, to enhance program capabilities.*
- **Postsecondary Curriculum Related Improvements:**
 - *Planned funding supported three NHCC faculty members in rewriting the curriculum to transition away from the MANE curriculum. The rewrite included syllabi, grade sheets, course calendars, and assignments with rubrics for Semester 3 nursing courses:*
 - *N2701: Health Assessment for Nursing*
 - *N2702: Fundamentals for Nursing*
 - *N2703: Nursing Clinical I*
 - *N2710: Transition from Practical to Professional Nursing*
 - *One NHCC nursing faculty member was trained and certified as a Healthcare Simulation Educator (CHSE), allowing the faculty to effectively train students using state-of-the-art nursing simulation equipment.*
 - *Funding supported the facilitation training of HTC’s social worker for trauma-informed pedagogy in the Law Enforcement and Health Sciences programs. However, due to overwhelming responsibilities and internal transitions—including the resignation of both the social worker and their supervisor—the initiative did not expand as planned, and the college no longer has a trained facilitator.*

Information Support & Services

- **Early College Opportunities (HWC Collaborative Initiative):** *There were concurrent enrollment and AP courses supported and implemented. There are now nine ACC agreements in IT.*
- **Work-Based Learning (HWC Collaborative Initiative):** *WBL successfully continued for the 2nd year with sixteen secondary students participating in this specific POS pathway. For postsecondary, Perkins funds were used for exploration and research to secure DEED funding for an Information Support & Services US DOL Registered Apprenticeship pilot. However, the timeline for this initiative had to be extended to meet evolving needs and efforts. (See the Work-Based Learning section for more details.)*
- **Professional Development (Secondary):** *Three secondary instructors earned the communications technology endorsement, which allowed secondary to expand programming in FY24. Professional development was supported for instructors to improve teaching methodologies and curriculum writing.*
- **Computer Science Tutoring Support (NHCC):** *Planned funding for the Computer Science tutor saw high utilization, providing ongoing support to students in the Program and Software Development POS.*

Tier 2 POS: Programming & Software Development/ Manufacturing Production Process Development/ Construction

Programming & Software Development

- **Early College Opportunities (HWC Collaborative Initiative):** *The CLNA indicated there is a growing demand for programming and software that supports Programming and Software as a priority. NHCC researched articulating in the programming career field in FY23. NHCC did implement ACC agreements in FY24 and will continue in FY25. There are six ACC agreements in Programming and Software.*
- **Professional Development (Secondary):** *Several high schools funded AP and PLTW teacher training. Robbinsdale purchased a real-world immersion program which added rigor to the programming.*

Intentional professional development has been offered to increase enrollment of female students in this pathway.

Manufacturing Production Process Development

- **Work-Based Learning (HWC Collaborative Initiative):** Implementation of the secondary WBL program continued to be successful, powered by GPS Education partners. Fourteen students participated in secondary Manufacturing Production WBL.
- **Agricultural Licensure (Secondary):** Funding supported educators pursuing Ag licensure to increase the number of participants in manufacturing.
- **Postsecondary Automation Equipment :** Funds purchased industry-standard automation PLCs to support HTC's BPC expansion efforts in Manufacturing (ARET). Equipment helped build capacity to offer training to 13 additional adult learners. This was supplemented by HTC's FY24 NSF Grant, for which HWC supported by submitting a letter of support in Spring FY23.

Construction

- **Work-Based Learning (HWC Collaborative Initiative):** A high school added a SkillsUSA chapter. Secondary WBL partnerships were developed in FY24, which piloted two students.
- **Program Development and Improvement:**
 - Brooklyn Center High School created a construction pathway and has an approved program by partnering with the business and industry Finishing Trades program located in Little Canada. Perkins funding was utilized for curriculum writing.
 - Secondary equipment purchases were supported based on industry specifications.
 - Teacher externships were provided at construction companies. As a result, we have new industry partners.
- **Postsecondary Equipment Acquisitions:** Funds were spent on industry-standard 3D scanning technology to integrate technical skills into the Construction-adjacent Architecture program. Additional funds were used to purchase drone equipment, training, and flight certifications, enabling students to fully utilize the 3D scanning tools. As a result, two new courses are now offered, allowing students to earn drone licenses and develop technical skills in drone navigation, scanning, and creating 3D structure renderings.

