



Status Report

01600-FY17 Hennepin West Consortium Perkins Application

Perkins IV Consortium

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Organization Information

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Goal 1: Designing & Implementing Programs of Study: Goals, Objectives and Strategies

Goal 1 Narrative:

HWC's Rigorous Program of Study (RPOS) in Accounting and additional six approved Programs of Study (POS) will be sustained and enhanced through the efforts of HWC college faculty, high school teachers, advisory committee members, Perkins Directors, counselors and advisors. The Accounting RPOS is based on broad student participation across secondary and postsecondary career and academic programming. All involved HWC members will use a state approved TSA, however the colleges intend to differentiate the version of the NOCTI test based on alignment with individual college curricula. HWC will continue to monitor new legislation and the reauthorization of Perkins as it impacts POS.

In addition to the CTE dual credit efforts listed within the body of the grant, concurrent enrollment general education courses will be offered with Buffalo High School beginning in fall FY17.

Selected consortium members will participate on a joint advisory committee to work towards NACEP accreditation for concurrent enrollment as mandated by state legislation. Additionally, the colleges will offer professional development opportunities around concurrent enrollment. For example, in FY17 NHCC will offer an orientation to high school teachers and college faculty on concurrent enrollment policies and procedures coupled with discipline specific curriculum workshops.

HWC will continue to support adding local and regional articulation agreements. This will include inviting new consortia partners to www.CTEcreditMN.com, thus advancing our goal of facilitating statewide student mobility and advanced placement opportunities with an emphasis on the validity of the twenty Business, Management and Administration (2nd year) pathway agreements. Seventeen Health pathway agreements will be validated (1st year).

College advisors and high school counselors will educate students about the academic and career opportunities that exist for CTE programs of study, as well as work with adult learners to inform them of ABE options as necessary and adult career and technical pathways available to them.

QUESTION: What activities were conducted during the grant year that supported Programs of Study (POS)?

An ongoing needs assessment of secondary and postsecondary strengths and weaknesses in programming are conducted during our regular meeting schedule and retreat. Areas needing improvement are addressed in the FY18 plan. HWC invests in articulation and concurrent enrollment as the primary vehicles for dual enrollment. Regarding concurrent enrollment, HWC uses collaborative monies to assist high schools that cannot afford to pay for this independently. HWC Secondary disperses a majority of their funds in Goal 1.

The consortium also contributes a portion of the regional articulation coordinator and the www.CTEcreditMN.com website administrator along with programming and hosting of the articulation website. HWC supported the addition of local and regional articulation agreements. This included inviting new consortia partners to www.CTEcreditMN.com which advanced our goal of facilitating statewide student mobility and advanced placement opportunities. The articulation meetings are organized around career pathways, which also served as excellent professional development and networking.

Concurrent Enrollment Options:

In FY17, NHCC enrolled 919 students in CE courses compared to 569 students in FY16, which was a 62% increase in the number of enrolled students in concurrent enrollment courses. Additionally during FY17, all students enrolled in CE courses received a 95% grade average or higher.

NHCC offered the following concurrent enrollment courses with Buffalo HS: BUS 1440 – Personal Finance, MATH 1140 – Finite Math, MATH 1130 – Statistics, HIST 1200 – History of US through 1877, COMM 1010 – Fundamentals of Public Speaking, FYE 1020 – First Year Experience, TFT 1210 – Introduction to Theatre, SOC 1110 – Introduction to Sociology, ACCT 2111 – Financial Accounting, ART 1100 – Creative Suite, BUS 1200 – Principles of Management, CMSV 1200 – Construction Graphics, COS 1101 – Business Computer Systems I. Additionally, BUS1200 Principles of Management was expanded with Wayzata.

In FY17, NHCC's baseline data for the number of student applications that were processed through NHCC's electronic student application system for concurrent enrollment was 919 applications or 100% of all students taking CE courses. Ultimately, this system ensures student applications are processed accurately, college credit is properly transcribed, and data for reporting is correct.

In FY17, HTC offered 49 sections of concurrent enrollment. High schools involved include Wayzata HS, Burnsville HS, Forest Lake Area HS, Buffalo HS, Roseville HS, and the Prior Lake/Lakeville MNCAPS program. Courses included Computer Programming, Business, Accounting, Video Production, Graphic Design, Auto Mechanics, Marine/Motorsports Technology, Child Development, Engineering CAD, Landscape/Horticulture, Woodworking, and Carpentry.

HWC participating high schools went from offering concurrent enrollment in 15 sections (FY15), 36 sections (FY16), to 42 sections (FY17). Of those 42 sections, 39 CE sections were with Wayzata High School. Wayzata High School brokered with ARCC for 2 sections of computer networking and A+ certifications. A choice was made to continue the relationship in this area with ARCC because of the past history in CISCO. In addition, Wayzata brokered with Normandale Community College to offer 4 sections of CE in the education pathway. Hopkins' Personal Finance class is required for graduation and they offer a concurrent enrollment option with NHCC. Brooklyn Center also offered Personal Finance CE with NHCC.

Bloomington Career and College Academy has expanded their programming, and in FY17 they offered courses at their high school taught by HTC faculty in Computer Careers, Emergency Medical Services, Nursing Assistant, Medical Office, and Auto Mechanics. The Auto Mechanics career track courses are held at HTC's Eden Prairie campus. In FY18, HTC plans to also add a cohort of classes for Health Unit Coordinator. In addition, HTC worked to further develop the plan to align with NACEP standards in order to prepare for the NACEP accreditation application in FY19. In FY17, HTC identified whether or not each high school instructor met the MN State credentialing requirements for their discipline. In FY18, HTC will work to assist those HS teachers with credentialing gaps to develop professional development plans aimed at meeting the MN State credentialing requirements.

Articulation Agreements with 4-Yr Institutions:

Currently, NHCC has 68 active 2-yr to 4-yr agreements and HTC has 91. Both colleges have many archived agreements as well. Some of the archived agreements are being considered for reinstatement, but many will be rendered obsolete due to the development of MN State Transfer Pathways which will provide state level transfer agreements for AS and AA degrees into 4-yr institutions.

In FY17, NHCC added the following articulation agreements in a variety of career pathways with other four year college partners. The new articulation agreements include: Biology with Bemidji State, Exercise Science with SMSU, Economics, Psychology and Human Services with Metro State, and Special Education with St. Cloud State University. Additionally, NHCC also has partnerships with Metro State for Business Administration and Nursing, as well as Nursing with Bethel University. NHCC offers Construction Management, Operations Management and Project Management with Moorhead State, and Medical Lab Science with St. Cloud State University.

At HTC, this work is driven by the Strategic Enrollment Management plan with oversight by an Academic Coordinator who developed an extensive tracking process on the status of agreements. Eight new agreements were initiated in FY17, 57 existing agreements were renewed in FY17, and 22 agreements are still in process for FY18.

In FY17, both colleges continued to utilize the revised Statewide Nursing Program Transfer Agreement for nursing students. According to NHCC campus data, the results from FY17 reflected an 87% pass rate compared to the NCLEX-RN data from FY16, which had an 82.20% pass rate or a 5% overall increase.

Examining internal calendar year data, HTC's NCLEX results are trending upward from 66.00% for 2015, 73.58% for 2016, and 78% year-to-date for 2017. The nursing department feels the increase is the result of changing the program to two semesters and allowing students to take each course only once. One notable change is the implementation of HESI exams throughout the program, starting with an entrance exam and ending with a live review for NCLEX included in the final course of the program.

Articulation is a focus in our consortium. Articulation is another option for developing pathways to postsecondary. A concerted effort was made to articulate courses that can lead students directly into a pathway without duplication of courses.

- New in FY17, South Metro consortium joined the College High School Partnership.
- 15 articulation meetings were held to serve high school and college programs in the four consortia: Hennepin West, South Metro, Southwest Metro and Oak Land.
- Colleges participating in scheduled meetings in the various career clusters were Anoka Technical College, Anoka-Ramsey Community College, Alexandria Technical & Community College, Century College, Dunwoody College of Technology, Hennepin Technical College, Normandale College, & Ridgewater College.
- Overall there was good attendance at each Articulated College Credit meeting from both teachers & faculty averaging about 20 - 30 educators attending the meetings.
- Discussion began on identifying technical skill assessments for each program or course in each career pathway. Further discussion will continue on this initiative in FY18.
- Individual website training was also held throughout the year for new teachers. Questions/concerns from teachers or faculty were addressed on a regular basis.

Total Articulated College Credit (ACC) Agreements in FY17 – 109 Articulated College Agreements with 205 different college programs in Minnesota.

Total ACC Agreements in 16 Career Clusters:

- Agriculture, Food, & Natural Resources - 2
- Architecture & Construction - 14
- Arts, Audio-Video Technology, & Communications - 10
- Business, Management, & Administration - 10
- Education & Training - 1
- Finance - 2
- Government & Public Administration – 0
- Health Science - 10
- Hospitality & Tourism - 7
- Human Services - 3
- Law, Public Safety, Corrections, & Security - 5
- Information Technology - 10
- Manufacturing - 8
- Marketing - 9
- Science, Technology, Engineering, & Mathematics – 14
- Transportation, Distribution, & Logistics - 9

College Credit Awards

HWC includes all the consortia schools and colleges, as well as brokered colleges with consortia high schools, and brokered high schools with consortia colleges.

- **1,124** enrolled in ACC courses on the website
- **491** students were successful in earning ACC
- **105** students were unsuccessful in earning ACC
- **528** students are in pending status which means one of the following:
 1. The instructor did not approve the student or record their status as unsuccessful.
 2. Student is in 9th grade & not able to earn the credit per the agreement.
 3. Student must take two high school courses in order to receive ACC. In this case the student may have only take one of the two-course sequence.

TOTAL in FY17 (2016-17)	993	435	43	504
Total in FY16 (2015-16)	1124	491	105	528
Difference	-131	-56	-62	-2

CTECreditMN Website Meetings & Activities:

- A meeting of CTECreditMn Website consortia partners was held in November, 2016 following the Perkins Consortia Leaders Workshop. Postsecondary and secondary representatives from each partnering consortium were present. Updates were given by leadership.
- A Website Student Data Privacy policy was developed by a committee of consortia leadership in late winter/early spring. Consortia leadership reviewed & approved the policy for implementation in FY17. All teachers, faculty, & administrators were informed of the policy and required to approve the policy as written.

Secondary supports many initiatives to improve our negotiated targets. In addition, the initiatives increase the awareness of POS to improve high school graduation rates, enrollment in postsecondary programs and career readiness. HWC secondary completed program approvals in FY17. As a result of this process, each district identified which pathways needed improvement and if there were adequate experiential learning opportunities available. In cases where improvements needed to be made, each district worked on solutions to meet the needs of their local community. For example, there is a need for data security workers, which currently is not addressed in high school curriculum. As a result, Wayzata school district will introduce a pilot cyber security program with Century College in FY18. Work based learning and internships were also reviewed through the program approval process in FY17.

Initiatives (Examples):

- All high schools participate in career exploration field trips and career fairs. Highlights include: Four member district FACS students toured HTC and worked with the college instructors. Wayzata industrial technology students toured Hennepin Technical College, Dunwoody and Saint Paul College to demonstrate to students careers available to them and the needs of industry. These field trips were to improve student awareness of careers in construction and manufacturing. HWC continued to partner with Minnesota Precision Manufacturing Association (MPMA) and WorkForce Centers to emphasize manufacturing pathways at the secondary level. MPMA's presence on high school advisory committees and support in the classroom has been crucial. In addition, seven member districts participated in manufacturing week. There continues to be an increased demand for careers in the law enforcement pathway. For the second year HWC collaborated on Criminal Justice Career day, which was well received by all districts. St. Louis Park designed a career fair for all students at SLP high school.
 - 8 out of 10 districts are using MCIS or Naviance to work with career guidance and individual learning plans.
 - PLTW is one of the curricula used in the engineering pathway. PLTW was supported in 5 districts through expanded course offerings, improved equipment, instructional training, instructor salaries, and specialized instructional supplies. Two additional districts teach engineering utilizing a similar curriculum.
 - Minnetonka and Wayzata High Schools expanded their CAPS programs.
 - Minnetonka and Wayzata instructors/administrators went to training provided by CAPS (Center for Advanced Professional Studies).
 - CTE Small Learning Communities/PLC continue to be used and include academic partners. Emphasis is on research & data which improves course and curriculum offerings. The data has driven common course assessments and alignment of standards.
 - CTE/Perkins directors and instructors were supported in professional development as appropriate for the pathway.
 - Career and Technical Student Organizations were encouraged and funded by local school districts as well as Perkins funds to support pathway growth and stability.
- All initiatives were to support/improve the negotiated targets for 1S1, 2S1, 3S1, 4S1, 5S1, 6S1, and 6S2.

QUESTION: Describe the impact of the POS in terms of participation, concentrators, student outcomes, etc.

During FY17, HWC continued to enhance and align CTE curriculum and programming through maintaining the Rigorous Program of Study (RPOS) in Accounting and existing approved Programs of Study (POS). The Accounting RPOS was originally based on broad student participation across secondary and postsecondary programming. The HWC Monitoring Visit in the spring of 2016 led the discussion and analysis of data in 2017 for an additional RPOS. Collaboratively, the Programming and Software Development pathway was chosen as the new RPOS in FY18 based on programs offered at the postsecondary and programming & software development courses offered in the secondary districts (8 out of 10 districts). There will be a large number of participants at the secondary level for this pathway. In addition, there is a CE course with HTC in programming already established.

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Additionally, NHCC offered the following concurrent enrollment courses with Buffalo HS: BUS 1440 – Personal Finance, MATH 1140 – Finite Math, MATH 1130 – Statistics, HIST 1200 – History of US through 1877, COMM 1010 – Fundamentals of Public Speaking, FYE 1020 – First Year Experience, TFT 1210 – Introduction to Theatre, SOC 1110 – Introduction to Sociology, ACCT 2111 – Financial Accounting, ART 1100 – Creative Suite, BUS 1200 – Principles of Management, CMSV 1200 – Construction Graphics, COS 1101 – Business Computer Systems I. Additionally, BUS1200 Principles of Management was expanded with Wayzata.

In FY17, NHCC's baseline data for the number of student applications that were processed through NHCC's electronic student application system for concurrent enrollment was 919 applications or 100% of all students taking CE courses. Ultimately, this system ensures student applications are processed accurately, college credit is properly transcribed and data for reporting is correct.

PSEO Impact:

NHCC continues to invest in PSEO options for qualified high school students, which can be evidenced in the contract PSEO option the college recently began to offer to internal and external high school partners. In FY17, NHCC enrolled 1700 PSEO students compared to 1357 students in FY16, which represents a 25% increase in PSEO enrollment.

For HTC data, see addendum on numbers of students redeeming credits via articulations, as well as numbers of PSEO and concurrent enrollment participants.

1P1 Technical Skills Assessment

As nursing faculty and students continue to develop strategies to improve teaching and learning of the recently revamped curriculum at both colleges, we believe 1P1 Technical Skill Attainment will improve by the next reporting year primarily due to improvement in NCLEX test results. NCLEX testers accounted for 42.7%, or 218 out of 511 TSA results, for the most recent available reporting year of FY16. It is worth noting that 1P1 is not cohort data, but is pulled and reported annually on testers from one fiscal year only.

As per the state, HTC's results declined to 66.00% for FY16 reporting, whereas in September 2016, the nursing department stated, "With the new curriculum HTC has seen its NCLEX pass rates rise from last year's low of 64% (under the previous curriculum) to 87.9% for the first cohort of graduates (confirmed first time pass rate).

During FY16, the state documented NHCC's NCLEX pass rates at 82.20%; however, the most recent college Minnesota Board of Nursing data shows that during the second quarter NHCC's pass rate increased to 90% and slightly decreased to 87% for the overall year to date pass rate. Moreover, there may also be other discrepancies in how the data is viewed, such as the nursing departments looking only at first time pass rates versus the state's system for pulling this data annually.

Other factors affecting 1P1 include the next largest pools of testers from the FY16 reporting year which included the Peace Officers License Exam pool of 162 testers, the NOCTI Financial and Managerial Accounting pool of 56 testers, and the EMS Regulatory Board pool of 39 testers. The most recent data on the Peace Officers pool is at 86.36% passing, however this report actually includes aggregated results from six metro colleges, thus is difficult to gauge or affect. The other two pools are currently at 48.21% and 76.92% respectively. According to internal NHCC college NOCTI data results, the accounting assessment has seen an increase in pass rate since adopting the newly designed technical skill assessment two years ago. Thus, the strategy that has had the most effect on these tests results has been to offer a better aligned TSA. At HTC, delays in instituting a zero credit course in which to deliver the Nocti Accounting Basic test resulted in no students testing in FY17, and thus no new data will be reported on this in January. Testing will resume for HTC accounting students in FY18.

In FY17, Accounting faculty at NHCC continued to embed the NOCTI exam into their curriculum and grading matrices. Faculty are utilizing the results by modifying curriculum so that students are better prepared for the work world based on advisory board members input and TSA alignment. Fortunately, the changes to the assessment have continued to result in significant increases in the number of student that pass the exam. Please see the chart below for fall and spring results for FY17. Please note, these are results that were directly obtained from the faculty that administered the assessments at NHCC.

Semester	Fall 14	Spr 15	Fall 15	Spr 16	Fall 16	Spr 17
Total Number of Students who took exam	26	27	28	31	22	20

Number of students scoring above cut score	25	25	28	28	21	19
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In FY2017, the Graphic Design Program faculty chose to change the technical skills assessment tool in the hope that industry-recognizable certification could benefit students who successfully completed the test. There is no accepted national standard of certification for graphic design, however Adobe, the company that makes the industry-standard digital tools of graphic design, has a suite of tests for their most popular software applications. The choice was made to switch to an Adobe test from our previous Skills USA test so that students might benefit from having certification from Adobe, one of the most recognizable names in the graphic design industry, that could benefit their resumes and give them a talking point in future job interviews. By contrast, Skills USA is virtually unknown in the graphic design industry according to NHCC faculty. Unfortunately, NHCC students did poorly on the first successful implementation of an Adobe skills test because faculty were not allowed to see sample test material in advance to better prepare students for the assessment. For instance, spring semester, 13 students took the Adobe assessment and of those students that took the assessment three students passed. However, NHCC's interest in using Adobe assessments in the future remains. Moreover, faculty are considering making curriculum adjustments that could positively impact passing test scores and this will be accomplished by discussing awareness of test content areas with Adobe representatives. We still believe that Adobe's position in the industry and name recognition attached to test-passing certification could benefit our students after they move on from our program. However, it may take another year or two to consider how to best engage these testing products and how that process may fit into our curriculum.

Secondary TSA summary

The utilization of TSA's provides continuous improvement in curriculum and delivery. The secondary districts expanded the documentation of TSA results and by having more districts participate in TSA whether or not it is required by the state or not. There were 3 high schools participating in TSA in FY16 and 6 high schools participating in FY17. In FY16, there were 1054 TSA administered with a 44% proficiency rate compared to 1252 exams administered in FY17 with an 87% proficiency rate. The goal for FY18 is to have all districts participating in TSA.

District/High School	TSA Course	Career Field	FY17 Pass Rate
Eden Prairie HS	PLTW Introduction to Engineering	Engineering, Manufacturing & Technology	76%
Eden Prairie HS	PLTW Principles of Engineering	Engineering, Manufacturing & Technology	82%
Osseo Area Schools	Nursing Assistant	Health Science Technology	96%
Osseo Area Schools	First Responder/EMT I	Health Science Technology	98%
Osseo Area Schools	First Responder/EMT II	Health Science Technology	94%
Osseo Area Schools	CPR	Health Science Technology	97%
Osseo Area Schools	Culinary I	Business, Management & Administration – Hospitality & Tourism	87%
Osseo Area Schools	Culinary II	Business, Management & Administration – Hospitality & Tourism	50%
Osseo Area Schools	Food & Nutrition 2 and Food Science 2	Business, Management & Administration – Hospitality & Tourism	80%
Osseo Area Schools	Skills for Electronic Office	Business, Management & Administration	87%
Osseo Area Schools	Vehicle Auto Service	Engineering, Manufacturing & Technology	100%
Osseo Area Schools	PLTW Principles of Engineering	Engineering, Manufacturing & Technology	97%
St. Louis Park HS	A+ Certification	Arts, Communications & Information Systems	90%
Robbinsdale Schools	PLTW Aerospace Engineering	Engineering, Manufacturing & Technology	38%
Robbinsdale Schools	PLTW Introduction to Engineering Design	Engineering, Manufacturing & Technology	32%
Wayzata HS	Marketing	Business, Management & Administration	67%

Wayzata HS	Child Psychology II	Human Services	97%
Wayzata HS	Networking	Arts, Communications & Information Systems	100%
Wayzata HS	College Accounting	Business, Management & Administration	88%
Wayzata HS	Graphics & Printing	Arts, Communications & Information Systems	68%
Wayzata HS	Multimedia & Video Technology	Arts, Communications & Information Systems	63%
Wayzata HS	PLTW Computer Science	Engineering, Manufacturing & Technology	89%
Wayzata HS	PLTW Principles of Engineering	Engineering, Manufacturing & Technology	98%
Intermediate District 287	Nursing Assistant	Health Science Technology	100%

At the secondary level there are 14,127 concentrators in a pathway (unduplicated) and 20,381 in multiple pathways.

The high schools will continually analyze data to meet Perkins negotiated targets and will advance the utilization of articulation and concurrent enrollment options through collaborative financial support and professional development.

QUESTION: What activity (or POS) was the most successful, something that you would repeat or share with others and why?

During FY17, HWC continued to invite college deans, faculty, staff, and other stakeholders to present on new trends in their respective areas. Highlights from FY17 included presentations on concurrent enrollment efforts, nontraditional student support, new programs at the colleges, and recommendations for areas to consider for our new RPOS. The consortium monthly meetings are focused around the Perkins goals. For example, when Goal 1 is addressed, college deans and faculty as well as industry representatives are involved. This provides a direction to enhance, improve and develop HWC POS.

As HWC pathways grow, secondary student organizations are a driving force to initiate and develop student interest in career pathways. Emphasis on career academies continues to grow with the Minnetonka Vantage program, St. Louis Park Career Academies, and the Wayzata Compass program.

NHCC hosted the second annual Community and Justice Meet, which was a day-long law enforcement, criminal justice and paralegal expo held on the NHCC campus for high school students to explore careers in criminal justice. For the FY17 event, we expanded our community collaboration partners to include Brooklyn Park Police Department, Hennepin County Sheriff's Office, Metro Transit and the FBI. Additionally, NHCC incorporated cross campus collaborations, which included Sociology, Paralegal, Global Studies, Admissions and IT. Also, the event was attended by consortium area high school students in the morning session, and external high schools, community organizations and members during the afternoon session. For the past two years, HWC high schools have consistently brought over 200 students to this event. This year, however, we had an additional 140 participants attend the afternoon session. The attendees completed admissions recruitment cards to obtain more information on CTE programs offered at NHCC, which included criminal justice, policing and paralegal. Additionally, NHCC had 40 enrolled community college students attend, as well as 25 students from Concordia University for networking and information sharing with the participating agencies.

Additionally, NHCC was invited to present at a collaborative recruitment and outreach policing conference, which was hosted by Hennepin County's Sheriff's Office. This conference provided a platform for NHCC faculty to present information about the Law Enforcement, Paralegal and Criminal Justice pathway options for women and women of color.

Joint Advisory Committees

Some of HTC's postsecondary advisory committees have historically included secondary members and vice versa. These arrangements often develop because of long standing relationships between college faculty and high school teachers in the same disciplines. Automotive areas tend to maintain these relationships even when faculty and teachers change and they are reestablished with the next generation. Examples are Medium Heavy Truck which has a two-way advisory relationship with Dist 916, Auto Technology for which HTC faculty have attended Osseo's advisory meetings, Ford Asset faculty who are reestablishing the advisory relationship with Osseo, and Auto Body where HTC faculty attends Roosevelt's advisory meetings and Dist 287 attends HTC's advisory meetings and even uses it as its own. Newer relationships have developed with Buffalo High School as a result of concurrent enrollment efforts—their Auto Mechanics and Child Development instructors have both attended the respective HTC advisory meetings.

RFP Proposals

NHCC'S leadership team continues to allocate Perkins funding for RFP's for all CTE program areas in order to encourage innovation and quality programming. During FY17, NHCC purchased a Virtual Reality (VR) hardware computer and virtual reality headset to be used for an innovative pilot project for Graphic Design faculty. As VR technology begins to break into mainstream technologies and entertainment in the future, NHCC wants to discover and evaluate how this technology can be embedded into curriculum in order to stay current with the pace of media evolution for the graphic design marketplace. Any curricular potential realized during the pilot project in FY18 would be implemented into curriculum in FY19 as appropriate.

Several commendable RFP/Permissible uses of funds were approved at HTC in FY17. Notably, these included updated wireless projection technology for classrooms prioritized according to HWC's POS areas, training for math faculty on creation of a shorter, group work based math pathway, mobile carts of laptops for various programs and services, equipment and technology upgrades for various CTE programs, updated computers for the tutoring centers, Camtasia captioning software for accessible online content, textbooks and anatomy models for checkout from the libraries, Maxient software upgrade for reporting on student behavior interventions, and Interview Stream software, which is a web-based job interviewing practice environment. Student Life and Career Development staff were trained to use Interview Stream and information was then incorporated into department marketing materials and promoted at all fall campus events.

Goal 1 Objectives

Goal 1 Objectives 1

Use of Funds

R1 Academic Integration , R2 Programs of Study, R5 Professional Development , R6 Assessment , R11 Articulation, P1 Advisory Committees, Post-secondary Admin Cost

Strategies

Align Curriculum: a) HWC will continue to improve POS through alignment, expansion, and creation of curriculum from secondary to post secondary. Methods will include concurrent enrollment courses, articulations, blended on-line courses, common curriculum goals, common assessments such as Technical Skills Assessments (TSA) and core academic integration. Workforce statistics and advisory committees will be utilized to guide POS development. b) A goal of articulation is to move toward common assessments between the 18 consortia (regional & state ACC agreements) as the eventual standard for Articulated College Credit. As TSA is implemented, the consortium will renegotiate ACC with partnered colleges. c) Professional development, curriculum writing, acquisition of equipment, textbooks and supplies will be supported in order for districts to implement POS and TSA. d) Secondary program approvals will be updated and created incorporating POS, TSA, ACC, CE, and advisory committees. Training will be provided by MDE.

Outcomes

a,d) Students will be provided with industry-validated curriculum that reinforces academic standards. Expanded programming will provide a seamless transition to career and/or postsecondary. b, d) Learning outcomes and TSA's in 18 consortia will be compatible, ensuring that students are receiving continuity and validity in curriculum. c, d) Curriculum/equipment will be up to date and meet postsecondary and industry standards.

Measures

a, b, c, d) HWC will meet the negotiated targets for 1S1, 1S2, 2S1, 5S1.

Post-Secondary Required Activities	\$19,643.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$19,643.00
Secondary Required Activities	\$15,000.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$20,111.22
Secondary Admin Cost	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$35,111.22
Total	\$54,754.22

Reallocation Explanation

Goal 1 Objectives 2

Use of Funds

R1 Academic Integration , R2 Programs of Study, R6 Assessment , R7 Initiate/Improve/Modernize Technology , R8 Size/Scope/Quality, R10 Collaboration, R11 Articulation, P2 Counseling, P3 Work-Based Experiences, P5 Student Organizations , P8 Teacher Preparation

Strategies

Innovation and Expanded Programming: HWC secondary members will: a) Reinforce student run businesses and projects that offer real life experiences incorporating math and reading concepts. Projects will be expanded to include community service opportunities where they do not yet exist. b) HWC will continue to implement the development of audio/video, construction, culinary, engineering, entrepreneurship, food science, health, and manufacturing pathways. In FY17, Wayzata HS will expand FACS to include an education pathway by partnering with Normandale Community College. As pathways are fully developed, CE and ACC options will be incorporated. Minnetonka will continue expansion of the Vantage/hybrid course. Minnetonka will mentor Wayzata as they develop their own version of Vantage named Compass. Both high schools are using the CAPS network. Additional project possibilities include BizInnovator from Iowa State University. Wayzata and Minnetonka will continue to explore an innovative partnership in the AV pathway. Consortium high schools will continue to improve STEM pathways by utilizing the IT Exploration curriculum in partnership with AdvancedIT Minnesota and the Center of Excellence in Technology. St. Louis Park and Minnetonka High Schools will be expanding PLTW offerings to include the new AP Computer Science course. HWC will continue partnering with Minnesota Precision Manufacturing Association (MPMA) to emphasize manufacturing pathways at the secondary level. HWC will work with DEED to present a Manufacturing Tomorrow Event for students. In addition, the consortium will consider implementation of additional apprenticeship programs. c) HWC will evaluate FY16 STEM classes and activities for impact on student populations (i.e: Perkins definition of nontraditional students). d) Teachers will be offered workshops on retention of nontrad students and ESSA legislation in order to increase student CTE completion. e) HWC will create a plan to improve and provide new information to administration, parents and guidance counselors on CTE programs, POS and articulation.

Outcomes

a) Equipment and curriculum will be provided to improve CTE including academic skills in math and reading. Students will be provided experiential learning and community service activities to assist them with their Personal Learning Plans. b, c) Expanded programs, experiences and opportunities for students will provide entry level knowledge and skills to make career decisions based on data and research provided by DEED/Workforce Centers. d, e) Students along with parent and counselor guidance will choose careers and postsecondary education in areas students may have not have considered. CTE teachers understanding of ESSA will be expanded.

Measures

a,b,c,d,e) Negotiated targets for 1S1, 1S2, 5S1, 6S1 and 6S2 will be met.

Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$0.00
Secondary Required Activities	\$77,000.00
Secondary Permissible Activities	\$15,000.00
Secondary Reserve	\$0.00

Secondary Admin Cost	\$10,000.00
Secondary Reallocation Basic	\$13,173.00
Secondary Reallocation Reserve	\$1,258.81
Secondary Total	\$116,431.81
Total	\$116,431.81

Reallocation Explanation

The enrollment in the culinary area at the secondary is steadily increasing and many schools in our consortium need to improve their equipment and curriculum to meet industry standards. We are also looking at revising our POS in that pathway so there is increased opportunities at the Post Secondary. Funds will used to support this. In addition, several school districts are expanding engineering and technology offerings in FY18 which is in alignment with our new proposed RPOS. To accomplish this expansion, districts will need additional funds for curriculum writing professional development and some additional equipment. Equipment recieved this year will be able to be utilized in FY17. Expanded areas include Aerospace, Civil Engineering, Cybersecurity, Gaming and Information Computer literacy.

Goal 1 Objectives 3

Use of Funds

R1 Academic Integration , R2 Programs of Study, R3 All Aspects of an Industry, R4 Develop/Improve/Expand the use of Technology, R5 Professional Development , R6 Assessment , R7 Initiate/Improve/Modernize Technology , R8 Size/Scope/Quality, R9 Special Populations, R10 Collaboration, R11 Articulation

Strategies

Innovation: Secondaries will continue to use CTE Small Learning Communities/PLC to include academic partners placing an emphasis on research and relevant consortium/district/high school data to improve course offerings and curriculum. Based on the professional development plan created in FY16 for CTE faculty, advisors, and consortium coordinators, HWC will continue to analyze TSA and local CTE data (to include Special Populations). MDE and MACTA will continue to train districts on utilizing Perkins and SLEDS data. (See Goal 3).

Outcomes

Curriculum will be continuously improved through enriched communications and partnership.

Measures

Negotiated targets for 1S1, 2S1, 2S1, 3S1, 4S1, 5S1, 6S1, 6S2 will be met.

Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$0.00
Secondary Required Activities	\$15,000.00
Secondary Permissible Activities	\$10,000.00
Secondary Reserve	\$10,000.00

Secondary Admin Cost	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$35,000.00
Total	\$35,000.00

Reallocation Explanation

Goal 1 Objectives 4

Use of Funds

R2 Programs of Study, R10 Collaboration, R11 Articulation, P10 Student Transition

Strategies

Articulations with 4-yr Institutions: Postsecondaries will expand potential POS's to 4-yr institutions via articulation agreements. Articulated 4-yr colleges will be invited to college recruiting and advising events.

Outcomes

The percentage of students either being retained at the colleges or transferring to another college will remain at or above the target.

Measures

3P1 retention and transfer data will meet the most recent negotiated target of 36.10% for FY16.

Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$0.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$0.00
Total	\$0.00

Reallocation Explanation

Goal 1 Objectives 5

Use of Funds

R2 Programs of Study, R10 Collaboration, R11 Articulation, P10 Student Transition

Strategies

Credit Transfer Agreements: Concurrent enrollment options will continue to be supported at NHCC using a new electronic registration system that effectively registers high school students to ensure transcribed credits are documented, tracked and reported.

Outcomes

High school students will register through NHCC's electronic system ensuring registration status and transcribed credits are documented. HTC will continue to use the MnSCU Concurrent Enrollment Agreement process.

Measures

Baseline will be established in FY17 for the number of high school students registered through the electronic system.

Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$0.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$0.00
Total	\$0.00

Reallocation Explanation

Goal 1 Objectives 6

Use of Funds

R1 Academic Integration , R2 Programs of Study, R6 Assessment , R10 Collaboration, R11 Articulation, P1 Advisory Committees

Strategies

Designing RPOS and POS: HWC will continue to carry out the goals of Perkins IV and support CTE in our consortium by including key stakeholders in the implementation and administration of Rigorous Programs of Study, POS, and technical skill assessments as required. This will be achieved by including the ten subcomponents in RPOS development as recommended by state and federal guidelines, as well as administering TSA for all approved programs of study.

Outcomes

Each college will administer the NOCTI TSA that is the most appropriate for their Accounting program. The secondary partner will also administer an appropriate TSA for this pathway.

Measures

1P1 will meet the most recent state negotiated target of 87.00% for FY16. The secondaries will meet the 1S2 target.

Post-Secondary Required Activities	\$3,000.00
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Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$3,000.00
Secondary Required Activities	\$1,000.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$1,000.00
Total	\$4,000.00

Reallocation Explanation

Goal 1 Objectives 7

Use of Funds

R1 Academic Integration , R2 Programs of Study, R4 Develop/Improve/Expand the use of Technology, R7 Initiate/Improve/Modernize Technology , R9 Special Populations, R10 Collaboration, P2 Counseling

Strategies

Innovation:

NHCC will continue to utilize Hobsons technology products and assigned advising framework to develop academic and career plans for all CTE students in order to better support students and increase retention and completion at the college.

At HTC, development began in FY16 on an in-house customer relationship management (CRM) system to provide customized services and support to prospective and current students. The goal of providing the self-designed system was to save costs (vs. \$80,000 for commercial software) and create a system that would be specific to the college's needs. The system includes a communications module to connect with students through phone and email, an early alert feedback mechanism for faculty to connect potential at-risk students with advisors, counselors and campus resources, the ability to track this data, and the personnel to support the software in order to better support students and increase retention and completion at the college. HTC will continue to support this effort in FY17.

Outcomes

The assigned advising framework will continue to be used with Hobsons technology to help students create academic and career plans in the RPOS in Accounting and other approved POS areas. Results from FY16 will be used to revise and advance the program initiative.

In FY16, HTC developed and piloted an in-house early alert system to support student retention and completion. Full implementation is planned for FY17.

Measures

3P1 retention/transfer for the colleges will meet the most recent target of 36.10% for FY16.

2P1 completion will remain at or above the most recent target of 40.55% for FY16.

Post-Secondary Required Activities	\$119,960.00
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Post-Secondary Permissible Activities	\$13,329.00
Post-Secondary Reserve	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$133,289.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$0.00
Total	\$133,289.00

Reallocation Explanation

Goal 1 Objectives 8

Use of Funds

R1 Academic Integration , R2 Programs of Study, R3 All Aspects of an Industry, R4 Develop/Improve/Expand the use of Technology, R5 Professional Development , R6 Assessment , R7 Initiate/Improve/Modernize Technology , R8 Size/Scope/Quality, R9 Special Populations, R10 Collaboration, R11 Articulation, P1 Advisory Committees, P2 Counseling, P3 Work-Based Experiences, P4 Additional Special Populations, P5 Student Organizations , P6 Mentoring/Support Services, P7 Equipment Leasing/Purchasing/Upgrading, P8 Teacher Preparation, P9 Alternative Formats, P10 Student Transition, P11 Entrepreneurship

Strategies

RFP/Permissible Process: HWC members will offer RFP/permissible funds for internal college proposals, collaborative proposals with HWC partners, external secondary partners or others as appropriate for proposals pertaining to:

- POS
- High school and college dual credit options
- Curriculum alignment
- Career and college readiness and transition programming for high school students
- Underrepresented students
- Access to technology and information
- Customer Relationship Management technology or support
- Software or equipment upgrades
- Simulation projects that enhance teaching and learning
- Other innovative technologies
- Technical skills assessments
- Employer partnership development
- NACEP Accreditation
- Others as appropriate

Outcomes

RFP/Permissible outcomes will link to one or more of the five Perkins goal areas and/or required or permissible uses of funds.

Measures

RFP/Permissible proposals will report on applicable Perkins measures.

Post-Secondary Required Activities	\$38,545.00
Post-Secondary Permissible Activities	\$4,283.00
Post-Secondary Reserve	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reallocation Basic	\$25,176.00
Post-Secondary Reallocation Reserve	\$7,326.00
Post-Secondary Total	\$75,330.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$0.00
Total	\$75,330.00

Reallocation Explanation

The postsecondaries intend to use recaptured funds for the RFP/Permissible process which may involve the following strategies to increase retention and completion: innovative classroom technology or equipment upgrades; medical equipment and/or supplemental study models; textbooks for library loan; Skills USA technology; customer relationship management technology; student interview practice technology; implementation of a new math pedagogy designed to shorten the math pathway; community partner collaboration such as mentoring and networking workshops; accessibility study of college online and face to face environment; others as appropriate.

Goal 1 Objectives 9

Use of Funds

R2 Programs of Study, R6 Assessment , R8 Size/Scope/Quality, R10 Collaboration, R11 Articulation

Strategies

Align Curriculum: a. In FY17, concurrent enrollment and/or ACC offerings will continue to be expanded as negotiated between colleges and high schools. b. HWC will expand concurrent enrollment/articulated credit options with external partners. In areas where the consortium offers no related programming, services will be brokered with other colleges/high schools outside of our consortium. c. The consortium will continue to support and fund the expansion of the www.CTEcreditmn.com website. Students will continue to have the ability to explore ACC courses within their school/district as well as which college partners are participating. Articulation opportunities will be marketed by collaboration with 17 partnering consortia and MNPLTW. HWC will continue to work to increase the number of consortia website partners throughout the state. Training will continue to be provided for teachers new to the articulated college credit process as well as increased communication and training for college registrars, teachers, schools and counselors. d. HWC will initiate a continuous curriculum review model to support articulation agreement changes. Consortium articulation meeting structure will be modified to include broader issues of POS development, review and improvement, as well as review of state approved TSA's in pathways. The Articulation Coordinator will facilitate the working meeting process, update articulation agreements on the website, and offer additional professional development sessions between secondary and postsecondary partners. In addition, the Articulation Coordinator will meet with postsecondary faculty to improve the articulation meeting structure with secondaries. Articulation trend data will continue to be collected and analyzed.

Outcomes

a,b). The number of advanced standing agreements between area high schools and the colleges will be reviewed, modified and/or removed between FY16 and FY17. New advanced standing agreements will be created as programs are modified. Students will receive ACC or CE to increase placement in postsecondary programs. A new initiative in the business pathway will be an articulation in the Help Desk Support program. c). Students will continue to independently access articulated college credit records. Consortia partners will access ACC data reports to support consortium decision making. d). The learning outcomes of 20 Business, Management and Administration pathway agreements will continue (2nd year) to be evaluated for validity, rigor, alignment and assessment. The learning outcomes of 17 Health pathway agreements will be evaluated (1st year) for validity, rigor, alignment and assessment. Programs will be up to date with 21st century skills, knowledge and technology.

Measures

a, b). Concurrent or articulated course offerings between the colleges and area high schools will increase by a minimum of 4 courses. The number of students participating in concurrent enrollment options at NHCC will increase by 20% between FY16 and FY17. The number of students receiving a grade C or better in concurrent enrollment courses will meet or exceed 85%. c). Baseline number of students downloading their ACC records will be collected. d). All ACC agreements will be updated. Twenty Business, Management and Administration (2nd year) pathway agreements will be validated. Seventeen Health pathway agreements will be validated (1st year).