Tier 3 POS: Facility & Mobile Equipment Maintenance/ Engineering & Technology/ Restaurants & Food/Beverage Services/ Teaching/Training

Facility & Mobile Equipment Maintenance

- **Work-Based Learning (HWC Collaborative Initiative):** HWC piloted a WBL program for automotive with eight students participating. A Youth Skills Training grant was written and awarded in FY24 which included automotive, WBL, and certifications.
- **Early College (HWC Collaborative Initiative):** HWC continues to support Transportation, Distribution, and Logistics throughout the consortium through ACC, equipment, and professional development. Foundational discussions occurred at the ACC meetings regarding curriculum changes to include advancements in automotive.
- **Program Improvements (Secondary) :** Minnetonka (FY22) and District 287 (FY23) implemented or expanded their automotive pathway. They continue to build this program by improving curriculum and purchasing industry-standard equipment. In addition, professional development is supported.
- **Medium Heavy Truck Equipment (HTC):** Funds were used to purchase three industry-standard welding machines to address capacity issues in the Medium Heavy Truck program. This increased capacity by 12 students, allowing them to practice welding skills for Heavy Truck Engine Repairs without sharing equipment with the Welding program or facing time constraints.

Engineering & Technology

- **Work-Based Learning (HWC Collaborative Initiative):** Students presented at the regional advisory board regarding WBL Engineering.

- **Early College (HWC Collaborative Initiative):** The Siemens curriculum (no cost) was presented as an option in addition to PLTW in FY24. ACC has agreements implemented with the Siemens curriculum. However, the “buy-in” for this curriculum has not fully been embraced. There is continued support for PLTW. PLTW fees and professional development were funded if the instructor was CTE-endorsed. There are ten PLTW ACC agreements and eight additional engineering ACC agreements.
- **Fall 2023 STEM Career & Internship Fair (NHCC):** Planned funding for the Career Pathways Advisor and support for the Workforce Innovation & Experiential Learning Center enabled a successful STEM career and internship fair. Thirty-five (35) employers attended, engaging students in various opportunities. Handshake was used for registrations and connections, with positive outcomes for both employers and students.

Restaurants & Food/Beverage Services

- **Work-Based Learning (HWC Collaborative Initiative):** CTSO competitions were funded for SkillsUSA and ProStart to include teacher expenses and student transportation. The foundation was laid for WBL in this pathway in FY23 with implementation in FY24. One student completed a pilot WBL internship in this area.
- **Early College (HWC Collaborative Initiative):** ACC hosted a chef guest speaker at their meeting to present skills needed and career opportunities for students. ACC agreements were reviewed and re-aligned with HTC programming.
- **Program Improvements (Secondary):** Secondary supported an increase for the ProStart curriculum. Three districts introduced this curriculum. There was an 8% increase in students taking the culinary courses at Eden Prairie, with an increased pass rate of 5%.

Teaching/Training

- **Early College Opportunities (HWC Collaborative Initiative):** The ACC Education and Training meeting highlighted the North Hennepin Community College pathways from a two-year to a four-year degree in this career field. There was a discussion about implementing concurrent enrollment opportunities in this career field.
- **Work-Based Learning (HWC Collaborative Initiative):** HWC piloted a WBL program for Early Childhood Education with six students participating.
- **Data (Secondary):** There was a misalignment in the P files for Teaching and Training. Some of the district programs that were approved were not counted in the data due to district data entry errors.
- **Fall 2023 "Why Teach" Event (NHCC):** NHCC successfully hosted the "Why Teach" event to support the Education POS, providing students with a professional network to discuss critical issues in education and CTE. A total of 110 students and educators participated in the event.
- **Trauma-Informed Pedagogy Faculty PDv(HTC):** Funds were allocated for professional development in Trauma-Informed Pedagogy to improve faculty retention. This included funding for HTC's social worker to facilitate training for the Law Enforcement and Health Sciences programs. However, internal transitions—including the resignation of both the social worker and their supervisor—prevented the initiative from expanding. To complete the work with Law Enforcement faculty, facilitation trainers stepped in to finish the faculty pedagogy training. As of FY24, the college no longer has a trained facilitator.

Additional: Consortium Approved SR-POS

- **Early Childhood Development and Services:** There is a decline in Early Childhood Development and Services college programs with an increased emphasis on Education/Training; HWC supported the Education/Training emphasis through ACC and mentoring.
- **Arts Audio Video Technology and Communications:** HTC and District 287 partnered to implement this career field in FY23 and FY24 equipment was purchased and continual improvements were made; Thirty students received their Adobe Certification; ACC continued to be supported through our HTC partner.
- **Web and Digital Communications:** ACC continued to be supported to expand early college options.

- **Accounting:** ACC continues to maintain accounting agreements; BPA continues to be supported through PD for teachers and transportation for student events; Wayzata had a record number of (300) students participating in BPA.
- **Marketing Management:** HTC revitalized its Marketing pathway in FY24; This will be a springboard for new opportunities and possible early college credit options for high school students; Secondary programs continue to have a strong content area with substantial enrollment and vibrant DECA/BPA CTSO.
- Additional Information to Include relevant accomplishments on the following topics:
 - Collaboration with stakeholders
 - **HWC Collaborative Initiatives:**
 - **Minneapolis Regional Chamber (MRC):** The partnership with the MRC assisted in successfully advancing consortium goals by powering the following initiatives: the regional advisory committee, educator externship, speakers for ACC meetings, and Elevate Futures for career planning and placement. In addition, the Chamber provided instructor professional development and student instruction through Elevate Futures.
 - **Real-Time Talent:** The FY25-27 CLNA was created in FY24 by working with Real-Time Talent (RTT), the Regional Advisory Committee, and the Greater Minneapolis Chamber (GMC). This allowed the leadership team to stay informed about employment trends, needs, and necessary skills in the workplace. The Real-Time Talent was funded with braided funds from SouthWest Metro Consortium. The state hosted meetings to support the CLNA data gathering and writing. Each secondary district brought information from its district plan, local advisory boards, and student surveys.
 - **Supporting Marginalized Populations:** HWC engaged Business, Industry & Workforce Development to collaborate, participate, and support CTE activities for marginalized populations, such as:
 1. Provide insights regarding CTE careers and job duties (individual schools and advisory committees).
 2. Community engagement efforts including; tours, guest speakers, and authentic work experience opportunities (GPS Education Partners and Minneapolis Chamber via Elevate Futures).
 3. Professional development opportunities that foster cultural competencies in CTE programming.
 - **Collaboration with Parents:** HWC individual schools and colleges offer opportunities by working with other departments in our institutions that provide services to special populations. HWC analyzed data to identify marginalized populations and developed activities to create strategies to serve them better. Through ACC the consortium recommitted to encouraging parent involvement in student career exploration efforts for college and career readiness. The parent letter that is sent to parents/guardians when their student earns ACC has been offered in the top ten languages spoken in MN (second year).
 - **Local Businesses Tabling:** The career exploration model in high schools and colleges continued to invite businesses to host tables during the lunch hour. Each month different businesses hosted a table to highlight career paths and employment opportunities for students.
 - **Partnership Platform - Handshake:** Funding supported postsecondary access to Handshake, a virtual job board, for current and alumni CTE students to advance their career exploration and development. Platform shows that 611 NHCC/204 HTC students activated their Handshake account, 252 NHCC/138 HTC students had an application, appointment, event attendance, fair attendance, or experience through Handshake. Computer Science majors submitted the most applications this school year.
- Integrating academic and technical skills into CTE courses and programs

- **Technical Skills Assessments:** HWC postsecondary and secondary utilization of certifications (previously TSA) had good results. In FY24, each partner in our consortium budgeted funds based on their local program needs. At the secondary level, specific TSA such as but not limited to; NOCTI, Microsoft Office Specialist, Pro Start, OSHA certification, CNA Certification, Adobe, SP2 Fusion were utilized throughout the consortium. Funding also supported access to YouScience's Industry-Recognized certification, but usage has continued to drop due to cost constraints.
At the postsecondary level, NHCC supports the utilization of NOCTI and Microsoft Office Specialist assessments, while HTC supports access to YouScience Industry-Recognized certification. HTC aimed to improve campus-wide use across all programs beyond current users in Accounting and Child Development. To promote resource utilization, HTC's Center for Teaching and Learning made efforts to showcase the resources but turnover stalled these efforts and there was no increase in usage across the college skilled-trades programs.
- **Technical Skills Outreach & Education:** HWC brought CTE, core academic, and postsecondary instructors together to plan, develop, and implement strategies to improve the academic and technical skills of students through:
 - ACC meetings between postsecondary and secondary which provided a platform for improvement discussions for integrated academic and technical skills.
 - ACC is a way to offer marginalized students college credit while being able to follow IEP and 504 plans.
 - Additional research was completed in FY24 to identify barriers and potential action to improve ACC utilization.
 - Strategies were provided to CTE educators and staff to support genders entering nontraditional careers with increased efforts for non-traditional male careers.
 - Secondary PLC meetings included the integration of rigorous content into CTE programs.
 - HWC's Educator Externship encouraged the integration of academics in CTE programming and fostered collaboration with business and industry. In FY24, 55 educators (FY23, 27 educators) participated from 5 CTE career fields and core academics.
 - Supported materials that foster training and improvement of math & reading within CTE, such as supplementary instructional texts, professional development curriculum training, culturally competent programming, etc.