Post-Secondary Required Activities	\$22,600.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$22,600.00
Secondary Required Activities	\$15,000.00
Secondary Permissible Activities	\$951.22
Secondary Reserve	\$0.00
Secondary Admin Cost	\$5,000.00

Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$20,951.22
Total	\$43,551.22

Reallocation Explanation

Goal 1 Objectives 10

Use of Funds R5 Professional Development

Strategies

NHCC will provide professional development funds to CTE faculty for the Annual Perkins Fall Conference and others as appropriate.

Outcomes

CTE faculty attending workshops will increase knowledge base and build relationships with business and industry, CTE stakeholders, and state CTE leadership.

Measures

Two or more Business faculty will attend one or more professional development workshops or conferences.

Post-Secondary Required Activities	\$5,000.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$5,000.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$0.00
Total	\$5,000.00

Reallocation Explanation

Goal 1 Objectives 11

Use of Funds R1 Academic Integration , R10 Collaboration, P10 Student Transition

Strategies

The colleges will continue to offer and/or expand concurrent enrollment offerings with high schools in HWC and to external area high schools. NHCC has hired a Director of Partnerships to cultivate and expand concurrent enrollment options in general education courses with Buffalo High School.

Outcomes

HTC plans to continue offering concurrent enrollment courses to Wayzata in such areas as Business, Video Production, Computer Programming, and will add Woodworking in FY17.

NHCC will continue to offer concurrent enrollment options to consortium high schools in the following areas: Construction Management, Graphic Design, CSCI, Accounting, CIS, Sales and Promotion, Entrepreneurship and Personal Finance.

NHCC's Director of Partnerships will work with Buffalo High School teachers and administrators to ensure general education courses are offered concurrently in the fall of FY17.

Measures

The colleges will add new concurrent enrollment offerings with HWC high schools in FY17.

NHCC will offer 7 general education courses in Finite Math, Statistics, Introduction to Sociology, US History, Introduction to Theater, First Year Experience, and Public Speaking with Buffalo High School in FY17.

Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$0.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$0.00
Total	\$0.00

Reallocation Explanation

Goal 1 Objectives 12

Use of Funds

R2 Programs of Study, R6 Assessment , R10 Collaboration

Strategies

Programs of Study: HWC follows a continuous improvement model. Assessments will be administered as required for all approved POS. POS will be evaluated using the ten components for relevancy and updated accordingly. HWC will review, revise and train district coordinators on POS by utilizing the training from MnSCU/MDE.

HWC Secondary Perkins Coordinator will continue to be active on the local POS in Accounting (HWC Rigorous POS) and NHCC's Construction Management advisory committee. HWC will investigate the brokered advisory committee relationship between St. Louis Park and Normandale Community College for possible implementation in additional HWC high schools.

Outcomes

Data, industry standards and advisory board recommendations will be evaluated to improve curriculum.

Measures

1P1 will meet the most recent negotiated performance target of 87.00% for FY16.
2S1 will remain at or above the target of 69.00% for FY16.

Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$0.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Admin Cost	\$1,000.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$1,000.00
Total	\$1,000.00
Reallocation Explanation	

Goal 2: Effectively Utilize Employer, Community, and Education Partnerships

Goal 2 Narrative:

One of the most effective practices established for HWC in recent years has been the inclusion at meetings of deans and/or faculty as well as community partners such as WorkForce Center representatives. In this way, all members have been apprised of new education and employment pathways for students. Relationships have been initiated that have led to increased secondary and postsecondary alignment, dual enrollment and advanced standing options. In FY17, secondaries will invite principals, superintendents and area teachers to the consortium meetings.

After trying several approaches for developing joint secondary and postsecondary advisory committees, the most sustainable practice has been to include interested secondary members on postsecondary committees, and vice versa. In addition to aligning curriculum, this has served to develop relationships with all stakeholders including business, industry and community representatives and broaden the discussion of identifying high skill, wage, or demand occupations.

In addition, regional articulation meetings continue to serve as a vehicle for building relationships across secondary and postsecondary membership. This has helped to further align curriculum, identify TSA's, and promote exploration of additional dual enrollment options such as concurrent enrollment.

A Director of Partnerships position was initiated in FY16 at NHCC. Continuing in FY17, the director will work with all high schools to cultivate concurrent enrollment options as well as develop articulations with universities.

During FY16, groundwork was laid at HTC for an employer partnership initiative. In FY17, a position to be shared with the Brooklyn Bridge Alliance will facilitate cultivating relationships with new employer partners in an effort to expand student exposure to all aspects of the industry. This initiative may include elements such as youth internship opportunities, a general information employer breakfast, an employer preview night to disseminate information directly from program faculty, mentorships between seasoned employer partners and new partners, enhanced postsecondary internship development, and on campus connections with students in the programs.

Additionally, HWC colleges will administer employer surveys as appropriate to identify the degree of employer satisfaction with college graduates placed in employment.

HWC will continue to utilize customer relationship management (CRM) technology such as Hobsons Connect, Retain, and Agile Grad, or other software coupled with a comprehensive assigned advising framework to effectively serve all CTE students. The overall goal will be to bring academic and student affairs professionals together to cooperatively support the successful recruitment, retention, completion and placement of enrolled college and PSEO/concurrent students.

Collectively, the colleges will facilitate development of short term customized training opportunities by co-locating customized training staff. HWC will actively support Personal Learning Plans, World's Best Workforce and ESSA legislation through Perkins goals, strategies, outcomes and measures. HWC secondaries will employ advisory committees for the development of industry connections (speakers, e-mentors, field trips, etc.) to support relevant curriculum. Advising and counseling support materials and professional development opportunities such as workshops, professional conferences, and printed materials will be provided to assist in student guidance and transitions. Additionally, HWC will utilize partnerships to address community occupational needs through WorkForce and Apprenticeship Centers, work based learning and mentorship programs. Local school district measures of success, consortium data, as well as ACT, Accuplacer and TSA measures will be used to guide CTE student populations to successfully participate in the World's Best Workforce.

QUESTION: To what degree do CTE advisory committees serve both Secondary and Postsecondary programs? (Do all programs use them? Does the same advisory team advise both secondary and postsecondary programs?)

HWC recognizes the value of advisory committees as a cornerstone to CTE program development and responsiveness to workforce development needs. During FY17, HWC expanded advisory committee integration by including additional secondary CTE teachers on postsecondary advisory committees, and vice versa. This continues to work well where relationships are already established. To broaden the effort, the college Perkins directors continue to contact deans and faculty regularly to connect them directly to HWC secondary members. This effort has been facilitated by inviting deans and postsecondary faculty to the consortium meetings to meet the secondary district Perkins contacts.

Expansion of the guest list at FY17 HWC meetings included key college staff who had roles with concurrent enrollment, nontraditional student programming, career fair events that were inclusive of high school attendees, and college faculty who had specific input on areas to consider for RPOS development. Secondary teachers and faculty are informed primarily through CHSP articulation and TSA meetings where Perkins objectives, rules and requirements are presented. In the past, secondary has relied on local Perkins Coordinators to apprise principals and superintendents on Perkins guidelines and objectives. Going forward, efforts will be made to connect with principals and superintendents by replicating the Oak Land Consortium model of engagement. Basically, the model involves this group by having an annual meeting with those specific groups to increase their Perkins knowledge and involvement. The goal is to teach this group what Perkins requests are reasonable and to expand partnerships between districts as well as postsecondary institutions.

The Perkins Coordinator from St. Louis Park (SLP) has an exemplary version of an advisory committee model. SLP has one CTE advisory committee for their secondary CTE programs. Several secondary districts have duplicated this model. HWC completed secondary program approvals in FY17. An advisory committee is one requirement of a quality CTE program and the program approval process. MDE specialists made recommendations in regard to the CTE approved program concerning their advisory committee. All secondary CTE programs either participate on a college advisory committee, have their own advisory committee or have duplicated the SLP model as required by the State of MN CTE program approval process. MDE recommendations included improving the membership, increasing involvement, and enhancing agendas. Each district CTE director received the new advisory committee handbook and were instructed on how to better utilize the website CTE.mnscu.edu.

As HWC reviews and develops our Programs of Study (POS) and Rigorous POS, we utilize a HWC special advisory committee developed by career pathway. Their purpose is to review, expand and make recommendations on program and pathway development. In addition, business and industry representatives were invited to the consortium meetings, not as members, but as CTE advisory consultants. For example a representative from STEMFuse attended and presented to the consortium leaders on curriculum, industry employment, and technology. Manufacturing representatives were invited to present to our group on activities for manufacturing month. Additional sources of advisory for secondary is their participation in rotary, Chamber of Commerce, business professional associations and educational associations to name a few. All of these sources are another link to business and industry.

In FY17, each NHCC assigned advisor was required to participate on advisory board committees to ensure that they were up to date on program changes and industry standards in order to effectively advise students. The business advisors participated in the accounting, construction, paralegal and business quarterly meetings, while the nursing advisor participated in the nursing advisory board. Additionally, NHCC advisors participate in a variety of professional development workshops and activities. For instance, in FY17 advisor's attended department retreats, CTE Perkins Conference, Financial Aid training, College Central Network, Clery Act training, and Metro Advising day. These professional development opportunities help keep advisors updated on higher education trends and financial guidelines, new advising strategies, as well as employment opportunities that are available to NHCC graduates.

In FY17, NHCC continued to utilize Hobsons technology and an assigned advising framework. More specifically, NHCC advisors were required to utilize the Agile Grad software, which allows students to develop a two year career and academic road map. This model was implemented by college staff and faculty in order to holistically serve students that potentially will have a positive impact on retention and completion rates. In FY17, the nursing advisor met with 1,119 students compared to 305 students in FY16, which was a 267%, while the two business advisors met with 1811 students compared to 596 in FY16 which was a 204% increase. The dramatic increase in the number of students served was due to the complete implementation and adoption of the advising model and software by staff, faculty and students in FY17. According to NHCC's recent CCSSE student engagement data for FY17, 62.7% of students that took the survey believed they are encouraged to have interactions with students from different economic, social and racial or ethnic backgrounds which may have a positive impact on retention and completion rates. While 53.9% of the student participants felt they have better access and financial support from the college; such as, access to scholarships, institutional, state and federal aid, as well as information as it relates to personal finances and the impact of student loans over time. This increased satisfaction data aligns with the advisors expanded role into advising how to complete the FAFSA form, explanations about the award letter and other aspects surrounding financial aid.

Additionally, the advising department expanded the functionality of the technology which included two new initiatives. For instance, advisors incorporated Agile Grad technology into their drop in advising appointment process to increase efficiencies. More specifically, it allowed equal distribution of students, specific to their career pathways and advisors' schedules. Similarly, AgileGrad was embedded into the orientation process to improve student connection to advisors. For instance, it allowed students to register for sessions on a first come, first serve basis and this ensured students were assigned to the correct advisor based on the student's major or career pathway.

NHCC and consortium high school partners continue to participate on joint advisory boards. For several years, Wayzata High school has been a consistent and contributing member on the Business, Accounting and Construction Management advisory board teams.

Historically, some of HTC's postsecondary advisory committees have included secondary members and vice versa. These arrangements often develop because of long standing relationships between college faculty and high school teachers in the same disciplines. Automotive areas

tend to maintain these relationships even when faculty and teachers change and they are reestablished with the next generation. Examples are Medium Heavy Truck which has a two-way advisory relationship with Dist 916, Auto Technology for which HTC faculty have attended Osseo's advisory meetings, Ford Asset faculty who are reestablishing the advisory relationship with Osseo, and Auto Body where HTC faculty attends Roosevelt's advisory meetings and Dist 287 attends HTC's advisory meetings and even uses it as its own. Newer relationships have developed with Buffalo High School as a result of concurrent enrollment efforts—their Auto Mechanics and Child Development instructors have both attended the respective HTC advisory meetings.

In FY17, HWC members continued to participate in a joint advisory concurrent enrollment committee as mandated by the state. Since the colleges will be required to be NACEP accredited by FY21, this joint advisory board will address the many challenges that exist with this effort, most notably issues around secondary teacher and faculty credentialing requirements. The group will continue to meet twice a year to develop a plan to reach the NACEP accreditation requirement by FY21.

QUESTION: What role does the advisory team play for CTE programs? What support have they provided to programs?

The role of advisory committees is to advise CTE educators and administrators regarding development, maintenance, and improvement of CTE programs based on the employment needs of the community, state, regional, national, and international marketplace. Advisory committees are primarily comprised of professionals from outside of education who are recognized and respected in their own fields of work and who employ individuals in occupations directly related to the specific CTE field of study. The other primary members of an advisory committee consist of the advisees, namely college faculty and secondary teachers. In addition, some advisory committees may include high school or college administrators and/or counselors/advisors, WorkForce Center representatives, service agencies, community members and parents. HWC advisory committees assist in determining whether students are prepared for current and future job markets, what their training and curriculum should address, and whether performance levels meet industry standards or any technical skill assessment or credential/licensure requirements. This very specific industry advice would be difficult to obtain without the relationships that are established through regular meetings between CTE educators and their advisory committee. Additionally, our advisory committees offer assistance with curriculum development and continuous improvement, internship/experiential learning/service learning sites, placement opportunities for graduates, and equipment donations.

MinnState uses a 3-yr average of in-kind donations towards leveraged equipment, which for HTC is well above \$500,000 for the time period. Thus the college secured a fourth year of leveraged equipment funding of \$500,000 for use in FY18. These funds are intended for programs that prepare graduates for occupational areas of high employer need.

The timing of available reports from MN State's Graduate Follow-up has changed, thus going forward HTC will report the most recent complete year's findings regarding the annual employer survey results in the APR. Thus for the FY17 APR, the most recent results would be on FY16 graduates. The average overall rating for that year was 3.7. Evaluations that pertain to FY17 graduates will be reported in the FY18 APR. HTC held a total of 17 career fairs in FY17. All the fairs were open to the public, however the Manufacturing, IT and Health Careers fairs were developed collaboratively with HWC districts and involved a significant presence of secondary students. In addition, 143 employers hosted tables in the hallways at both campuses throughout the year.

NHCC continues to support the collaborative role that the Career Placement staff has with local business and industry partners. During FY17, NHCC hosted several job fairs that included 110 employers. Additionally, the Career Placement staff also provides job postings, which are available through College Central Network (CCN). CCN is an online job board that employers use to promote employment opportunities. For instance, there were 2259 individual job postings in FY17 for students to access. At the end of the academic year, there were 533 new employers, 346 new students and 27 alumni registrations added to the CCN system. Overall, there are 2172 students, 317 alumni, and 2549 total registrants in the Online Job Board. In FY17, NHCC students also received 354 job postings and employment opportunities by mail, email and other campus distribution strategies.

The World's Best Workforce legislation strengthened the need for advisory committees. As a result, the partnership between school boards, district representatives and business/industry is enhanced. Advisory committees continued to be involved in providing guidance on all aspects of the industry including curriculum, POS and TSA.

At the secondary level, advisory committees are utilized to support the decision making process and provide a voice for the community at the schools. Students in all ten districts are impacted by the activities developed and supported through the advisory committees. Several examples of this include: Best Prep Educate the Teacher workshop, funding student organizations, STRIVE Mentor program, e-mentoring, mentoring, speakers, internships, equipment donation, field trips, career fairs, and scholarships. Our business partners fully support high school student organizations as judges, funding sources, and providing real-life projects used in the classroom.

Advisory committees provide professional growth and development for teachers. Our partners offer teachers information on employment availability, industry trends and outlooks. Their perspective help to determine what skills and education students need. Instructors also benefit from externships and hands on learning opportunities that teachers can bring back to their classroom.

QUESTION: Do the business and industry partners help connect students to work-based learning opportunities? If so, what type of work based learning is available to students in which programs? How many students are impacted and in which career pathways?

HWC members partnered with business and government organizations to provide career and college activities and work-based learning experiences for students. Although a variety of connections exist that aid in the development of work-based learning experiences, this is one of the primary functions of advisory committees. Furthermore, if a college program contains internships or service learning opportunities, all students enrolled in those semesters are expected to participate in the internships or service learning. Additionally, secondary districts integrate service learning opportunities, internships and mentorships into CTE programs, which assist students in career and college readiness. According to the Carl D. Perkins Consortium Career Cluster Annual Report, 27% of HWC secondary students are involved in work base learning. This percentage does not include informal opportunities such as working in the school store, e-mentoring, youth extended service, and career academy programs.

During FY17, there were 1,077 students impacted at the secondary level in the following programs:

- Work Experience Disadvantaged – 183 students
- Work Experience Career Exploration Disadvantaged – 16 students
- Work Experience Handicap – 400 students
- Diversified Occupations – 104 students
- Marketing Cooperative Occupations – 286 students
- Introduction to Education Occupation Internships – 88 students

HWC secondary continue to experience a gap in enrollment in internship programs. For instance our largest pathway is Business, Management and Administration with over 3000 students. However, students do not have the time to continue in an internship or seminar class due to other school requirements and choices. Although this decline continues to occur, there has been an increase in e-mentoring, mentoring and community service.

In FY17, HTC continued to partner with HIRED in implementing the Healthcare Pathways to Prosperity grant which is funded through December 2017. This program features healthcare bridge courses, instruction integrated with Adult Basic Education, career development skills and planning, and clinical experiences once the students near the end of the Nursing Assistant/Home Health Aide course. Students also worked with HIRED to advance to higher level healthcare coursework towards HUC and NST, including: Medical Terminology, Trained Medication Aide, CPR/First Aid/AED, and Computer Essentials in the Digital World. One hundred and twenty-nine courses were taken by HIRED students through these healthcare trainings. Eighty-four engaged employers in the area provided job placements, resources, and advisory board participation to near 100% satisfaction of both the employers and the trainees who completed the program.

HTC also partnered with HIRED to implement the MJSP-Manufacturing grant, which continues until November 2018. To date, five cohorts have been offered, training nineteen students participating in M-Powered CNC and Precision Metal Forming, earning NIMS certifications. Thirteen students have obtained employment to date, with some furthering their manufacturing coursework at HTC. Ten employers meet on a regular basis to provide program direction and advisement.

The EMERGE Minnesota FastTrack program also continues at HTC. In FY17, fourteen participants were enrolled across two cohorts. Participants earn college credits, and have the opportunity to earn national, high-stakes manufacturing credentials. Following graduation Emerge assists participants with job searches and continues to coach them through their employment probationary period.

Hennepin Technical College has been partnering with Metro Transit on a first of its kind Bus Maintenance Technician intern partnership program. Identifying qualified, diverse candidates from the communities Metro Transit serves, the program saw its first cohort of 19 candidates complete a 120-hour Customized Bus Specific training program. They then enrolled in and completed the first year of HTC's Medium/Heavy Truck AAS degree. Fifteen are continuing on to the second year and when completed, will be hired as Metro Transit Bus Mechanics.

In FY17, NHCC and ABE continued the collaborative TEAS testing preparation for the nursing program. Overall, the goal of the TEAS test prep initiative was to offer faculty and students an assessment on academic preparedness, areas needed to increase academic acquisition, as well as how well students would do once accepted into the nursing program. During FY17, eight students completed the registration process; unfortunately, only four students enrolled completed the TEAS prep class. On the other hand, some of the successes included a strong commitment by those enrolled, the students developed a strong academic support system for each other studying both on and off campus, and they felt more academically prepared. Future considerations moving forward that improve participation and success rates would be to offer a hybrid course to provide flexibility and meet the needs of the participants, recruit and promote the program earlier and use a broader approach for marketing, and continue to select faculty and instructors that work well together.

According to state employment data, 80% of graphic design graduates enter the job market with a four year degree. However, the combination of a two year degree coupled with less than six months of work experience in the field provides an advantage over a four year degree alone. Because students can secure employment with a two year degree and some work experience, NHCC has continued to expand the Graphic Design Xperience project for a third year. For instance, in FY17 in cooperation with the NHCC Foundation and other campus departments this program was able to provide more outreach and external communication to prospective employer partners and students. The Graphic Design faculty provided the Foundation department with employer contacts, lists of alumni, and new potential employer partners. The overall goal for providing marketing and outreach to employers was to increase access for enrolled students and graduates to employment opportunities, solicit potential donations, and have employer partner's act as references for graduates that gain work experiences during internships. Since its inception in FY15, 29 paid graphic design work experiences have been awarded to NHCC graphic design students over a three year period. During FY17, NHCC and employer partners hosted an internship fair, out of 15 attendees, eight participants' secured internships and three articulated into Bachelor's programs. Additionally, NHCC expanded employer base by four and began conversations with seven new prospective employers. Due to the strong relationships, NHCC has cultivated with the existing employer partners they increased the fee paid to

interns from 500.00 up to 550.00 per 100 hours and 750.00 up to 825.00 per 150 hours.