- Providing greater access to CTE programs for special populations students

Perkins data was analyzed to identify marginalized populations within our consortium. Our data indicated positive results for students seeking non-traditional careers. HWC engaged Business/Industry & Workforce Development to collaborate, participate, and support CTE activities to support marginalized populations, such as:

- **Be Bold Break the Mold (HWC Collaborative Initiative):** This non-traditional student initiative engaged 36 students, evenly split between HTC and NHCC, with over 50% identifying as BIPOC and 60% having previously attempted college. Represented majors included Computer Science, Engineering, Criminal Justice, and more. End of program surveys indicated a **93.8% increase** in students feeling supported as women pursuing nontraditional majors, and **87.5%** reported increased confidence in completing their degrees.
- **Community Engagement (HWC Collaborative Initiative):** Tours, guest speakers, and authentic work experience opportunities. For example, the Fall 2023 Criminal Justice Career Expo drew 85 students, who interacted with women and BIPOC officers from the Brooklyn Park Police Department.
- **Professional development opportunities (Secondary):** that foster cultural competencies in CTE programming. A foundation was laid during the teacher externships to discuss hiring processes

- for special needs students within businesses. Individual district special populations and transition programs are engaged in WBL partnerships.*
- **STEM/Health Student Visit (NHCC):** *NHCC TRIO and Student Support Services STEM/Health students toured the Minnesota Science Museum, engaging with eight staff members from various departments. Students reported gaining insights into unexpected job opportunities and were inspired to research STEM career paths.*
 - **Special Populations Support (HTC):** *Funds were allocated to address performance gaps for individuals with disabilities. This included purchasing OmniREADERS for text-to-audio conversion, funding for Access Services directors to attend CTE conference on innovative support methods and CLA certification training.*
- Expanding access to postsecondary credit for secondary students
 - **Articulated College Credit Program (HWC Collaborative Initiative):** *Articulated college credit options for high school coursework matriculation in CTE was successful (e.g., individual agreements between teachers and instructors for articulation). HWC contracted with the College High School Partnership (CHSP). Meetings were held in all career fields which provided an avenue for agreement review and the creation of new agreements. Increased funding for subs and travel was needed due to the number of teachers participating. College partnership specialists from both colleges attended and highlighted programs at HWC leadership team monthly meetings. For example, HTC business and Information Technology faculty presented their new programs. The colleges worked with districts on an individual basis to improve dual credit opportunities.*
 - **Early College Opportunities (HWC Collaborative Initiative):** *HWC districts provided Concurrent Enrollment with our partnering colleges. NHCC established new partnerships with St. Louis Park to offer courses in the Business POS for the upcoming academic year. HTC identified a Business program faculty to showcase their new awards through articulated college credit meetings and strengthen secondary partnerships & pathways into the college.*
 - **Fall 2023 Pathways Day (NHCC):** *Each September, NHCC hosts Pathways Day, attracting over 760 students - 100 of which were high school students - to explore career pathways and academic programs, including CTE programs, work-based learning opportunities, and industry partnerships.*
 - Advances in recruitment, retention, and training of teachers and other education professionals
 - **HWC Collaborative Initiatives:**
 - **Educator Externship Program:** *Planned funding supported this externship for 55 instructors in conjunction with the Minneapolis Chamber and continues to be a successful initiative. HTC employee participation in Educator Externships across five CTE pathways. To foster new participation, HTC's Perkins lead was granted access to a college-wide listserv, streamlining communication. Participation increased by nine in FY25.*
 - **Professional Development Memberships:** *Memberships were secured in professional organizations such as MnACTE, ACTE, MACTA, NACE, and NACEP. HWC supports and encourages the growth of CTE leadership through these organizations and learning opportunities.*
 - **Conferences & Workshops:** *National Policy Seminar, Manufacturing conferences, PLC & ACC meetings, and local internal and external professional development are supported. Secondary teachers were provided an opportunity to earn additional CTE endorsements through Lakes Country Cooperative. New CTE teachers are provided support through the CTE TIP/MnACTE program. Concurrent enrollment teachers were provided professional development through our postsecondary partners.*

- **Fall 2023 "Why Teach" Event (NHCC):** NHCC hosted the "Why Teach" event to support the Education POS, engaging 110 students and educators in discussions on critical issues in education and CTE.
- Changes to your consortium structure or processes
 - **Leadership Transitions:** Eden Prairie HS has a new representative on our leadership team. Training was provided. North Hennepin Community College had a change in leadership. Training was provided. Additional fiscal training guidance was provided due to turn-over in accountants at the district level.
 - **Retreat:** The Leadership Team retreat held in September correlates with the beginning of the school year. The focus in FY24 was to jump-start new initiatives for the year and train new CTE Perkins leaders.
 - **Improved Communication and Input Processes:** HWC worked to build leadership capacity by encouraging K12 representatives to intentionally work on the FY25-27 CLNA in small groups. Representatives were also more actively involved by leveraging the tiered system for identifying funding initiatives that meet our most important strategic goals for size, scope, and quality.
- For **Reserve** funding, what projects were completed or accomplishments achieved during the reporting year? If Reserve funding was not used as planned in the application, explain what changes were made. What drove the change?
 - **CTE teacher/faculty recruitment, retention (Secondary):** Funds were utilized to hire Lakes Country Cooperative to train instructors in CTE competencies and the development of portfolios. This provided secondary the ability to expand programming. This short-term funding support is to increase the number of CTE educators in construction, WBL, and Health Sciences. Districts also utilized Out of Field Permissions to fill positions.
 - **Development of New Programs of Study (Secondary):**
 - Communications Technology (Media Relations) POS were developed & strengthened. HWC postsecondary institutions have pathways in communications technology, giving secondary partners an opportunity to collaborate, align, and develop this POS pathway. Curriculum was developed, and equipment was purchased. The consortium supported professional development in this POS.
 - Transportation, Distribution, and Logistics (Trade & Industry - Aviation Careers) An Aviation POS was developed, in response to labor market analysis indicating employer shortages in aviation careers. HWC postsecondary institutions do not currently have pathways within Aviation Careers. Eden Prairie & Minnetonka consortium partners will be aligning with MSU, Mankato to develop, create, & align this POS pathway.
 - Reallocation of Funds allowed secondary to develop two additional POS. Brooklyn Center developed its Construction cluster and St. Louis Park developed its Health Sciences cluster to include Exercise Science.
 - **CTE Professional Development (NHCC & HTC):** Funds were planned and used for CTE-specific professional development opportunities, including the NACEP Accreditation Conference, ACTE National Policy Seminar, MACTA Fellowship, NACTEi Conference, and Practical Nursing CLA Simulation training. These efforts successfully advanced CTE knowledge and innovation as intended.
 - **Why Teach Event (NHCC):** In October 2023, 110 students and educators participated in the "Why Teach" event, offering NHCC education students a professional network for discussing critical issues in education and CTE.
 - **General Management Program (Tier 1 POS) Funding (HTC):** Funds were allocated to support curriculum design, advisory committee formation, and strengthen connections with secondary programming. Funds were also intended for professional development (PD) for new business faculty to enhance CTE education and pedagogy as part of Phase 2 of 3. All the funds were used for faculty RCEs, leading to the creation of 3 new business awards, 2 new K12 partnerships for ACC and concurrent enrollment, and a significant increase in business program enrollment. Credits taken increased by over 900 for the Fall 2025 term, with

further growth expected in Spring. The outcomes exceeded expectations, resulting in stronger program development and higher enrollment.