During FY17, NHCC purchased a Virtual Reality (VR) hardware computer and virtual reality headset as a pilot project for faculty and students. As VR technology begins to break into mainstream technologies and entertainment in the future, NHCC wants to discover and evaluate how this technology can be embedded into curriculum in order to stay current with the pace of media evolution for the graphic design marketplace. Any curricular potential realized during the pilot project in FY18 would be implemented into curriculum in FY19 as appropriate.

Goal 2 Objectives

Goal 2 Objectives 1

Use of Funds

R3 All Aspects of an Industry, R6 Assessment , P1 Advisory Committees, Post-secondary Admin Cost

Strategies

Analysis of Workforce Trends: As a form of technical skill assessment, HTC will survey employers for input on the extent to which graduates' technical skills align with the needs of business and industry.

Outcomes

Employers will evaluate skills of graduates to ensure they have the necessary technical and workforce readiness skills needed for employment in a global economy. Survey outcomes will be utilized for continuous program improvement.

Measures

Average overall rating on employer surveys will remain 3.2 or above on a Likert scale of 1 to 4.

Post-Secondary Required Activities	\$31,914.00
Post-Secondary Permissible Activities	\$0.00
Reallocation Explanation	
Post-Secondary Reserve	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$31,914.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$0.00
Total	\$31,914.00

Goal 2 Objectives 2

Use of Funds

R3 All Aspects of an Industry, R8 Size/Scope/Quality, R9 Special Populations, R10 Collaboration, P1 Advisory Committees

Strategies

Career Opportunities:

At the college level, HWC will reach out to new employers in an Employer Partnership initiative. This will include elements such as a general information employer breakfast, an employer preview night to disseminate info directly from program faculty, mentorships between seasoned employer partners and new partners, youth internships, enhanced internship development, and on campus meetings with program students. HWC plans to host hands-on events that highlight three or more CTE pathways in partnership with community stakeholders to showcase high skill, wage or demand opportunities. These pathways may include Criminal Justice, Paralegal, Law Enforcement, and Manufacturing.

Outcomes

These multifaceted initiatives will result in new networking options and relationships between business and industry and faculty, as well as internships and employment opportunities for students.

Measures

4P1 placement will remain at or above the most recent negotiated target of 84.70% for FY16.

Post-Secondary Required Activities	\$88,600.00
Post-Secondary Permissible Activities	\$9,843.00
Reallocation Explanation	
Post-Secondary Reserve	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$98,443.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$0.00
Total	\$98,443.00

Goal 2 Objectives 3

Use of Funds

R1 Academic Integration , R2 Programs of Study, R4 Develop/Improve/Expand the use of Technology, R9 Special Populations, R10 Collaboration, P2 Counseling

Strategies

NHCC CTE advisors will utilize the recently developed assigned advising framework supported by Hobsons Retain/Agile Grad and career planning technologies to support retention and completion efforts for all CTE students, more specifically special populations. NHCC Business Advisors will use the assigned advising model and Hobsons technology to improve student retention and completion measures.

Outcomes

The Health Careers Advisor will train all CTE students to develop and modify academic and career educational plans that support successful retention and completion in all health career areas.

The Business Advisors will promote academic and career plans that support successful retention and program completion.

Measures

Due to changes in curriculum across the state, National Council Licensure Examination results declined in FY15. Ongoing analysis and programmatic changes will result in an increase in percent passing the boards going forward.

Performance measure for 3P1 Retention and Transfer will meet or exceed the performance target measure of 36.10% for FY16. 2P1 Completion will meet or exceed the performance target measure of 40.55% for FY16.

Post-Secondary Required Activities \$105,652.00

Post-Secondary Permissible Activities \$11,739.00

Reallocation Explanation

Post-Secondary Reserve \$16,677.00

Post-Secondary Admin Cost \$0.00

Post-Secondary Reallocation Basic \$0.00

Post-Secondary Reallocation Reserve \$0.00

Post-Secondary Total \$134,068.00

Secondary Required Activities \$0.00

Secondary Permissible Activities \$0.00

Secondary Reserve \$0.00

Secondary Admin Cost \$0.00

Secondary Reallocation Basic \$0.00

Secondary Reallocation Reserve \$0.00

Secondary Total \$0.00

Total \$134,068.00

Goal 2 Objectives 4

R1 Academic Integration , R2 Programs of Study, R3 All Aspects of an Industry, R4 Develop/Improve/Expand the use of Technology, R5 Professional Development , R6 Assessment , R7 Initiate/Improve/Modernize Technology , R8 Size/Scope/Quality, R9 Special Populations, R10 Collaboration, R11 Articulation, P1 Advisory Committees, P2 Counseling, P3 Work-Based Experiences, P4 Additional Special Populations, P5 Student Organizations , P6 Mentoring/Support Services, P7 Equipment Leasing/Purchasing/Upgrading, P8 Teacher Preparation, P9 Alternative Formats, P10 Student Transition, P11 Entrepreneurship

Use of Funds

Strategies

RFP/Permissible: HWC members will offer RFP/Permissible funds for internal college proposals, collaborative proposals with HWC partners, external secondary partners or others as appropriate for proposals pertaining to:

- POS
- High school and college dual credit options
- Curriculum alignment
- Career and college readiness and transition programming for high school students
- Underrepresented students
- Access to technology and information
- Customer Relationship Management technology or support
- Software or equipment upgrades
- Simulation projects that enhance teaching and learning
- Other innovative technologies
- NACEP Accreditation
- Technical skills assessments
- Employer partnership development
- Others as appropriate

Outcomes

RFP/Permissible outcomes will link to one or more of the five Perkins goal areas and/or required or permissible uses of funds.

Measures

RFP/Permissible proposals will report on applicable Perkins measures.

Post-Secondary Required Activities	\$38,750.00
Post-Secondary Permissible Activities	\$4,305.00

Reallocation Explanation

The postsecondaries intend to use recaptured funds for the RFP/Permissible process which may involve the following strategies to increase retention and completion: innovative classroom technology or equipment upgrades; medical equipment and/or supplemental study models; textbooks for library loan; Skills USA technology; customer relationship management technology; student interview practice technology; implementation of a new math pedagogy designed to shorten the math pathway; community partner collaboration such as mentoring and networking workshops; accessibility study of college online and face to face environment; others as appropriate.

Post-Secondary Reserve	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reallocation Basic	\$15,496.00
Post-Secondary Reallocation Reserve	\$4,510.00
Post-Secondary Total	\$63,061.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$0.00
Total	\$63,061.00

Goal 2 Objectives 5

Use of Funds

R9 Special Populations, R10 Collaboration

Strategies

In April of 2016, NHCC began to recruit and educate females of color in grades 9-12 regarding the career opportunities available to them in policing and other law enforcement programs. The comprehensive on and off site programming may include the following activities: monthly guest speakers, open houses that feature Criminal Justice and Law Enforcement programs, a mentoring program collaborating with local police departments, participation in regional Criminal Justice conferences and competitions.

Additionally, the collaborative partners will include internal and external high schools such as: Brooklyn Center, Robbinsdale, Minneapolis, Park Center, Osseo and others as appropriate. The Brooklyn Park Police Department, local police union members, and other law enforcement officers also will be involved in this program.

This programming will be replicated in FY17 if successful.

Outcomes

Access, retention and completion rates for women in nontraditional careers such as Criminal Justice and Law Enforcement will increase.

Measures

Nontraditional participation and completion will meet the most recent state negotiated target measures for FY16 of 21.40% and 20.60% respectively.

Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Reallocation Explanation	
Post-Secondary Reserve	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$0.00
Secondary Required Activities	\$10,000.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$10,000.00
Total	\$10,000.00

Goal 2 Objectives 6

Use of Funds

R3 All Aspects of an Industry, R6 Assessment , R8 Size/Scope/Quality, R10 Collaboration, P1 Advisory Committees, P5 Student Organizations

Strategies

HWC: a) Advisory committees will continue to be involved in providing guidance on all aspects of the industry including curriculum and TSA. In order to promote advisory committees, HWC will provide resources and/or training on effective advisory committee operations. HWC secondary CTE directors will continue to work with college academic deans to be members of college advisory boards and provide information to local secondary instructors. HWC secondary members will continue to participate on local advisory boards. b) HWC members will continue to partner with business and government organizations to provide work-based learning experiences for students and faculty to support programs of study. Advisory committee members and other employers will be identified to develop and implement work-based learning experiences such as internships, job shadowing, service learning, field trips, e-mentoring, and mentorships that allow secondary and postsecondary students to apply what they have learned. c) HWC will continue to work with: education and business professionals, business, and student organizations. HWC will utilize career fairs, job fairs, community volunteers, career resource centers, service learning, field trips and internship opportunities to enhance college and career readiness. d) HWC will partner with the State of MN to improve the MnPOS website system to include training for consortium members. The system will be utilized as a student guidance tool.

Outcomes

a, b, c, d) Local resources including advisory committees will contribute to the improvement of CTE curriculum and instruction to improve the college and career readiness of CTE students. HWC will expand leadership and expertise in various components of advisory committee structure.

Measures

a, b, c, d) Negotiated targets for 2S1, 3S1, 4S1 and 5S1 will be met.

Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00

Reallocation Explanation

HWC secondaries have been working with advisory boards to improve student engagement in several pathways. Manufacturing and is one of the targeted areas. We are increasing field trips to local businesses and have started to utilize more mentors. Prior year funds will be used to create more student awareness by adding MCIS to schools that haven't purchased in the past and by develop a stronger connection with the community through mentorship activities.

Post-Secondary Reserve	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$0.00
Secondary Required Activities	\$40,000.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reallocation Basic	\$2,000.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$42,000.00
Total	\$42,000.00

Goal 2 Objectives 7

Use of Funds

R2 Programs of Study, R9 Special Populations, R10 Collaboration, P6 Mentoring/Support Services

Strategies

NHCC and HTC will sustain existing collaborative programming and seek additional ways to partner.

Current collaborative programming includes:

- mutual membership in the HWC Perkins consortium
- a portion of NHCC Customized Training personnel located at HTC BPC. CTS departments from the colleges will continue to pursue joint grant funding in health and human services, business management, and workforce development.
- joint nontraditional student support programming which may include mentoring by business and industry representatives, focus and student support groups. Perkins funded Nontraditional Student Support Graduate Assistant intern will be shared by HTC-BPC, HTC-EPC and NHCC campuses.

Outcomes

Collaboration will lead to enhanced career and technical options for students, especially in the NW suburbs, and will provide for good stewardship of higher education funding.

Measures

The colleges will fully develop collaborative nontraditional student support programming in FY17.

Post-Secondary Required Activities	\$11,700.00
Post-Secondary Permissible Activities	\$1,300.00
Reallocation Explanation	
Post-Secondary Reserve	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$13,000.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$0.00
Total	\$13,000.00

Goal 2 Objectives 8

Use of Funds

R1 Academic Integration , R3 All Aspects of an Industry, R8 Size/Scope/Quality, R9 Special Populations, R10 Collaboration

Strategies

Adult Short-term Programming: HTC will continue to offer a variety of short-term, stackable training options for accelerated entry into the workforce. These include:

- Certified Nursing Assistant Preparation Class: Pairs Robbinsdale, Osseo, Hopkins, Bloomington, and Chaska ABE teachers with HTC Nursing Assistant faculty. For the summer of 2016, the program is expanding to include Trained Medication Aide curriculum.
- M-Powered and Manufacturing Workfast programs with HIRED and EMERGE community based nonprofits: This project received FastTRAC and state WorkForce grants. The partnership is exploring additional FastTRAC and federal grant opportunities for FY17.
- Community Paramedic training: Expanding from 12 to 14 credits in FY16, this program has provided training for hundreds of community paramedics across the U.S. and Canada through a hybrid model. HTC is recognized as the national leader in Community Paramedic education which fills gaps in the frontline of health care delivery in underserved areas.
- Welding Workfast 17 credit program in Gas Metal Arc Welding: Currently offered in a compressed time frame to a closed cohort at the request of WorkForce Center and community partners. An additional 2 cohorts will be offered in the coming year.
- Apprenticeship Programming: HTC is participating in a statewide DOL grant initiative with DEED and DOLI to develop registered apprenticeship programs. This includes fast track training and apprenticeship programs in diesel mechanics and automotive areas, as well as participation in the Minnesota PIPELINE initiative developing apprentice tracks for automated manufacturing and plant maintenance technician programs.
- Numerous hour based or mixed credit and noncredit opportunities including: Phlebotomy and Home Health Aide compressed courses; Manufacturing, Supervision and Occupational English with TreeHouse Foods employees; Leadership and Supervisory training for Medtronic supervisors and technical writers to improve readability of directions and operational information suitable for their workforce. HTC is also working with TeamVantage through a state grant to train employees in manufacturing, plastics, lean manufacturing and supervision. Additionally, HTC was recently awarded a state grant to train printing machine operators with Imagine Printing.
- A portion of NHCC Customized Training personnel will continue to be located at HTC BPC in FY17. CTS departments from the colleges are developing joint programming in health and human services, workforce development, and business management.

Outcomes

Accelerated workforce entry programs will result in increased job placement, 4P1.

Measures

4P1 will stay at or above the most recent negotiated target of 84.70% for FY16.

Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Reallocation Explanation	
Post-Secondary Reserve	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$0.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reallocation Basic	\$0.00

Secondary Reallocation Reserve	\$0.00
Secondary Total	\$0.00
Total	\$0.00

Goal 2 Objectives 9

Use of Funds R5 Professional Development , R10 Collaboration

Strategies

Professional Development and Partnerships: HWC will collaborate with organizations to improve CTE on a local and national level. HWC will reach out to the WorkForce Centers to be an active participant. Directors and instructors will be provided the opportunity to participate in enrichment events such as national conferences, workshops, seminars, etc. Participants will share knowledge gained from the opportunities. HWC will partner with:

- PLTW
- AdvancedIT
- Health Force Minnesota
- MPMA
- Construct Tomorrow
- DEED
- Brooklyn Bridge Alliance
- Local Chamber of Commerce
- Rotary
- Regional and state Career and College Readiness Collaborative

Outcomes

HWC will present with other consortia at national and state convention(s). Professional development will be improved for all the members of HWC through advanced knowledge and increased business partnerships. Modifications will be made to curriculum and equipment as warranted. Students and parents from HWC will be provided increased opportunities to participate in college career fairs and other exploratory initiatives. Secondary student participants and concentrators in CTE will increase. HWC will present a hands-on manufacturing fair based on the "Construct Tomorrow" model.

Measures

Three new curriculum initiatives or modifications will be created and/or implemented in one of the areas listed in the strategy. The following performance measures will be maintained: • 3S1 - 98.50% • 5S1 No state data available • 6S1 - 47.95% • 6S2 – 53.66%

Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Reallocation Explanation	
Post-Secondary Reserve	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$0.00
Secondary Required Activities	\$26,000.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reallocation Basic	\$0.00

Secondary Reallocation Reserve	\$0.00
Secondary Total	\$26,000.00
Total	\$26,000.00

Goal 3: Improve Service to Special Populations

Goal 3 Narrative:

HWC will utilize state and national best practices to increase access, retention, completion, and placement for special populations, including nontraditional students and other marginalized groups.

Starting in late FY16, HWC colleges incorporated a graduate assistant intern to research and implement creative ways to recruit and support nontrad students. Though the issues with nontrad measures of success may be at a societal level, the intern will examine data and explore effective programming. This may include polling focus groups, pairing nontrad students with mentors from business and industry, and offering support groups.

Additionally, a coordinated effort with college Law Enforcement and Criminal Justice faculty which began in FY16 will continue to focus on female recruitment including females of color in grades 9-12. This programming will highlight career opportunities in Law Enforcement and Criminal Justice that may include: on and off site guest speakers, open houses focusing on policing, a mentoring program that includes the local Brooklyn Park police department, and participation in regional Criminal Justice conferences and competitions.

In order to improve retention and student success, NHCC will continue to highlight innovative strategies for special population student support that includes ongoing programming using a comprehensive assigned advising model coupled with an academic planning tool for all CTE students. Other best practices at the colleges will include the Gateway to College on campus ALC, as well as Supplemental or Supporting Instruction and tutoring. In addition, tutors will continue to complete and upgrade CRLA tutor certification. Innovative programming will include additional targeted peer tutoring and supplemental instruction using the peer tutor model. On the secondary level, data will continue to be reviewed, assessed and compared to previous data. This will guide the development of strategies for program improvement, closing the achievement gap, and credit recovery programs.

The employer partnership initiative at HWC will include a focus on internships/mentorships and employment in high skill, high wage, or high demand occupations for special population students. Additionally at HTC, an Employer/Student Engagement Graduate Assistant intern will develop programming for subpopulations with significant employment barriers which may include students with disabilities and students who have formerly been incarcerated.

QUESTION (for FY15 only, optional for FY16): What service was conducted during the grant year that was most successful?

During FY17, Perkins funded a graduate assistant intern to develop and implement programming at the colleges in support of students in programs that were nontraditional for their gender. Two significant outcomes were the implementation of regular support group meetings for students in this category and observation of campus tours to determine areas where unconscious gender bias might be contributing to a “not for me” mentality. Going forward, the colleges have hired another intern/consultant to continue this work. Plans include researching and meeting with the Women in Technical Careers program at Dunwoody and possibly replicating their successful retention program, one on one meetings with faculty, staff and nontrad students to determine needs, and securing resources and potential mentors among alumni, faculty, professional associations and employer groups. Two additional interns were funded with Perkins to work in Career Services at each of the colleges. The primary role of these interns was to assist with implementing career fair events, several of which were inclusive of high school students. Together, the interns comprised one of the most successful endeavors at the colleges, plus they contribute to the pipeline of talent that becomes the next wave of CTE professionals.

The colleges and districts worked together to bring career exploration opportunities such as program related career fairs particularly in manufacturing, IT and health areas, Paralegal, and a Criminal Justice workshop for students with an emphasis on special populations. HWC pays for memberships that support the goals of the HWC Perkins grant. All HWC secondary districts are members of MACTA. In FY17, MACTA collaborated with MDE & MN State to provide training for teachers and administrators. *Legacy Training: The Art of Motivating Students and Engaging Employers* was designed to improve services to all students with an emphasis on special populations. Secondary had 70% of its Perkins coordinators attend and bring CTE instructors from their individual districts. A post conference survey was conducted. Based on those responses, a follow up conference will be scheduled.

The conference equipped administrators and instructors with new strategies on not only working with students but also business partners. HWC supports financial literacy for all students. The Hopkins district created an online financial literacy course that allows easier access for special needs students that are not in the high school building. The district reports an increase in the special population graduation rate.

Our member districts are utilizing a program titled Career Transitional Plus. Some examples of the opportunities and services offered are:

- Career exploration through work experience seminar and support of a Work Coordinator
- Community participation through exploration and planning, both individually and within teams
- Post-secondary exploration
- Public transportation training, including study support for driver's permit
- Skill-development activities focused on the five areas of transition and based on the individual needs of the students enrolled
- Independent living

During FY17, NHCC continued to invest in training and programming that would meet federal and state Office of Civil Rights accessibility guidelines and policies. During the academic year, NHCC continued to provide training for faculty and staff that focused on how to make a variety of digital materials accessible for NHCC students that take online courses and utilize NHCC's webpage. For instance, fall semester document accessibility training and workshops were offered on duty days for faculty and staff. The main focus of this training was to teach participants how to make Microsoft Word documents accessible for online courses and webpages. During spring semester, additional weekly training sessions were offered; however, the topics were expanded to include Accessibility in Microsoft Word, Designing Fillable Forms in Microsoft Word, Accessibility in D2L Brightspace (NHCC's online delivery learning management software), and Accessibility in Sitecore (NHCC's content management system for the college website). During the summer, eight trainings were offered covering the previously listed topics. Additionally, due to the Sitecore Software upgrade seven additional training sessions were offered that specifically highlighted how to use the new Sitecore features with a heavy emphasis on accessibility. Moreover, 80 staff and faculty attended SiteCore, Word, and Brightspace training during the academic year. Overall, the majority of participants found the workshops useful and everyone that attended training sessions stated they learned something new and would recommend the training to their colleagues. Since implementing the Sitecore training, NHCC's Web Advisory group has decided that ongoing annual refresher workshops for Sitecore content editors will be mandatory. NHCC hosted the second annual Community and Justice Meet, which was a day-long law enforcement, criminal justice and paralegal expo held on the NHCC campus for high school students to explore careers in criminal justice. For the FY17 event, we expanded our community collaboration partners to include Brooklyn Park Police Department, Hennepin County Sheriff's Office, Metro Transit and the FBI. Additionally, NHCC incorporated cross campus collaborations, which included Sociology, Paralegal, Global Studies, Admissions and IT. Also, the event was attended by consortium area high school students in the morning session, and external high schools, community organizations and members during the afternoon session. For the past two years, HWC high schools have consistently brought over 200 students to this event. This year, however, we had an additional 140 participants attend the afternoon session and complete and turn in admissions recruitment cards to obtain more information on CTE programs offered at NHCC, which included criminal justice, policing and paralegal. Additionally, NHCC had 40 enrolled community college students attend, as well as 25 students from Concordia University for networking and information sharing with the participating agencies.