- **Work-based learning:** What activities did the consortium complete during the reporting year to expand access to work experiences in excess of 40 hours to secondary students? What were the results?
 - *Funding was planned to support and advance HWC Work-Based Learning Youth Apprenticeship Programming, with additional funds allocated to build capacity at HTC for development of an Adult-Learning WBL initiative targeting graduates of HWC's Youth Apprenticeship program. The capacity-building effort proceeded as planned, enabling HTC to secure contracted grant writing services. As a result, HTC was awarded the DEED Pathways to Prosperity competitive grant for FY24-FY25 to create and implement a U.S. Department of Labor Registered Apprenticeship Program. Although the contract was executed at the end of FY24, the first apprentice is currently being supported, with a target of 15 apprentices by the end of FY25. Perkins funds supported the initial collaboration with Apprenticeship MN, positioning HTC to become the first college in Minnesota approved to be an RAP sponsor, pending final U.S. DOL approval. In FY24 the HWC wrote an additional grant for WBL through the YST grant/Department of Labor, HWC was awarded funds in FY25 and FY26.*
 - *HWC indicator 5S3: HWC's partnership with GPS was forged in FY22 and has improved HWC's WBL performance metric from 4% to 12% participation. Program Quality, WBL data continues to demonstrate more students participating in WBL activities. The consortium WBL team meets monthly with GPS Education to review district barriers and strategies for success and expansion. GPS facilitates these improvement strategies individually with our consortium districts. These strategies include WBL, mentoring, job shadowing, and career exploration field trips. HWC was invited to present the success of its WBL program at the 2024 Work Based Learning Conference in Milwaukee, WI (May 2024).*

HWC is seeing increased engagement in our work-based learning program:

- *FY22: 8 students completed from 4 of 10 districts*
 - *FY23 8 students completed from 4 of 10 districts*
 - *FY24: 79 student completed from 8 of 10 districts*
- *At the end of FY24, efforts indicated 374 students were interested in FY25 WBL opportunities.*

Eight Career Clusters are being supported through this work:

- *Health Science Technology: Health Science (pilot)*
 - *Business, Management, & Administration: Business, Management, & Administration*
 - *Engineering, Manufacturing, & Technology: Manufacturing and STEM*
 - *Arts, Communications & Information Technology: Information Technology*
 - *Human Services: Human Services: Early Childhood Development and Services*
 - *Business, Management, & Administration: Hospitality & Tourism*
 - *Engineering, Manufacturing, & Technology: Architecture & Construction*
 - *Engineering, Manufacturing, & Technology: Transportation, Distribution, and Logistics: Facility & Mobile Maintenance*
- *Refer to question 1 for specifics in each pathway.*

- What initiatives or projects are you especially proud of within the reporting year? What do you consider most successful? Why?
 - **Partnership with GPS Education Partners:** *HWC is most proud of our partnership with GPS Education Partners, which has collaboratively increased HWC's Work Based Learning opportunities for students. This has been witnessed through the following actions:*
 - **WBL Growth:** *initiative growth year over year, with FY25 showing interest from 374 youth*
 - **HTC Works!** *which is working with Apprenticeship MN to be recognized as the first college sponsor of a US DOL Registered Apprenticeship Program*
 - **Outside Funding Support:** *GPS helped HTC secure the DEED Pathways to Prosperity competitive grant. HWC Secondary were assisted by GPS to secure the DEED Youth Skills Training competitive*

grant. Both grants support WBL efforts that are considered unallowable expenses under Federal and State Perkins guidelines