In spring of 2017, NHCC began collaborating with Fairview Health Clinics, Minnesota Campus Compact's AmeriCorps Vista program, and other community resource agencies to bring together the Community Connections Resource Center (CCRC) for all NHCC students. The overarching goal of the CCRC is to provide direct service to referrals for health care services, domestic violence support, childcare, dental, and mental health issues, connections to social services, emergency funding, tax preparation assistance, and more. Continually, retention research suggests these are personal barriers that negatively impact retention and completion for students. Perkins funding was braided with other funding sources to support the AmeriCorp Vista worker position. The CCRC opened January 23rd, 2017 and during spring semester Fairview

Clinic provided health services to 150 students. More specifically, 90% of the students they served received the required Manteaux testing and vaccine for nursing students. For FY18, the health clinic and CCRC have set a goal to serve 400 students per semester, which will likely be met because of the marketing and promotional efforts of college personnel as well as activities of the CCRC staff.

During FY17, NHCC faculty participated in the National Seeking Educational Equity and Diversity (SEED) new leaders' week long training. By completing this intensive training, they became qualified to facilitate SEED groups for faculty and staff on campus. Throughout the academic year, the faculty co-facilitated a group of faculty in nine monthly seminars. During this training, 14 faculty were engaged in discussions of curricular and systemic change, such as issues of race, gender, class, ethnicity, and other forms of diversity. Overall, faculty attendees stated strategies and awareness from this training would be weaved into the curriculum, as well as guide student engagement activities in the classroom.

In FY17, HTC received a Great Lakes Higher Education Guaranty Corporation grant through May of 2018 for \$178,500 for developing new paid career experiences for qualified low income students in IT, Business, Automation Robotics, Engineering/CAD, Automotive Technology, Auto Body and eventually for all program areas. This initiative is managed by the Career Experience Coordinator, a position which was added in FY17 and will continue in FY18. For this project, the first half of FY17 was spent in process mapping, developing procedures, forms and marketing documents, followed by communication with employers and advisory board members, school districts, city council members, and community agencies interested in the internship program. Existing HTC students were targeted for the college internship part of the project via a number of methods including classroom visits in targeted program areas, emails to students with unmet financial needs in those majors, posters, and promotion at campus events. Most successful has been the classroom visits. Internships and career experiences were also developed for high school students participating in the Brooklyn Summer Youth Employment Program. All of these internships cultivated broad, transferrable skills involving many aspects of the industry, as well as job specific skills, and exposed students to many networking opportunities. Overall the response from employers has been positive. However not all interested employers progressed far enough to actually host an intern. For FY18, additional support material has been added to the information provided to employers about how to effectively support an intern and manage payroll forms and procedures.

QUESTION (New for FY16): What strategies were adopted to overcome barriers for special populations?

HWC collaboratively focuses on improving services to special populations. Twenty-five percent (25%) of the secondary Perkins budget is earmarked for CTE special populations strategies. Braided funding is utilized from various district categorical sources to meet the needs of special populations. Individual secondary districts provide additional opportunities for serving special populations. The following are a few of the services being provided by districts and supported by Perkins funds.

- The CLEAR model (Contracting, Listening, Exploring, Action, Review) is being used to close the achievement gap by exploring the reason for why a situation is occurring and finding an action(s) to resolve the situation.
- STRIVE is a rigorous approach to accelerate progress and sustain success in education. STRIVE provides coaching, connections and resources to local partnerships. StriveTogether communities collect and share data annually on the progress they are making on at least six cradle-to-career goals. Use of local data identifies gaps by race, gender and other demographics to understand the needs of the most marginalized and vulnerable students. Partnerships use these findings as evidence to make decisions in real time, improve and scale practices and target resources to support what works.
- Equipment and materials were purchased to assist dexterity, fine motor skills and practical job readiness skills.
- Side by side (skilled students by unskilled students) mentoring and tutoring
- HWC supports professional organizations such as ACTE, MnACTE, SNIP to improve instruction to students.
- HWC secondary supports student organizations but are limited from providing individual student expenses. In response to this, districts provide scholarships (non-Perkins) dollars for students (e.g. students on free & reduced lunch) for trips, clothing, membership fees, etc.

The colleges offered many services and programs targeted for special populations in addition to the enhanced programming designed and implemented by graduate assistant interns. Some examples of new or upgraded programming are listed below.

At HTC, customer relationship management was improved during FY17 with the implementation of new phone software and with the assistance of a graduate assistant who worked on aspects of the Strategic Enrollment Management plan. This included significant research on college SEM plans, communication with other SEM leads in the system, development of a system to track initiatives, and assistance with communicating progress to the college. MinnState is considering purchasing CRM software system wide, however HTC will continue to look into additional more cost effective options such as Microsoft Dynamics. Customer relationship management activities continue to directly impact the HTC student population of which nearly 100% have declared Perkins-eligible majors and an overwhelming majority are identified as belonging to one or more of the Perkins-defined special populations.

Postsecondary Tutoring:

Tutoring services are an effective strategy for helping close the gap between all CTE students and marginalized subgroups. At HTC, tutors in the Learning Resource Centers are partially Perkins funded and specialize in CTE areas. They also support students, a large percentage of whom belong to one or more special population subgroups, in the attendant general education areas required by their programs. Perkins also funds peer tutors to support students in programs that are not covered by the permanent staff. Additional tutoring options that are not Perkins funded include the Writing and Math Centers and Supplemental Instruction tutors.

The Supplemental Instruction Tutoring initiative began at HTC in FY15 and is continuing to date. For FY17, courses covered included 13 sections of IT, 5 sections of physics, 2 sections of Dental Science, and 1 section of philosophy. This model of SI consists of Peer Student Instruction Leaders attending classes in these historically difficult courses, taking notes, assisting students during labs, and providing group tutoring outside of class. One challenge at a 2 yr technical college is to meet the need for peer tutors due to the relatively short duration of students at the college and the many demands on students' time. The programming is initiated by faculty request, however it is not always possible to find SI Leaders, especially for writing courses.

The CRLA tutor training program is ongoing at HTC and center certifications are up for their 5 year renewal this year. All Perkins funded tutors have completed at least Level 1 of CRLA training; seasoned tutors have completed through Level 3.

In FY17, NHCC continued to support a graduate assistant to assist Computer Science and IT students in the classroom in the capacity of a mentor/tutor to support student retention and completion. This person assisted in the classroom for higher level CSCI courses which included; offering support online using Webex, holding information sessions that connected students to a variety of supplemental online resources, and assisted faculty with additional activities that supported academic success specifically targeting enrolled females. For example, fall semester, the CSCI tutor met with 21 students and assisted with 57 tutoring requests and during spring semester the tutor met with 18 students and assisted with 55 student requests. Moreover, the tutor assisted faculty with creating instructional videos for harder to explain topics within the curriculum to supplement learning, as well as assisted with re-creating curriculum for the Intro to Java class.

Adult Basic Education and College Prep Collaboration:

In FY17, NHCC and ABE continued the collaborative TEAS testing preparation initiative for the nursing program. Overall, the goal of the TEAS test prep was to offer faculty and students an assessment on academic preparedness, strategies on how to improve academic acquisition, as well as a gauge on how well students would perform once accepted into the nursing program. During FY17, eight students completed the registration process; unfortunately, only four students enrolled completed the TEAS prep class. On the other hand, some of the successes included a strong commitment for learning by those students enrolled, students developed a strong academic support system for each other by studying both on and off campus, and they felt more academically prepared. Future considerations moving forward that may improve participation and success rates would be to offer a hybrid course to provide flexibility and meet the needs of the participants, recruit and promote the program earlier and use a broader approach for marketing, and continue to select faculty and instructors that work well together. Adult Basic Education is offered on both campuses of HTC. At BPC, the Robbinsdale Adult Academic Program offers College Prep reading and writing classes particularly for students who are seeking to improve their Accuplacer test scores. In addition, they invite potential

candidates to sign up for their distance learning program. At EPC, Metro South Adult Basic Education offers free ESL classes on campus with both day and evening options. They also offer ABE, GED and College Prep classes off campus at their Bloomington location.

Requests for Proposals:

During FY17, NHCC purchased Sonocent software, which is an audio notetaking software that can be used on smartphones, tablets or laptops. This software provides access for students with disabilities by recording classroom lectures that can be uploaded into faculty PowerPoint presentations. During the summer, NHCC staff developed a plan for marketing and implementing the software for faculty, staff and student adoption. Beginning fall semester, in FY18, NHCC will roll out the software to campus members. Baseline data for student, faculty and staff usage will be reported in the FY18 APR.

Last year, the NHCC tutoring department met with over five program departments to discuss tutoring strategies and expand quality tutoring services to all NHCC students. Across the five discipline areas, there was an overwhelming response for offering online tutoring for those students who could not get to campus, visit a tutor during regular tutoring hours, and were looking for flexibility when accessing tutoring options. Additionally, faculty and staff wanted to replicate, as much as possible, the high touch interactions that our traditional, face-to-face tutoring sessions offer users. NHCC students and tutors benefit from being able to see each other and have a synchronous voice conversation. In order to create this high touch interaction between the tutor and students, and accommodate the requests of students, faculty, and staff we purchased two DX80 touch screen computers coupled with college funded technologies such as Spark, WebEx, and Jabber technology. The online tutoring program will be piloted in FY18 with the goal being to expand access to support services for all students. During FY17, 67% of NHCC students that utilized all tutoring services were people from diverse backgrounds. Therefore, offering a variety of tutoring options for students to access is key for improving student success.

NHCC continued to add and offer more CTE courses online which resulted in students leveraging their personal cell phone and mobile devices for accessing course content instead of laptops. Due to this need the college purchased two charging stations to ensure students have unlimited access for charging their personal devices, which in effect takes some of the demand and student need off of the college computer labs.

During FY17, Perkins funding was used to purchase Kurzweil 3000 + Firefly, which is a digital literacy suite that integrates several text to audio based accommodations for the diverse population being served at North Hennepin Community College. In its most basic form, Kurzweil will covert digital text into audio. This function alone serves our students with significant print disabilities, English language learning needs, and those who struggled with educational disadvantages for prolonged periods. The program provides a great deal more however. It reads content on the web via the Firefox browser, translates text into 31 different languages and allows students to highlight and make notes to better study documents. Kurzweil's writing tools allow students to produce better written outlines to guide in writing papers. At North Hennepin, Kurzweil is made available to any student that requests the software. Making this available to all students further demonstrates North Hennepin's commitment to Universal Design. In fall FY17, due to the late roll out of the system and the delay with staff training, there were 17 students trained on how to use the software. However, during spring semester, usage increased to 46 students, which was a 37% increase. Additionally, during the academic year 24 faculty and staff were trained on how to use the technology and several of them incorporated the software into their classroom curriculum to positively impact retention for all students.

Continuing during FY17, HTC's Peer Mentor program continued to match all first time, first semester students with a peer mentor. Recent SENSE survey data of 174 students shows some unique characteristics of the student population at HTC: 81% are part-time, 73% of students work, and 46% of them work over 20 hours per week. That coupled with the prevalence of other high-risk student characteristics led the college to believe that more connectedness to peers would help these students persist. Mentoring consists of weekly emails, monthly phone calls, and face to face individual visits. Mentee and mentor concerns are tracked and ISRS data on fall to spring retention is gathered. The mentor-mentee relationships often continue independently after the first semester.

Trio and other similar student support programs are a popular and effective strategy for supporting Perkins defined special populations or other marginalized students. At both colleges, programs include: Trio SSS--for students who are low income, first generation college attendees, or who have disabilities; Trio Upward Bound--working with grades 9-12 low income or first generation students from specific schools within HWC; Trio Educational Talent Search--working with grades 7-12 low income or first generation students from specific schools within HWC; Gear Up--serving an entire cohort of students from Fridley and Cooper high schools, both of which have high numbers of economically disadvantaged students; Gateway to College--Dist 287 dual credit alternative learning program for students aged 16-20 who do not have a high school diploma or who are behind in earning credits.

Additional programs work directly with HTC Customized Training to train adults with various barriers to employment. These programs include HIRED and EMERGE and the students generally start with MPowered, FastTrack or WorkFast short term programs. A newer initiative is the Bus Maintenance Technician intern partnership program developed with Metro Transit. Graduates may continue their education here or may go directly to employment. See answers to Goal 2 questions for further information.

QUESTION: Describe how your consortium uses data to target consortium activities to the needs of special populations and what impact the efforts have had on success of special populations.

HWC reviews Perkins data and compares district data to determine areas of improvement and possible programming changes to focus support and funds of strategies. Data for general population of HWC secondary CTE are classified as follows:

- 17% of students have disabilities
- 30% of students are economically disadvantaged
- 0.2% of students are single parents
- 57% of students are non-traditional enrollees
- 4% of students are ELL

Upon reviewing the above data, HWC developed strategies to improve services to special populations. Sample strategies are listed in question 2. In addition, materials continue to be purchased to assist staff to properly provide support including student enrichment activities, study materials, and Technical Skills Assessments (TSA) to name a few.

HWC secondary has worked diligently to interpret and utilize data, which has provided continuous improvement in district Perkins data reporting. State resources are being utilized which was an integral part of the FY17 summer retreat.

Data will continue to be reviewed, assessed and compared to previous data. This will guide decisions for program improvement, closing the achievement gap, and credit recovery programs. Proven best practices will continue to be supported as indicated by data. (e.g. professional development, e-mentoring, personal learning plans and specialized technology)

Postsecondary Tutoring

As stated above, tutoring services are an effective strategy for helping close the gap between all CTE students and marginalized subgroups. Please see attached addendum for specific data and information related to this support service.

Goal 3 Objectives

Goal 3 Objectives 1

Use of Funds

R4 Develop/Improve/Expand the use of Technology, R8 Size/Scope/Quality, R9 Special Populations, R10 Collaboration, P2 Counseling

Strategies

At HTC, development began in FY16 on an in-house customer relationship management (CRM) system to provide customized services and support to prospective and current students. The goal of providing the self-designed system was to save costs (vs. \$80,000 for commercial software) and create a system that would be specific to the college's needs. The system includes a communications module to connect with students through phone and email, an early alert feedback mechanism for faculty to connect potential at-risk students with advisors, counselors and campus resources, the ability to track this data, and the personnel to support the software in order to better support students and increase retention and completion at the college. HTC will continue to support this effort in FY17.

Outcomes

In FY16, HTC developed and piloted an in-house early alert system to support student retention and completion. Full implementation is planned for FY17.

Measures

3P1 retention/transfer for the colleges will meet the most recent target of 36.10% for FY16.

2P1 completion will remain at or above the most recent target of 40.55% for FY16.

Post-Secondary Required Activities \$0.00

Reallocation Explanation

Post-Secondary Permissible Activities \$0.00

Post-Secondary Reserve \$0.00

Post-Secondary Total \$0.00

Secondary Required Activities \$0.00

Secondary Permissible Activities \$0.00

Secondary Reserve \$0.00

Secondary Total \$0.00

Total \$0.00

Goal 3 Objectives 2

Use of Funds

R5 Professional Development , R9 Special Populations

Strategies

NHCC will offer training through the National SEED Project on inclusive curriculum "to support faculty and staff in personal and professional awareness, self-assessment and growth which supports creating a safer environment for students and employees."

Outcomes

The week long intensive SEED facilitator training will be offered in FY17 and will cover topics such as gender, race, culture, class, disability, and other diversities of experience.

Measures

Baseline of attendance for facilitator trainees will be established in FY17.

Post-Secondary Required Activities	\$10,000.00
Reallocation Explanation	
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$10,000.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$0.00
Total	\$10,000.00

Goal 3 Objectives 3

R1 Academic Integration , R2 Programs of Study, R3 All Aspects of an Industry, R4 Develop/Improve/Expand the use of Technology, R5 Professional Development , R6 Assessment , R7 Initiate/Improve/Modernize Technology , R8 Size/Scope/Quality, R9 Special Populations, R10 Collaboration, R11 Articulation, P1 Advisory Committees, P2 Counseling, P3 Work-Based Experiences, P4 Additional Special Populations, P5 Student Organizations , P6 Mentoring/Support Services, P7 Equipment Leasing/Purchasing/Upgrading, P8 Teacher Preparation, P9 Alternative Formats, P10 Student Transition, P11 Entrepreneurship

Use of Funds

Strategies

RFP/Permissible Process: HWC members will offer RFP/Permissible funds for internal college proposals, collaborative proposals with HWC partners, external secondary partners or others as appropriate for proposals pertaining to:

- POS
- High school and college dual credit options
- Curriculum alignment
- Career and college readiness and transition programming for high school students
- Underrepresented students
- Access to technology and information
- Customer Relationship Management technology or support
- Software or equipment upgrades
- Simulation projects that enhance teaching and learning
- Other innovative technologies
- Technical skills assessments
- Employer partnership development
- NACEP Accreditation
- Others as appropriate

Outcomes

RFP/Permissible outcomes will link to one or more of the five Perkins goal areas and/or required or permissible uses of funds.

Measures

RFP/Permissible proposals will report on applicable Perkins measures.

Post-Secondary Required Activities	\$10,000.00
Reallocation Explanation	
Post-Secondary Permissible Activities	\$5,000.00
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$15,000.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$0.00
Total	\$15,000.00

Goal 3 Objectives 4

Use of Funds R8 Size/Scope/Quality, R9 Special Populations, P6 Mentoring/Support Services

Strategies

Peer Tutoring: To improve 2P1 and 3P1 outcomes, the colleges will offer additional peer tutoring as appropriate to enrolled postsecondary or secondary CTE special population students, underrepresented students, and students with academic disadvantages, or students with other barriers to retention or completion.

Supplemental Instruction Peer Tutoring is a more recent initiative that will also contribute positively to student retention, transfer and completion.

Outcomes

Where a disparity exists, tutoring will serve to close the gap in academic success measures between CTE special populations and all CTE students.

Measures

The gaps in cohort retention/transfer and completion rates will begin to close between all CTE students and subgroups. This includes economically disadvantaged, academically disadvantaged, ELL, nontraditoinal, race/ethnicity subgroups, and students with disabilities.

Post-Secondary Required Activities	\$22,500.00
Reallocation Explanation	
Post-Secondary Permissible Activities	\$2,500.00
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$25,000.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00

Secondary Total	\$0.00
Total	\$25,000.00

Goal 3 Objectives 5

Use of Funds R5 Professional Development , R9 Special Populations

Strategies

Professional Development for Student Services: Postsecondaries: Professional development opportunities of significant duration will be provided for personnel such as CTE Advisors, Perkins Directors, LRC CLA's, peer tutors, and others as appropriate.

Outcomes

HTC/NHCC: CTE Advisors, Perkins Directors, LRC CLA's and peer tutors as appropriate will access professional development opportunities of significant duration. Involved staff will develop new understanding and competencies for assisting special population CTE students.

Measures

HTC: Fulltime professional CLA's will add at least one subject to tutoring repertoire per biennium. CLA's will continue with the process of CRLA tutoring accreditation.

NHCC: 90% of peer tutors will participate in a professional development training workshop.

Post-Secondary Required Activities	\$0.00
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Reallocation Explanation

Post-Secondary Permissible Activities	\$0.00
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Post-Secondary Reserve	\$0.00
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Post-Secondary Total	\$0.00
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Secondary Required Activities	\$0.00
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Secondary Permissible Activities	\$0.00
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Secondary Reserve	\$0.00
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Secondary Total	\$0.00
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Total	\$0.00
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Goal 3 Objectives 6

Use of Funds R1 Academic Integration , R9 Special Populations, P4 Additional Special Populations, P6 Mentoring/Support Services

Strategies

Tutoring: To improve 2P1 and 3P1 outcomes, the colleges will offer expanded tutoring options to enrolled postsecondary or secondary CTE special population students, underrepresented students, and students with academic disadvantages, or students with other barriers to retention or completion.

Outcomes

Where a disparity exists, tutoring will serve to close the gap in academic success measures between CTE special populations and all CTE students.

Measures

The gaps in cohort retention/transfer and completion rates will begin to close between all CTE students and subgroups. This includes economically disadvantaged, academically disadvantaged, ELL, nontraditional, race/ethnicity subgroups, and students with disabilities.

Post-Secondary Required Activities	\$317,700.00
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Reallocation Explanation

Post-Secondary Permissible Activities	\$35,300.00
Post-Secondary Reserve	\$27,094.00
Post-Secondary Total	\$380,094.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$0.00
Total	\$380,094.00

Goal 3 Objectives 7

Use of Funds R9 Special Populations

Strategies

Secondaries: Local and state assessment data along with personal interest inventories will be integrated into Personal Learning Plans (PLP). This tool will be used for advising special populations and students at risk.

College & Career Readiness counseling materials will include (not limited to): • College is for everyone • College application process (technical college, community college, four year state college, university, etc.) • Economic development (high skill, high wage, or high demand careers) • ACT preparation • Accuplacer exams • Career fairs • Planning and paying for college (costs of education) • College life • www.CTEcreditMN.com website • www.mnpos.org website • www.MCIS.org website • Culture and diversity in college • “Not sure about college” – discovering your educational path after high school.

Outcomes

Students will be provided proper placement and transition in CTE programs. Modified programs and counseling will meet individualized student needs.

Measures

6S1 will increase from 28.93% to 30.85%. 6S2, will maintain or exceed the 8.9% target.

Post-Secondary Required Activities \$0.00

Reallocation Explanation

Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$0.00
Secondary Required Activities	\$45,000.00
Secondary Permissible Activities	\$10,000.00
Secondary Reserve	\$0.00
Secondary Total	\$55,000.00
Total	\$55,000.00

Goal 3 Objectives 8

Use of Funds R9 Special Populations, R10 Collaboration, P4 Additional Special Populations, P10 Student Transition

Strategies

a) Each district will prepare information on how they are using Personal Learning Plans (PLP) for special populations and CTE in general. PLP will continue to be used to transition students to postsecondary or the workforce. ESSA legislation will improve student use of PLP, specifically in CTE. CTE will partner with school guidance counselors to support student PLP. b) Support services, materials, computer programs, equipment, assessments (e.g. MCIS), job simulations and course development will be provided to help current secondary and postsecondary special population student transition. Local, state, and national conferences, webinars, PLC and workshops will be utilized as resources for improvement. c) HWC will collaborate to expand career and mentoring opportunities for nontraditional secondary and postsecondary students. Marketing materials will be used to enhance outreach activities and increase participation. Peer mentoring programs will be utilized to provide support to help nontraditional CTE students successfully complete their programs. Consortium partners and teachers will attend the poverty conference sponsored by MnSCU. School stores and other experiential learning will be utilized to train special populations. d) Data will continue to be reviewed, assessed and compared to previous data. This will guide decisions for program improvement, closing the achievement gap, and credit recovery programs. PLTW course data, math and reading will be analyzed to develop strategies to attract special populations in PLTW and all CTE programming. For example, data will be analyzed to target female students in the trades. e.) In FY17, HWC will continue to support language development and cultural understanding in CTE programs through career fairs, speakers, job shadowing, informal career interest assessments, STEM activities, resume and portfolio development, work-based learning seminars, and experiential activities.

Outcomes

Secondaries: a, b.) Partnerships with CTE, counselors, and staff will improve which ultimately will benefit the students. Staff will be more informed which will result in improved instruction. Students will have a Personal Learning Plan in place, which will be monitored annually by guidance counselors to guide students to career and college readiness. c.) Experiential learning opportunities will improve special population CTE enrollment and completion. A better understanding of poverty and its implications in education will improve CTE instructor communications with students, which will ultimately improve instruction. d, e.) Programming and curriculum will continue to be validated through data decision discussions. New strategies will be developed continually to assist HWC special populations better prepare for career and/or college.

Measures

a,b,c,d,e) 6S1 - HWC secondary current performance level is at 47.95% which exceeds our target of 46.95%. 6S2 - HWC will maintain or improve the current performance level of 53.66% which exceeds our target of 52.66%.

Post-Secondary Required Activities \$0.00

Reallocation Explanation

The analysis of the HWC secondary data shows a need to improve services to young women in non traditional pathways. Districts will support additional career materials, mentoring and field trips to engage students in these pathways. In addition, classroom equipment will be purchased to assist special populations in improving their skills and ability to access resources on the internet.

Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$0.00
Secondary Required Activities	\$25,000.00
Secondary Permissible Activities	\$15,109.88
Secondary Reserve	\$0.00
Secondary Total	\$45,909.88
Total	\$45,909.88

Goal 4: Provide a Continuum of Service Provision for Enabling Student Transitions

Goal 4 Narrative:

HWC will continue to broaden dual enrollment credit options including articulation, PSEO by contract, and concurrent enrollment agreements with additional internal and external high schools and colleges. These agreements will include offerings to Buffalo, Bloomington, Roosevelt, Orono, Fairmont, Forest Lake, Prior Lake, Lakeville and additional high schools as appropriate to ensure seamless high school to college transition. HWC secondaries will broker with other colleges if the HWC partner colleges do not have the programming necessary to support the high school POS transition plan.

In order to offer the broadest access for students, HWC will continue to support the CTE website partnership initiative and participate as a member of www.ctecreditmn.com. The overarching goal for the www.ctecreditmn.com website is to have all Minnesota Perkins consortia represented as active members of the partnership.

Military veterans are supported at the colleges by the ongoing involvement of Veterans Resource Centers on both campuses and efforts to offer advanced credit for prior military experience. Additionally, collaborative customized training activities for both colleges facilitate development of regional short term stackable training opportunities to meet the needs of underemployed and unemployed adults as well as the needs of business and industry.

QUESTION: Describe the kinds of articulation, college-in-the-schools, transfer credit courses offered and how many students participated.

Articulated College Credit Meetings

- New in FY17, South Metro consortium joined the College High School Partnership. It is great to have the group join our partnership!
- 15 articulation meetings were held to serve high school and college programs in the four consortia: Hennepin West, South Metro, Southwest Metro and Oak Land.
- Colleges participating in scheduled meetings in the various career clusters were Anoka Technical College, Anoka-Ramsey Community College, Alexandria Technical and Community College, Century College, Dunwoody College of Technology, Hennepin Technical College, Normandale College, and Ridgewater College.
- Overall there was good attendance at each Articulated College Credit meeting from both teachers and faculty averaging about 20 - 30 educators attending the meetings.
- Discussion began on identifying technical skill assessments for each program or course in each career pathway. Further discussion will continue on this initiative in FY18.
- Individual website training was also held throughout the year for new teachers. Questions/concerns from teachers or faculty were address on a regular basis.

Total Articulated College Credit (ACC) Agreements in FY17 – 109 Articulated College Agreements with 205 different college programs in Minnesota

Total ACC Agreements in 16 Career Clusters:

- Agriculture, Food, & Natural Resources - 2
- Architecture & Construction - 14
- Arts, Audio-Video Technology, & Communications - 10
- Business, Management, & Administration - 10
- Education & Training - 1
- Finance - 2
- Government & Public Administration – 0
- Health Science - 10
- Hospitality & Tourism - 7
- Human Services - 3
- Law, Public Safety, Corrections, & Security - 5
- Information Technology - 10
- Manufacturing - 8
- Marketing - 9
- Science, Technology, Engineering, & Mathematics – 14
- Transportation, Distribution, & Logistics - 9

College Credit Awards

Hennepin West Perkins Consortium includes all the consortia schools and colleges, as well as brokered colleges with consortia high schools, and brokered high schools with consortia colleges.

- 1,124 enrolled in ACC courses on the website
- 491 students were successful in earning ACC
- 105 students were unsuccessful in earning ACC
- 528 students are in pending status which means one of the following:
 1. The instructor did not approve the student or record their status as unsuccessful.
 2. Student is in 9th grade and not able to earn the credit per the agreement.
 3. Student must take two high school courses in order to receive ACC. In this case the student may have only take one of the two-course sequence.

TOTAL in FY17 (2016-17)	993	435	43	504
Total in FY16 (2015-16)	1124	491	105	528
Difference	-131	-56	-62	-24

CTECreditMn Website Meetings & Activities:

- A meeting of CTECreditMn Website consortia partners was held in November, 2016 following the Perkins Consortia Leaders Workshop. Postsecondary and secondary representatives from each consortia partners were present. Updates were given by leadership.
 - A Website Student Data Privacy policy was developed by a committee of consortia leadership in late winter/early spring. Consortia leadership reviewed and approved the policy for implementation in FY17. All teachers, faculty, and administrators were informed of the policy and required to approve the policy as written.
- 10 out of 10 secondary school districts have articulated agreements, 4 districts have concurrent enrollment options (approximately 800

students) and 6 districts have courses designed as a PLTW college in the school courses (approximately 720 students). PLTW students are eligible for ACC through technical and community colleges. In addition, students are encouraged to apply for transcribed credit at St. Cloud State University, Minnesota State University - Mankato or the University of Minnesota. Three districts broker to neighboring colleges for specific pathways not offered in our postsecondary programming. PSEO is utilized and supported by all districts.

In FY16 and 17, North Hennepin Community College decided to invest monies into the expansion of both Concurrent Enrollment and PSEO options for internal and external high school students. College Leadership decided to invest in these two programs rather than articulated college credit because of the inability to confirm high school instructor's credentials, which need to be based on HLC faculty credentialing standards. Additionally, because articulated college credit is documented on transcripts differently, the college had concerns the impact of how college credits are documented may have a negative impact for NHCC transfer students going onto four-year colleges.

Concurrent Enrollment:

In FY17, NHCC offered the following concurrent enrollment courses with Buffalo HS: BUS 1440 – Personal Finance, MATH 1140 – Finite Math, MATH 1130 – Statistics, HIST 1200 – History of US through 1877, COMM 1010 – Fundamentals of Public Speaking, FYE 1020 – First Year Experience, TFT 1210 – Introduction to Theatre, SOC 1110 – Introduction to Sociology, ACCT 2111 – Financial Accounting, ART 1100 – Creative Suite, BUS 1200 – Principles of Management, CMSV 1200 – Construction Graphics, COS 1101 – Business Computer Systems I. Additionally, BUS1200 Principles of Management was expanded with Wayzata.

Moreover in FY17, the colleges continued to expand concurrent enrollment options with internal and external high school partners. For instance, NHCC had a 62% increase in the number of enrolled students in concurrent enrollment courses. In FY16, there were 569 students enrolled in CE courses compared to 919 enrolled students in FY17. Additionally, 95% of all enrolled students in CE courses received a grade of C or higher.

Secondary brokered with NCC for education pathway (100 students). An agreement was created in FY17 with Central Lakes College for Cyber Security to be implemented in FY18. Neither one of those pathways are available with our consortia colleges. FY17 Wayzata brokered with ARCC in the technology pathway for CISCO networking and A+.

PSEO

During FY17, NHCC enrolled 1700 PSEO students compared to 1357 in FY16, which was a 25% increase of enrolled PSEO students. NHCC will continue to offer dual enrollment options for external and internal high school students with the option of continuing to contract PSEO and expand CE course options.

For HTC data, see addendum on numbers of students redeeming credits via articulations, as well as numbers of PSEO and concurrent enrollment participants.

As reported in Goal 1, HTC offered 49 sections of concurrent enrollment in FY17. High schools involved include Wayzata HS, Burnsville HS, Forest Lake Area HS, Buffalo HS, Roseville HS, and the Prior Lake/Lakeville MNCAPS program. Courses included Computer Programming, Business, Accounting, Video Production, Graphic Design, Auto Mechanics, Marine/Motorsports Technology, Child Development, Engineering CAD, Landscape/Horticulture, Woodworking, and Carpentry.

Bloomington Career and College Academy has expanded their programming, and in FY17 they offered courses at their high school taught by HTC faculty in Computer Careers, Emergency Medical Services, Nursing Assistant, Medical Office, and Auto Mechanics. The Auto Mechanics career track courses are held at HTC's Eden Prairie campus. In FY18, HTC plans to also add a cohort of classes for Health Unit Coordinator.

QUESTION: To what degree and in what ways are these advanced credit courses transcribed on the students high school record and on college transcripts?

Advanced credit courses are transcribed if they are concurrent enrollment offerings or PSEO. Advanced credit that is offered through an articulation agreement is not transcribed and must be redeemed at a college that is part of the agreement. The colleges participate in College High School Partnership regional articulation meetings along with several other area colleges and high schools internal and external to HWC. High school students that have earned ACC can independently access and print their ACC report through the www.CTEcreditMN.com website. Articulated College Credit video tutorials for students and instructors located on the www.CTEcreditMN.com website continued to be utilized. ACC student records are printed by the student from the website. Validation for a college registrar is accomplished in two ways: 1) comparing the high school transcript to the ACC record 2) sending a message through the website help desk to ask for additional validation. An operational guide was implemented in FY17. The revamped reporting section of the website was utilized to meet the current needs of the 18 partners.

At the secondary level, articulation, concurrent, and PSEO options are to enhance learning and assist the students in a seamless transition to postsecondary. Articulated courses are highlighted in the registration guides and on school websites. Staff in each district are trained on the CTECreditMN.com website and meet on an annual basis with their college partners to determine curriculum updates and modifications. Likewise students are trained on the advantages of articulation and how to use the website. Upon request, the articulation coordinator made visits to the high schools to train instructors on the website.

Concurrent enrollment courses are also highlighted in the registration guides and on district websites. CTE directors, guidance counselors and college admissions counselors are utilized to assist students in understanding the policies and procedures of concurrent enrollment programming. Students receive high school credit and are informed on the procedure to receive their college transcripts. The college partnership coordinators occasionally attend the HWC monthly meetings and is a valuable connection from the colleges to the secondary districts. The articulation specialist meets with the partnership coordinator, which provides inroads to Dean's meetings and college faculty. The colleges have created positions with oversight for adhering to HLC guidelines regarding credentials of teachers and faculty.

The PSEO option is handled by guidance counselors and made available to all students who qualify. In addition, students can participate in IB (International Baccalaureate) or AP (Advanced Placement), which in both cases is recorded on the high school transcript. CTE courses can be found in both programs.

Goal 4 Objectives

Goal 4 Objectives 1

Use of Funds

R2 Programs of Study, R10 Collaboration, R11 Articulation, P10 Student Transition

Strategies

Brokering: The colleges will offer transcribed credit options for external high school partners.

NHCC will offer Fairmont and Orono High School students concurrent enrollment options in one of the following career program areas:

Marketing, Personal Finance, Accounting, CSCI, CIS and Graphic Design.

NHCC will offer 7 general education courses in Finite Math, Statistics, Introduction to Sociology, US History, Introduction to Theater, First Year Experience, and Public Speaking with Buffalo High School.

In the emergency medicine areas, HTC has been teaching EMT at Roosevelt High School and Bloomington Career and College Academy with plans to continue in fall of 2016.

HTC will also offer concurrent enrollment options with Buffalo HS in Accounting, Business, Landscape, Child Development, Auto Mechanics, Woodworking and Engineering CAD. NHCC and HTC are working closely with Buffalo HS to promote consistency in the concurrent enrollment process.

Additional brokered partnerships include: Forest Lake Area HS--currently offering a concurrent enrollment course in Landscape/Horticulture with plans to continue for FY17.

Bloomington Career and College Academy has expanded their programming, next year they will be offering concurrent courses with HTC in Computer Careers, Emergency Medical Services, Nursing Assistant, Manufacturing and Auto Mechanics. The Manufacturing and Auto Mechanics career track courses will be held at HTC's Eden Prairie campus.

The MnCAPS program for Prior Lake and Lakeville area schools will be offering a Business Career Track which will include concurrent enrollment courses with HTC in English, Communications, Business, Marketing and Graphic Design. The CAPS program is a professional program offering HS juniors and seniors an opportunity to integrate real world business projects into their classroom experiences through a close relationship with local industry partners. This is the same programming as Vantage that is offered at Shakopee and Minnetonka High Schools. Wayzata will also participate in the the CAPS network in FY 17 and will operate under the name COMPASS.

Outcomes

College and career awareness, dual credit options, and performance in concurrent classes will increase.

Measures

95% of students participating in a concurrent enrollment course with NHCC will successfully pass with a C or higher.

NHCC will offer 7 general education courses with Buffalo High School in FY17.

HTC will add one new dual credit agreement with an ALC or external high school for FY17 and will expand to new external partners.

Wayzata will expand its concurrent enrollment agreements to include Principals of Business Management at NHCC and broker to Normandale in the Educational Pathway.

Reallocation Explanation

Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$0.00
Secondary Required Activities	\$5,000.00

Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$5,000.00
Total	\$5,000.00

Goal 4 Objectives 2

Use of Funds

R1 Academic Integration , R2 Programs of Study, R3 All Aspects of an Industry, R4 Develop/Improve/Expand the use of Technology, R5 Professional Development , R6 Assessment , R7 Initiate/Improve/Modernize Technology , R8 Size/Scope/Quality, R9 Special Populations, R10 Collaboration, R11 Articulation, P1 Advisory Committees, P2 Counseling, P3 Work-Based Experiences, P4 Additional Special Populations, P5 Student Organizations , P6 Mentoring/Support Services, P7 Equipment Leasing/Purchasing/Upgrading, P8 Teacher Preparation, P9 Alternative Formats, P10 Student Transition, P11 Entrepreneurship

Strategies

RFP/Permissible Process: HWC members will offer RFP/Permissible funds for internal college proposals, collaborative proposals with HWC partners, external secondary partners or others as appropriate for proposals pertaining to:

- POS
- High school and college dual credit options
- Curriculum alignment
- Career and college readiness and transition programming for high school students
- Underrepresented students
- Access to technology and information
- Customer Relationship Management technology or support
- Software or equipment upgrades
- Simulation projects that enhance teaching and learning
- Other innovative technologies
- Technical skills assessments
- Employer partnership development
- NACEP Accreditation
- Others as appropriate

Outcomes

RFP/Permissible outcomes will link to one or more of the five Perkins goal areas and/or required or permissible uses of funds.

Measures

RFP/Permissible proposals will report on applicable Perkins measures.

Reallocation Explanation

Post-Secondary Required Activities	\$7,269.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$7,269.00

Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$0.00
Total	\$7,269.00

Goal 4 Objectives 3

Use of Funds

R2 Programs of Study, R10 Collaboration, R11 Articulation, P6 Mentoring/Support Services

Strategies

Innovative Student Programming: HWC will continue to offer comprehensive financial student support programming that focuses on college access, innovative retention initiatives, and other high school and college programming that supports academic and technical success. Programming may include one or more events or initiatives with HWC or external high schools/colleges in the following areas:

- STEM
- Career exploration
- Articulation agreements
- Concurrent enrollment options
- PSEO by contract
- Criminal Justice career and college awareness
- Manufacturing career and college awareness
- New innovative programming as appropriate.

Outcomes

New partnerships between the HWC and external colleges/high school districts will be developed as well as new opportunities for students to gain college advanced standing or career awareness.

Measures

One new articulation or concurrent agreement will be developed between HWC and/or external colleges/high school districts.

Reallocation Explanation

Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$0.00
Secondary Required Activities	\$20,000.00
Secondary Permissible Activities	\$4,000.00
Secondary Reserve	\$0.00
Secondary Total	\$25,047.11
Total	\$25,047.11

Goal 4 Objectives 4

Use of Funds

R2 Programs of Study, R6 Assessment , R10 Collaboration, P6 Mentoring/Support Services, P10 Student Transition

Strategies

Student Transitions: a). HWC will examine ACT, Perkins and SLEDS data to support successful student transitions to college and careers. Programming and/or remediation will be outlined with the student. Programming may be brokered between districts in HWC and/or with other consortia. CTE will provide recommendations to guidance counselors, students and parents for early college options as they apply to Personal Learning Plans. b). Review, revise, and train consortium partners on MNPOS to validate current Programs of Study. MNPOS training will be provided by MnSCU.

Outcomes

Students will see the relevance between academics and careers to meet their goals without duplication of programming.

Measures

Because the grad assessment was discontinued, 1S1 and 1S2 targets have changed. HWC will meet the targets of: 1S1 – 67.29% and 1S2 – 55.37%. SLEDS data for FY16 will be compared to FY17 to establish a baseline.