- **Partnership with Minneapolis Regional Chamber:** *HWC offers an annual Educator Externship to CTE educators, including academic educators to learn all aspects of industry in support of growing MN's future CTE workforce. Year over Year this effort keeps expanding, 80+ educators applied to attend in FY24, across 5 career tracks. This effort requires attendees to provide evidence, case study, course action plan and/or a project showcasing how they intend to use the knowledge that was gained over the week-long program.*
- **Xperience Project (NHCC):** *The Perkins-funded Xperience Project is a successful employer engagement initiative that hosts a spring interview fair for summer internships in graphic design, web design, business (accounting, marketing, computer information systems), computer science, and communications. An industry mentor/recruiter was hired to meet with employers and vet opportunities, while Handshake was used to manage the event. This project continues to be a strong work-based learning solution for a variety of NHCC programs of study (POS).*
- What challenges did you encounter when implementing your local plan during the reporting year? How did you respond to them?
 - **Staff Transitions and Training:** *Organizational changes at secondary and postsecondary affected the ability to work efficiently and effectively. Secondary saw changes at the district level that required HWC to pivot to their needs & provide training. HWC responded with training at the local leadership level as well as MN State and MDE training. Postsecondary saw NHCC go through a whole-sale change that resulted in almost every entity knowledgeable about Perkins V Act exit. HWC attempted to respond by asking for assistance from HTC employees, and encouraged college administrative leadership to engage in the National Policy Seminar. We encouraged all new members to become MACTA Fellows, which resulted in the largest delegation to date from MN, many from HWC.*
 - **Barriers to Secondary Participation:** *Secondary districts limited approvals for engagement at HWC related events. ACC meetings & CTE related field trips were less attended due to the lack of substitute teachers and transportation price increase concerns. To help rectify, both postsecondary institutions reserved funds to support transportation costs. Unfortunately, this effort was not leveraged enough by secondary.*
 - *The remaining funds were repurposed to support transportation for CTE Career Exploration for TRIO Upward Bound summer participants at Osseo Senior High and Robbinsdale Cooper High School. One future solution for FY25 will be for colleges to come to high school campuses instead of vice versa.*
 - **Challenges with MinnState Workday Guidelines:** *MinnState's Workday cutoff dates created issues for fiscal year closeout, unused fund determinations, and purchase order deadlines. These timelines appeared to lack coordination with the State Perkins Director, impacting Federal Government funding plans.*
 - **Addressing Unions' Wage Increases:** *Unions' wage rate increases of 4.5% (staff) and 11% (faculty) created budget challenges. Postsecondary partners resolved this by reallocating unused funds from other initiatives that either came in under budget didn't materialize, or didn't meet funding guidelines.*
- How can State staff (Minnesota State, MDE) best help you meet the goals of your plan for 2024-2025?
 - **Timely Communication & Resource Sharing:** *Delays in leadership transitions within consortiums hinder annual task completion. Ensuring resources and information are shared well in advance or by scheduled deadlines will streamline workflow.*
 - *Additionally, when timeline adjustments are necessary, MDE and MinnState ought to consider providing communication directly to college presidents and superintendents, not just Perkins Leaders. This ensures higher-level buy-in and clarity about the status of funds.*

- **Align Secondary and Postsecondary Guidelines:** Decision-making processes, requirements, and expectations between MinnState and MDE should be consistent unless legislation mandates require otherwise. Misalignment causes confusion and inefficiency.
 - **Consistency in Forms, Tools, and Timelines:** Once forms, tools, and deadlines are set at the start of the fiscal year (FY), avoid mid-year changes. If changes are necessary, an allowable adjustment period should be established to avoid confusion. For instance, delays in finalizing the CLNA tool in Spring 2024 frustrated secondary partners and consortium leaders, who faced shifting deadlines and minimal communication from governing bodies.
 - **Clarify Roles of Perkins Leaders:** Training and clear communication for college presidents, district superintendents, and principals on the roles of Perkins Leaders are essential. Often, those leading Perkins efforts lack the authority to direct funds or influence CTE decision-making. A state-level research project could identify best practices across all 23 consortia for advancing CTE effectively.
 - **Professional Development on SLDP & Metric Updates:** Provide professional development on understanding and addressing updated SLDP requirements, especially concerning the federal 4-year plan. As metrics are based on FY22 and FY23 data (post-pandemic recovery), there is concern that replicating those successes in FY26 and beyond will be challenging.
- **If your consortium completed monitoring** by State staff during the past year (July 2023-June 2024), please include any information requested in the monitoring report with this APR.
NA
 - **If you were required to submit an improvement plan** for any performance indicator in your application for funding that you submitted May 1, 2024, please provide a description of the progress you have made in implementing your action plan for that indicator.
NA
 - **(Optional)** As part of the APR submission, you may request an adjustment to your consortium's State Determined Performance Levels (SDPLs, or targets) for one or more core performance indicators (1S1, 2S1, 2S2, 2S3, 3S1, 4S1, 5S3, 1P1, 2P1, 3P1) for **grant/reporting year 5** (2024-2025). *Please note: if you were in an Improvement Plan status for a performance indicator in grant/reporting year 3 (2022-2023), you may only request an adjustment to the SDPL for that indicator if you have completed implementation of your improvement plan activities.*

If you are requesting an adjustment, clearly identify the core performance indicator(s) for which you are requesting the adjustment and provide detailed rationale/justification for the proposed change. Examples of rationale/justification may include unexpected changes that impact your concentrator population or their performance, including changes to academic program offerings, changes to enrollment, admission policy changes, or unexpected economic or employment changes in your region.

No Changes Requested