Reallocation Explanation

Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$0.00
Secondary Required Activities	\$26,000.00
Secondary Permissible Activities	\$1,750.00
Secondary Reserve	\$0.00
Secondary Total	\$28,750.00
Total	\$28,750.00

Goal 5: Sustain the Consortium of Secondary and Postsecondary Institutions

Goal 5 Narrative:

Through effective collaboration, HWC promotes shared responsibility for initiative planning, grant writing, budgeting, decision making, meeting protocol, information sharing, website maintenance, and data reporting.

One of the most effective practices established for HWC in recent years has been the inclusion at meetings of deans and/or faculty as well as community partners such as WorkForce Center representatives. In this way, all members have been apprised of new education and employment pathways for students. Relationships have been initiated that have led to increased secondary and postsecondary alignment, including PSEO by contract, dual enrollment or advanced standing options. In FY17, HWC secondaries will invite principals, superintendents and area teachers to the consortium meetings.

Annually, HWC hosts a summer retreat. Topics for FY17 are: group dynamics, polarity, consortium operations and the FY17 Perkins grant. In addition, secondaries will meet separately to be trained by MDE on work-based learning, program approvals, and equipment purchases. New secondary financial and audit guidelines will be addressed.

HWC will continue joint secondary and postsecondary advisory committees, through the sustainable practice of interested secondary members on postsecondary committees, and vice versa.

Collectively, HWC members have financially and collaboratively invested in expanding concurrent enrollment and articulation agreements in order to ensure dual enrollment options are being offered broadly. In addition, the colleges and high school partners will participate on a joint advisory committee for concurrent enrollment as mandated by recent legislation.

QUESTION: What activities were conducted that help sustain the consortium?

Annually, HWC focuses on effective collaboration strategies, promotes shared responsibility for initiative planning, grant writing, budgeting, decision making, meeting protocols, information sharing, website maintenance, and data reporting. HWC trains new consortium members on all functions of the consortium, state and federal requirements, as well as individual responsibilities. The HWC Secondary Perkins Director conducts personal visits to school districts with new Perkins Coordinators to introduce them to "Perkins 101" which includes a review operational handbook, website, equipment, levy, CTE programming, MNPOS, TSA, ACC, program approvals, and legislation. The HWC website and calendar was updated in FY17. Consortium members are using and able to find information needed. The leadership team will continue to keep the website current.

We continue to be a member of the www.CTEcreditMN.com website and also employ an articulation specialist which has strengthened agreements.

For the past several years, HWC has invited faculty, staff, deans, and other leadership membership, as well as community agencies, and other stakeholders to monthly meetings. Due to this strategy, all members have been apprised of new education and employment pathways for students. Additionally, collaborative relationships have resulted in an increase in secondary and postsecondary curriculum alignment, including PSEO, PSEO by contract, concurrent enrollment, articulation agreements and other advanced standing options. In FY17, NHCC and Wayzata added a concurrent enrollment option in BUS 1200. HTC also continued to offer concurrent enrollment courses to Wayzata HS in FY17. This included 4 sections of Computer Programming, 2 sections of Entrepreneurship, 2 sections of Woodworking, and 1 section of Video Production. In FY17, HWC hosted its annual summer retreat for all members. The agenda focused on articulation updates and website changes, the impact of district and college leadership changes and budget issues, professional development opportunities, procedural manual evaluation and updates, FY18 collaborative projects, secondary and postsecondary fiscal responsibilities, confirmed the new RPOS in Information Technology, and Software Development, and reviewed technical skills assessment requirements. Guest presenters included state team membership who helped navigate the changes to MNPOS website, MDE updates from Dean Brewer, Twin West Commerce member discussed upcoming initiatives, and members participated in a Precision Exams WebEX with the intention of adopting state approved assessments and negotiating consortium group rates for FY18.

In FY18, HWC hosted its annual summer retreat for all members. The leadership reached out to MN State and MDE to provide training. Consortium leadership team made a conscientious decision to provide training on the latest developments in Perkins and CTE, group dynamics, polarity, consortium operations and the HWC FY17 Perkins grant goals. Guest presenters included state team membership who helped navigate the changes to MNPOS website, MDE updates from Dean Brewer, Twin West Commerce member discussed upcoming initiatives, and members participated in a Precision Exams WebEX with the intention of adopting state approved assessments and negotiating consortium group rates for FY18. Secondary partners were also trained by MDE on work-based learning, program approvals, equipment purchases, financial and audit guidelines.

HWC values professional development and encourages through financial support participation in MACTA, ACTE, MnACTE, National Policy Seminar, CTE Works and other relevant conferences in order to implement best practices in our consortium.

QUESTION: Provide an overview of the leadership team (i.e. are they representing all districts, colleges, business and industry, and other community partners).

The agreed upon procedural manual and the HWC website lists the leadership and consortium teams. The leadership team consists of Jean Rakun, CTE/Perkins Director, Sara Laviolette, HTC Perkins Director, and Cynthia Muna, NHCC Perkins Director. The three leadership members work to coordinate and facilitate monthly meetings, as well as ensure compliance with state and federal Perkins legislation. The leadership team has successfully developed and sustained cooperative working relationships with each other even with the changes in personnel due to retirements and other staffing changes. The Secondary Director meets individually with schools and districts to address all CTE procedures and contact changes. The voting members of the consortium team consist of a representative from each district and both colleges in our consortium. The non-voting Articulation Coordinator also attends the monthly meetings. Business and industry reps and community partners are not part of the leadership team but are invited on a regular basis to meetings in an advisory capacity. Business and industry representatives are active on the advisory committees at the local and college level. Additionally, the leadership team invites and includes deans, staff, faculty, and other community constituents to attend meetings to present best practices in their area of study. HWC leaders utilize the HWC Google website and documents to streamline consortium communications. The HWC Policy and Procedures handbook is the standard operational guide.

A significant change was made in our meeting protocol, following the monitoring visit in 2016. HWC strategically planned our agendas to provide a structure for fulfilling the five goal areas of the grant. This has helped focus our required work to meet the state and federal guidelines, target performance measures, and individual outcomes. These changes are documented in meeting minutes stored on the HWC Google website.

QUESTION (New for FY16): Discuss how your consortium conducted needs assessment for the implementation of the unified plan (i.e., your FY15 application)?

All secondary and postsecondary members had meetings with their own organizations and advisory committees to discuss local needs. Those local needs are brought forward to the consortium through our monthly meetings. The needs are discussed and are the basis for the HWC grant.

As required by state and federal guidelines, HWC reviews data (e.g. trend, articulation, employment, enrollment) to make recommendations, which are highlighted by HWC partners at the monthly consortium meetings. The meetings allow for debate and discussion by all members to reach consensus. In addition, secondary partners utilize a request for funds/goal proposal form, which describes the needs of each individual district and how they are planning to meet the Perkins goals. Information collected is used to build the budget and develop activities to accomplish the secondary goals of the grant. Secondary and postsecondary members develop the grant based on commonalities while highlighting individual needs of the districts and colleges. For example, in FY17, as a group we looked at course offerings at postsecondary and secondary levels, data, and employment statistics to determine our new RPOS for FY18, which is Programing and Software Development.

QUESTION: To what degree does the consortium seek additional grants or braid various funding streams together to support the consortium activities?

All secondary partners with the exception of Lionsgate (Charter School) utilize CTE Levy funds to further the goals of Perkins. In addition to what each district provides, business and industry and community partners including Rotaries, advisory committees and Chambers of Commerce provide in-kind donations of equipment, time and leadership, such as event/student organization sponsorships. Both colleges commonly braid Perkins funds with other funding sources to enhance CTE initiatives. Many CTE programs and services draw from a variety of funding sources including Perkins. Some examples include college funds, technology fees, Access and Opportunity dollars, Gateway funds, as well as a variety of TRiO funds.

Goal 5 Objectives

Goal 5 Objectives 1

Use of Funds

R10 Collaboration, R11 Articulation, P6 Mentoring/Support Services

Strategies

Innovative Student Programming: HWC plans to offer comprehensive student support programming that focuses on college access, innovative retention initiatives, and other high school and college programming that supports academic and technical success. Programming may include one or more events and/or programming with HWC high schools in the following areas:

- STEM
- Career exploration
- Articulation agreements
- Concurrent enrollment options
- NACEP accreditation
- PSEO and concurrent enrollment orientations for all CTE courses
- New innovative programming as appropriate.

Outcomes

HTC plans to continue offering concurrent enrollment courses to Wayzata in such areas as Business, Video Production, Computer Programming, and will add Woodworking in FY17.

NHCC will continue to offer concurrent enrollment options to consortium high schools in the following areas: Construction Management, Graphic Design, CSCI, Accounting, CIS, Sales and Promotion, and Personal Finance.

Measures

95% of all NHCC concurrently enrolled students will pass with a C or higher.

One new articulation or concurrent agreement will be developed in FY17 between HTC and HWC high school districts.

Description

Reallocation Explanation

Post-Secondary Required Activities	\$10,000.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$10,000.00
Secondary Required Activities	\$10,000.00
Secondary Permissible Activities	\$5,400.00
Secondary Reserve	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reallocation Basic	\$0.00

Secondary Reallocation Reserve	\$0.00
Secondary Total	\$15,400.00
Total	\$25,400.00

Goal 5 Objectives 2

Use of Funds R2 Programs of Study, R3 All Aspects of an Industry, R9 Special Populations, R10 Collaboration, P10 Student Transition

Strategies

HWC plans to host hands-on events that highlight three or more CTE pathways in partnership with community stakeholders to showcase high wage, skill or demand opportunities. These pathways may include Criminal Justice, Paralegal, Law Enforcement, and Manufacturing.

Outcomes

Awareness of all aspects of education and employment opportunities in CTE will increase.

Measures

Baseline attendance will be established for each event offered in FY17.

Description

Reallocation Explanation

Post-Secondary Required Activities	\$35,444.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$35,444.00
Secondary Required Activities	\$5,000.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Admin Cost	\$1,000.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$6,000.00
Total	\$41,444.00

Goal 5 Objectives 3

Use of Funds R2 Programs of Study, R5 Professional Development , R8 Size/Scope/Quality, R10 Collaboration

Strategies

Inviting postsecondary deans and faculty to HWC consortium meetings began very successfully two years ago and will continue in FY17. Other interested parties will be included as appropriate.

Outcomes

Networking and collaboration between postsecondaries and secondaries will be enhanced through this process.

Measures

Five deans, faculty members, or other interested parties will attend HWC consortium meetings in FY17.

Description

Reallocation Explanation

Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$0.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$1,000.00
Secondary Reserve	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$1,000.00
Total	\$1,000.00

Goal 5 Objectives 4

Use of Funds

R1 Academic Integration , R4 Develop/Improve/Expand the use of Technology, R8 Size/Scope/Quality, R10 Collaboration, P10 Student Transition

Strategies

NHCC will create a technology registration system that allows high school districts to electronically submit student applications for concurrent enrollment programming.

Outcomes

NHCC will increase efficiencies that support electronic registration for students that are concurrently enrolled in college courses. Professional development training on the system will be offered to college faculty and high school CTE teachers.

Measures

Baseline will be established in FY17 for the number of students concurrently enrolled in college courses through the electronic system.

Description

Reallocation Explanation

Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00

Post-Secondary Reserve	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$0.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$0.00
Total	\$0.00

Goal 5 Objectives 5

R1 Academic Integration , R2 Programs of Study, R3 All Aspects of an Industry, R4 Develop/Improve/Expand the use of Technology, R5 Professional Development , R6 Assessment , R7 Initiate/Improve/Modernize Technology , R8 Size/Scope/Quality, R9 Special Populations, R10 Collaboration, R11 Articulation, P1 Advisory Committees, P2 Counseling, P3 Work-Based Experiences, P4 Additional Special Populations, P5 Student Organizations , P6 Mentoring/Support Services, P7 Equipment Leasing/Purchasing/Upgrading, P8 Teacher Preparation, P9 Alternative Formats, P10 Student Transition, P11 Entrepreneurship

Use of Funds

Strategies

RFP/Permissible Process: HWC members will offer RFP/Permissible funds for internal college proposals, collaborative proposals with HWC partners, external secondary partners or others as appropriate for proposals pertaining to:

- POS
- High school and college dual credit options
- Curriculum alignment
- Career and college readiness and transition programming for high school students
- Underrepresented students
- Access to technology and information
- Customer Relationship Management technology or support
- Software or equipment upgrades
- Simulation projects that enhance teaching and learning
- Other innovative technologies
- Technical skills assessments
- Employer partnership development
- NACEP Accreditation
- Others as appropriate

Outcomes

RFP/Permissible outcomes will link to one or more of the five Perkins goal areas and/or required or permissible uses of funds.

Measures

RFP/Permissible proposals will report on applicable Perkins measures.

Description

Reallocation Explanation

Post-Secondary Required Activities	\$1,000.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$1,000.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$0.00
Total	\$1,000.00

Goal 5 Objectives 6

Use of Funds R10 Collaboration, P1 Advisory Committees

Strategies

Develop and sustain partnerships: Secondary CTE teachers/consortium contacts will continue to coordinate with college deans and/or faculty in order to participate on postsecondary advisory committees. Postsecondary instructors will partner with secondary advisory committees. Secondary partners will invite school district personnel (principals, guidance counselors, etc.) to consortium meetings to enhance the postsecondary understanding of the secondary environment. Similarly, the colleges will continue to invite deans and faculty to HWC meetings to apprise consortium members of college initiatives and opportunities for their students. Business and industry will be invited as dictated by the meeting agenda.

Outcomes

Secondary involvement on postsecondary advisory boards will increase thereby building secondary-postsecondary partnerships and advancing POS. Recognizing each other's working environments, barriers, and concerns will enhance collaboration. The connections will further help secondary and postsecondary to understand curriculum requirements of each institution.

Measures

Secondary participation will be established in one new postsecondary program area. Postsecondary participation will be established in one new secondary program area.

Description

Reallocation Explanation

Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$0.00
Secondary Required Activities	\$10,000.00
Secondary Permissible Activities	\$5,000.00
Secondary Reserve	\$0.00
Secondary Admin Cost	\$1,000.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$16,000.00
Total	\$16,000.00

Goal 5 Objectives 7**Use of Funds**

R4 Develop/Improve/Expand the use of Technology, R5 Professional Development , R10 Collaboration

Strategies

Consortium Communications, Collaboration and Planning: HWC: a) HWC members will utilize HWC's Google website, WebEx, face to face meetings, and the summer retreat to promote efficiency and easy access to consortium operations. The summer 2016 (FY17) retreat will pilot a new format. b) The Policy and Procedure Manual will be continually updated and revised to include consortium operations. Potential changes may include: notetaking, train the trainer modeling, etc. c) General training will be offered as needed (e.g. MNPOS, TSA, ACC, etc.).

Outcomes

a,c) HWC members will utilize technology to increase consortium member participation and collaboration as reflected in initiatives. Consortium forms and calendar will be up to date. b)The manual will be reviewed, updated and revised to include consortium operations.

Measures

a,c) The average attendance of consortium meetings and events will remain above 80%. a, b) New programs or pathways will be adopted to support changes in the negotiated targets, 1S1, 1S2, 2S1, 3S1, 4S1, 5S1, 6S1, 6S2. c) The HWC policy and procedure handbook will guide consortium work and reflect updates.

Description**Reallocation Explanation**

Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reallocation Basic	\$0.00

Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$0.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$5,000.00
Secondary Reserve	\$0.00
Secondary Admin Cost	\$1,548.80
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$6,548.80
Total	\$6,548.80

Goal 5 Objectives 8

Use of Funds R4 Develop/Improve/Expand the use of Technology, R10 Collaboration

Strategies

Consortium Operations: HWC will train new consortium partner contacts and modify guiding practices for operations as determined by its members. During the summer retreat, HWC will assess consortium operations to improve our collaborative efforts. HWC will support local, state and national training as it relates to sustaining the consortium and new state directives. The HWC website is available to all consortium partners to streamline information sharing.

Outcomes

New members will be more informed by access to all HWC documents through the HWC Google website. Consortium leadership will gain expertise and best practices in CTE. Collaborative projects will be brought forward, discussed and implemented as appropriate.

Measures

HWC leaders will utilize the HWC Google website and documents to streamline consortium communications. The HWC Policy and Procedures handbook will be a standard operational guide. Meeting minutes will document attendance, discussions and planning.

Description

Reallocation Explanation

Post-Secondary Required Activities	\$496.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$496.00
Secondary Required Activities	\$15,000.00
Secondary Permissible Activities	\$4,000.00
Secondary Reserve	\$0.00
Secondary Admin Cost	\$3,000.00

Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$22,000.00
Total	\$22,496.00

Budget Goal 1

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Admin Cost	Post-Secondary Reserve	Post-Secondary Reallocation	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Admin Cost	Secondary Reserve	Secondary Reallocation	Secondary Total	Row Total
Goal 1 Total	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

Budget Goal 2

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Admin Cost	Post-Secondary Reserve	Post-Secondary Reallocation	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Admin Cost	Secondary Reserve	Secondary Reallocation	Secondary Total	Row Total
Goal 2 Total	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

Budget Goal 3

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Admin Cost	Post-Secondary Reserve	Post-Secondary Reallocation	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Admin Cost	Secondary Reserve	Secondary Reallocation	Secondary Total	Row Total
Goal 3 Total	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

Budget Goal 4

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Admin Cost	Post-Secondary Reserve	Post-Secondary Reallocation	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Admin Cost	Secondary Reserve	Secondary Reallocation	Secondary Total	Row Total
Goal 4 Total	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

Budget Goal 5

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Admin Cost	Post-Secondary Reserve	Post-Secondary Reallocation	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Admin Cost	Secondary Reserve	Secondary Reallocation	Secondary Total	Row Total
Goal 5 Total	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

Goal Totals

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Admin Cost	Post-Secondary Reserve	Post-Secondary Reallocation	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Admin Cost	Secondary Reserve	Secondary Reallocation	Secondary Total	Row Total
Goal Total	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

Verification

I have looked over these budget numbers.

Rigorous Program of Study

State-Approved Rigorous Program of Study

RPOS submitted with 10 components

Accounting

HennepinWest_WayzataHS_Accounting
_ MN Programs of Study _ ISEEK.pdf

Progress Update for Programs of Study and TSA

QUESTION: Describe your progress. Explain what worked and did not work according to what you indicated in your plan.

Please be sure to include progress on technical skill assessments in your explanation.

In FY17, MN State demonstrated which POS did not have a TSA identified and the value of POS and TSA, which led to discussion and rationale. HWC evaluated TSA and POS to make them more valuable to the consortium in addition to meeting state requirements. A review of the MNPOS website concluded that most of the HWC POS on the MNPOS website were outdated. Due to the turnover in our secondary districts the MNPOS was not being utilized to its fullest. During our FY18 retreat, MN State gave a presentation about the website and why it is valuable. HWC's goal is to update MNPOS and utilize it for guidance. The HWC member districts also deliberated and chose an additional RPOS, which will be established in FY18.

All school districts have the opportunity to administer TSA based on their programming. The following tests were funded by HWC in FY17:

District/High School	TSA Course	Test	Career Field	FY17 Pass Rate
Eden Prairie HS	PLTW Introduction to Engineering	PLTW Introduction to Engineering	Engineering, Manufacturing & Technology	76%
Eden Prairie HS	PLTW Principles of Engineering	PLTW Principles of Engineering	Engineering, Manufacturing & Technology	82%
Osseo Area Schools	Nursing Assistant	National Nursing Assistant	Health Science Technology	96%
Osseo Area Schools	First Responder/EMT I	National First Responder	Health Science Technology	98%
Osseo Area Schools	First Responder/EMT II	National EMT	Health Science Technology	94%
Osseo Area Schools	CPR	National CPR	Health Science Technology	97%
Osseo Area Schools	Culinary I	ServSafe	Business, Management & Administration – Hospitality & Tourism	87%
Osseo Area Schools	Culinary II	ServSafe	Business, Management & Administration – Hospitality & Tourism	50%
Osseo Area Schools	Food & Nutrition 2 and Food Science 2	ProStart	Business, Management & Administration – Hospitality & Tourism	80%
Osseo Area Schools	Skills for Electronic Office	Microsoft MOS – Word	Business, Management & Administration	87%
Osseo Area Schools	Vehicle Auto Service	ASE Certification	Engineering, Manufacturing & Technology	100%
Osseo Area Schools	PLTW Principles of Engineering	PLTW Principles of Engineering	Engineering, Manufacturing & Technology	97%
St. Louis Park HS	A+ Certification	Test Out – A+ Computer Technician	Arts, Communications & Information Systems	90%
Robbinsdale Schools	PLTW Aerospace Engineering	PLTW Aerospace Engineering	Engineering, Manufacturing & Technology	38%
Robbinsdale Schools	PLTW Introduction to Engineering Design	PLTW Introduction to Engineering Design	Engineering, Manufacturing & Technology	32%
Wayzata HS	Marketing	Precision Exams – Marketing II	Business, Management & Administration	67%
Wayzata HS	Child Psychology II	Precision Exams–Child Education I	Human Services	97%
Wayzata HS	Networking	Test Out – A+ Computer Technician	Arts, Communications & Information Systems	100%
Wayzata HS	College Accounting	Kansas State Accounting Exam	Business, Management & Administration	88%
Wayzata HS	Graphics & Printing	Adobe Certified Associate – Certaport AND Precision Exams – Graphics II	Arts, Communications & Information Systems	68% Combined
Wayzata HS	Multimedia & Video Technology	Precision Exams Television Production II	Arts, Communications & Information Systems	63%

Health Science Technology	Health Science	Therapeutics Services	Nursing	Osseo Senior High, HTC/NHCC	End of Program
Business, Management, & Administration	Marketing	Marketing Management	Marketing	Wayzata HS, NHCC	End of Marketing AAS degree
Business, Management, & Administration	Finance	Accounting	Accounting	Wayzata HS, NHCC, HTC	End of Accounting program assessment
Arts, Communication, & Information Systems		Web and Digital Communications	Graphic Design	Eden Prairie HS, NHCC	Desktop Design II
Health Science Technology	Health Science	Therapeutics Services	Emergency Medical Technician	Osseo Sr. High	End of Program
Arts, Communication, & Information Systems	Arts, Audio/Video Technology and Communications	Audio/Video Technology and Film	Producing for Broadcast/Interactive Design	Wayzata HS, HTC	End of Course/End of Program
Arts, Communication, & Information Systems	Information Technology	Information Support and Services	Computer Technician Essentials II	St. Louis Park HS, HTC	End of Course/End of Program
Engineering, Manufacturing, & Technology	Science, Technology, Engineering, and Mathematics	Engineering and Technology	PLTW	Eden Prairie HS, Wayzata HS, Normandale Community College	End of Course

Arts, Communication, & Information Systems	Arts, Audio/Video Technology and Communications	Printing Technology	Graphic Design II	Wayzata High School	End of Course
Human Services	Human Services	Early Childhood Development and Services	Family and Consumer Sciences	Wayzata HS, HTC	End of Program

Improvement Report

Improvement Report 1

Indicator Not Met:	1P1 Technical Skill attainment
Negotiated Performance:	88.70%
Actual Performance:	81.82%

General strategies planned to improve performance:

The negotiated target and actual performance above are from the FY15 cohort which is the most recent completed data set. We believe the recent changes in the Nursing curriculum (MANE, and the cohort model) may be the cause of the sharp decline in 1P1, Technical Skill Attainment. Nursing departments plan to research best practices and create strategies that better prepare students for success.

Comments or context for actual performance (optional):

We agree with the state analysis that the majority of the drop in 1P1 Technical Skill Attainment at the postsecondary level is due more to the decrease in Nursing Licensure Exam pass rate and larger pool of students in this measure than the lack of alignment with the Accounting assessment. While improvement in NCLEX TSA data is still a work in progress and largely within the purview of Nursing Departments across the state, Accounting programs have been refining test alignment for several years. We expect Accounting TSA results to increase due to better alignment between the college programs and the state approved test options. At NHCC, the Nocti Managerial Accounting test will continue to be administered and results analyzed. At HTC, the test will revert to the Nocti Basic Accounting exam which appears to be better aligned with that program.

Improvement Report 2

Indicator Not Met:	3P1 Student retention or transfer
Negotiated Performance:	36.10%
Actual Performance:	34.26%

General strategies planned to improve performance:

The colleges' combined 3P1 Retention and Transfer indicators increased slightly between FY14 and FY15 reporting years. Looking at the colleges individually however, NHCC increased nearly five percentage points while HTC declined approximately two percentage points.

Concurrently, NHCC declined three percentage points in 2P1 completion while HTC increased nine points.

Efforts to improve successful outcomes for students are best approached from the point of view of supporting all of these outcomes equally. In other words, efforts to support retention and transfer should not be in conflict with efforts to support completion. To that end, the colleges intend to continue to fund student support programming and best practices such as assigned advising, expanded tutoring and Customer Relationship Management electronic tools.

For example, NHCC has implemented an assigned advising model framework that includes intrusive advising and the Hobson's AgileGrad academic planning tool. This allows students to clearly map out their two year educational plans while working closely with the CTE advisors. Additionally, the tool allows faculty members to identify high risk students and intervene prior to academic probation or suspension. In order to offer students the most accurate planning information, advisors will continue to participate in advisory board meetings and program department meetings to get accurate up to date changes with course sequencing and curriculum.

HTC plans to support customer relationship management with internally developed software and will continue to provide personnel to manage the system. Furthermore, program faculty will continue to present to student services staff at monthly program update meetings to enhance their knowledge of any changes in course curriculum and program goals.

Comments or context for actual performance (optional):

As has been discussed many times amongst Perkins professionals, decreases in 3P1 Retention and Transfer seem to be tied to increases in 2P1 Completion and vice versa.

Both colleges are invested in retention and completion for many reasons, most importantly because it is in the best interests of the students. Based on EPM11 Perkins data for both colleges for the FY15 reporting cohort, in subpopulations based on limited English, academic disadvantaged, economic disadvantaged, disability, displaced homemaker, and single parent status, 2P1 completion rates are lower, and 3P1 retention and transfer rates are higher, versus those not belonging to the subpopulation. This is also true of most students identifying a race/ethnicity other than white. This may indicate that the students in the subpopulation are taking longer to complete. Completions beyond the 3yr cohort dates would not be picked up in the cohort data.

Currently, the colleges utilize their Perkins Directors and Institutional Research departments to collect data from sources such as EPM11, ISRS, Hobsons, Noel Levitz, CCSSE, SENSE, SLEDS data and other student survey data to improve retention and completion rates.

Improvement Report 3

Indicator Not Met: 4S1 Student graduation rate

Negotiated Performance: 88.41

Actual Performance: 87.26

General strategies planned to improve performance:

CTE instructors/directors will become aware of initiatives at the district level to address at-risk populations. Through the PLC's the stakeholders will analyze the data and develop strategies to assist at-risk populations. We will continue to partner with the guidance counselors in the development of Personal Learning Plans (PLP). Students and parents will be provided informational materials, outreach, career exploration activities and mentoring for CTE programs. In addition, we will continue to provide increased opportunities in experiential learning so students can clearly see the benefit of high school graduation and transition to careers and postsecondary programming.

Comments or context for actual performance (optional):

The PLP's will provide a range of learning opportunities that use different learning styles and career exploration opportunities. CTE will continue to provide learning pathways for students through mentorships, internships, apprenticeships and other experiential learning. A career focus often gives a student a sense of direction and motivates them to achieve and to stay in school. Students having the option to concentrate in CTE in high school results in more young people staying in school because more relevant choices are available to them. Core academics have been incorporated in the CTE courses that allow students to see relevancy in core academics. Students will have an increased understanding of careers and education, and the benefits of pursuing them.

Improvement Report 4

Indicator Not Met: 5P1 Nontraditional participation

Negotiated Performance: 22.85%

Actual Performance: 21.40%

General strategies planned to improve performance:

5P1 Nontraditional Participation declined slightly at both colleges between the FY14 and FY15 reporting years, whereas 5P2 Nontraditional Completion increased at both colleges. Over the course of many years of tracking, both nontrad participation and completion have been difficult targets to meet or continuously improve. The colleges have differing nontrad programs which impacts the performance differently. NHCC has generally had very high numbers with some fluctuation while HTC has had consistently lower numbers. NHCC's nontrad programs are mostly in business and IT which are nontrad for women, with a few nontrad for men programs, mainly nursing. HTC's nontrad programs are mostly in the trades areas which are nontrad for women, with a few nontrad for men programs in health areas. At both colleges, the actual number of nontrad women is nearly 2 to almost 5 times higher in participation and completion than the actual number of nontrad men. The colleges have begun to collaboratively develop and implement programming for students who are accessing education that is nontraditional for their gender. This work will be overseen by the Perkins Directors at both colleges. Nontrad males participate and complete at a lower rate than females, but they also participate and complete in much smaller raw numbers. However, programming will be inclusive of all nontrad students.

In April of 2016, NHCC began to recruit and educate females of color in grades 9-12 regarding the career opportunities available to them in policing and other law enforcement programs. The comprehensive on and off site programming may include the following activities: monthly guest speakers, open houses that feature Criminal Justice and Law Enforcement programs, a mentoring program collaborating with local police departments, participation in regional Criminal Justice conferences and competitions.

Additionally, the collaborative partners will include internal and external high schools such as: Brooklyn Center, Robbinsdale, Minneapolis, Park Center, Osseo and others as appropriate. The Brooklyn Park Police Department, local police union members, and other law enforcement officers also will be involved in this program.

This programming will be replicated in FY17 if successful.

Comments or context for actual performance (optional):

We feel that the primary issue with nontrad participation and completion is societal. Furthermore from the research we found, the statistics on postsecondary and secondary nontrad measures across the state and nation show little evidence of consistent, sustainable improvement on a large enough scale to affect these measures. Nevertheless, we are implementing the program outlined above and will work to bring these efforts to scale.

Improvement Report 5

Indicator Not Met:	5P2 Nontraditional completion
Negotiated Performance:	21.72%
Actual Performance:	19.25%

General strategies planned to improve performance:

5P2 Nontraditional Completion did increase somewhat at both colleges between the FY14 and FY15 reporting years, whereas 5P1 Nontraditional Participation decreased. Over the course of many years of tracking, both nontrad participation and completion have been difficult targets to meet or continuously improve. The colleges have differing nontrad programs which impacts the performance differently. NHCC has generally had very high numbers with some fluctuation while HTC has had consistently lower numbers. NHCC's nontrad programs are mostly in business and IT which are nontrad for women, with a few nontrad for men programs, mainly nursing. HTC's nontrad programs are mostly in the trades areas which are nontrad for women, with a few nontrad for men programs in health areas. At both colleges, the actual number of nontrad women is nearly 2 to almost 5 times higher in participation and completion than the actual number of nontrad men. The colleges have begun to collaboratively develop and implement programming for students who are accessing education that is nontraditional for their gender. This work will be overseen by the Perkins Directors at both colleges. Nontrad males participate and complete at a lower rate than females, but they also participate and complete in much smaller raw numbers. However, programming will be inclusive of all nontrad students.

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Additionally, the collaborative partners will include internal and external high schools such as: Brooklyn Center, Robbinsdale, Minneapolis, Park Center, Osseo and others as appropriate. The Brooklyn Park Police Department, local police union members, and other law enforcement officers also will be involved in this program.

This programming will be replicated in FY17 if successful.

Comments or context for actual performance (optional):

We feel that the primary issue with nontrad participation and completion is societal. Furthermore from the research we found, the statistics on postsecondary and secondary nontrad measures across the state and nation show little evidence of consistent, sustainable improvement on a large enough scale to affect these measures. Nevertheless, we are implementing the program outlined above and will work to bring these efforts to scale.

Status Report on Improvement Report and Plan

QUESTION: Describe the activities and strategies that were actually implemented to bring your consortium actual performance on Federal indicators closer to the negotiated target.

As nursing faculty and students develop strategies to improve teaching and learning of the recently revamped curriculum at both colleges, we believe 1P1 Technical Skill Attainment will improve by the next reporting year primarily due to improvement in NCLEX test results. NCLEX testers accounted for 42.7%, or 218 out of 511 TSA results, for the most recent available reporting year of FY16. It is worth noting that 1P1 is not cohort data, but is pulled and reported annually on testers from one fiscal year only.

For both colleges, the nursing departments are viewing more current results than the state is pulling. For the last five reporting years of FY12 through FY16, 1P1 results collectively for the two colleges were 91.99%, 90.46%, 89.24%, 81.82% and 76.69%. The decline seems to be largely due to NCLEX results which include a large number of testers from each college. As per the state, HTC's results declined to 66.00% for FY16 reporting, however the college nursing department considers this calendar year 2015. Therefore the results internally would be trending upward from 66.00% for 2015, 73.58% for 2016, and 78% year-to-date for 2017. The nursing department feels the increase is the result of changing the program to two semesters and allowing students to take each course only once. One additional notable change is the implementation of HESI exams throughout the program, starting with an entrance exam and ending with a live review for NCLEX included in the final course of the program.

NHCC has seen a similar lag between what the state pulls and what the college views as the most recent data. During FY16, the state documented NHCC's NCLEX pass rates at 82.20%; however, the most recent college Minnesota Board of Nursing data shows that during the second quarter NHCC's pass rate increased to 90% and slightly decreased to 87% for the overall year to date pass rate. Additionally, there may be other discrepancies in how the NCLEX data is viewed, such as the nursing departments looking only at first time pass rates versus the state's system of pulling this data annually. For the past two years, NHCC and ABE have collaborated to offer TEAS test prep coursework for students wanting to enroll in the nursing program. The overarching goal for this initiative was to provide prospective nursing students and college faculty information about additional course work students may need in order to be successful once accepted into the program, as well as those students that will likely be more successful once in the program, as well as successfully passing the nursing board exam.

Other factors affecting 1P1 include the next largest pools of testers from the FY16 reporting year which included the Peace Officers License Exam pool of 162 testers, the NOCTI Financial and Managerial Accounting pool of 56 testers, and the EMS Regulatory Board pool of 39 testers. The most recent data on the Peace Officers pool is at 86.36% passing, however this report actually includes aggregated results from six metro colleges, thus is difficult to gauge or affect. The other two pools are currently at 48.21% and 76.92% respectively. According to internal NHCC college data, the accounting test has seen an increase in pass rate since adopting the newly designed technical skill assessment two years ago. Thus the strategy that has had the most effect on these tests results has been to offer a better aligned TSA. At HTC, delays in instituting a zero credit course in which to deliver the Nocti Accounting Basic test resulted in no students testing in FY17, and thus no new data will be reported on this in January. Testing will resume for HTC accounting students in FY18.

Between the FY16 and FY17 reporting years, the combined 5P1 Nontraditional Participation measure rose from 22.19% to 22.37%, however 5P2 Nontraditional Completion declined from 18.30% to 17.71%. Beginning in FY16, the colleges began to collaboratively develop and implement programming for students who were accessing education that was nontraditional for their gender. This programming has continued to date. For the past two years, we contracted an intern/consultant for the purpose of researching, developing and implementing programming to support nontraditional students at HTC BPC, HTC EPC and NHCC. Two significant outcomes for FY17 were the implementation of regular support group meetings for students in this category and observation of campus tours to determine areas where unconscious gender bias might be contributing to a "not for me" mentality. Going forward with the new consultant, plans include researching and meeting with the Women in Technical Careers program at Dunwoody, one on one meetings with faculty, staff and nontrad students to determine needs, and securing resources and potential mentors among alumni, faculty, professional associations and employer groups.

Although nontrad males participate and complete at a lower rate than females, they also participate and complete in much smaller raw numbers. However, programming is inclusive of all nontrad students. The focus of this work is on nontrad completion, but the colleges feel it could have an indirect result on nontrad participation as well.

NHCC hosted the second annual Community and Justice Meet, which was a day-long law enforcement, criminal justice and paralegal expo held on the NHCC campus for high school students to explore careers in criminal justice. For the FY17 event, we expanded our community collaboration partners to include Brooklyn Park Police Department, Hennepin County Sheriff's Office, Metro Transit and the FBI. Additionally, NHCC incorporated cross campus collaborations, which included Sociology, Paralegal, Global Studies, Admissions and IT. Also, the event was attended by consortium area high school students in the morning session, and external high schools, community organizations and members during the afternoon session. For the past two years, HWC high schools have consistently brought over 200 students to this event. This year, however, we had an additional 140 participants attend the afternoon session and complete and turn in admissions recruitment cards to obtain more information on CTE programs offered at NHCC, which included criminal justice, policing and paralegal. Additionally, NHCC had 40 enrolled community college students attend, as well as 25 students from Concordia University for networking and information sharing with the participating agencies.

3P1 Retention and Transfer did not make the target this year, but 2P1 Completion did. Both are considered to be successful outcomes for postsecondary students and the colleges feel that efforts to improve these outcomes for students are best approached from the point of view of supporting all of the outcomes equally. In other words, in spite of the fact that the data elements draw from the same pool of concentrators, efforts to support retention and transfer should not be in conflict with efforts to support completion. To that end, the colleges continued to fund student support programming and best practices such as assigned advising and expanded tutoring, and offered other state or federally funded programs such as TRIO programs.

At HTC, customer relationship management was improved during FY17 with the implementation of new phone software and with the assistance

of a graduate assistant who worked on aspects of the Strategic Enrollment Management plan which focuses largely on the retention of students. This included significant research on college SEM plans, communication with other SEM leads in the system, development of a system to track initiatives, and assistance with communicating progress to the college. MinnState is considering purchasing CRM software system wide, however HTC will continue to look into additional more cost effective options such as Microsoft Dynamics. Customer relationship management activities continue to directly impact the HTC student population of which nearly 100% have declared Perkins-eligible majors and an overwhelming majority are identified as belonging to one or more of the Perkins-defined special populations.

4S1 Student Graduation Rate

HWC Secondary negotiated target was 88%. The current report from FY17, which is data from FY16 demonstrates our actual 87.82%. CTE instructors/directors became aware of initiatives at the district level to address at-risk including ELL populations. Through PLC's, the stakeholders analyzed the data and developed strategies to assist the low performing populations. CTE partnered with guidance counselors in the development of Personal Learning Plans (PLP). Students and parents were provided informational materials, outreach, career exploration activities and mentoring for CTE programs. In addition, we continued to provide increased opportunities in experiential learning so students could clearly see the benefit of high school graduation and transition to careers and postsecondary programming.

QUESTION: Describe the process and stakeholders involved in determining your improvement plans and reports. Describe the role data played in developing your plans and reports.

In FY17, data sources such as EPM11, SLEDS, ISRS, Hobsons, CCSSE, SENSE and other college survey data were used to develop our improvement plans and reports. The process for developing these plans is largely a product of consortium discussions and meetings, and input from college leadership, faculty and staff. Best practices are researched from Customized Training, business and industry, community agencies and other colleges and districts.

Since broad topics such as enrollment, retention, persistence, completion and job placement for all students and all subpopulations are of paramount importance to the colleges, discussions of goals and strategies for improvement in these measures develop both internally and externally to any work specifically defined or funded by Perkins. The population of students at the colleges fit the following demographics for HTC and NHCC respectively: percent part time, 81% and 84%; average age, 29 and 27; female/male ratio, 40/60 and 57/42; students of color, 43% and 44%; low income, 44% and 45%; first generation, 62% and 59%; underrepresented, 67% and 66%.

4S1 Student Graduation Rate

The primary stakeholder is the low achieving student at risk of not graduating. HWC data suggests the largest stakeholder population in our consortium with the greatest achievement gap is African American students. Secondary stakeholders include parents, teachers, guidance counselors and the workforce. The consortia role is to develop a plan to assist all stakeholders with increased graduation rates for this population.

The use of PLP's provided a range of learning opportunities that incorporated different learning styles and career exploration opportunities. CTE developed learning pathways for students that included mentorships, internships, apprenticeships and other experiential learning. This career focus often gives a student a sense of direction and motivates them to achieve and stay in school. Students having the option to concentrate in CTE in high school results in more young people staying in school because more relevant choices are available to them. Core academics have been incorporated in the CTE courses that allowed students to see relevancy in core academics.

HWC secondary data demonstrates three districts have made progress towards meeting the target with over 80% CTE students graduating. Three of the districts have met and surpassed the negotiated target. Four districts are below 75% graduation and are continuing to develop strategies at the district level.

QUESTION: What changes do you anticipate in your consortium performance data based on this year's efforts?

As stated earlier, as nursing faculty and students develop strategies to improve teaching and learning of the recently revamped curriculum at both colleges, we believe 1P1 Technical Skill Attainment will improve by the next reporting year primarily due to improvement in NCLEX test results. NCLEX testers accounted for 42.7%, or 218 out of 511 TSA results, for the most recent available reporting year of FY16. It is worth noting that 1P1 is not cohort data, but is pulled and reported annually on testers from one year only. These results are discussed more fully in the answer to question one above.

Regarding 5P1 and 5P2, we believe the effects of programming and interventions will be more at the individual student level rather than impacting any significant movement in the data. Our experience has been that this type of programming is very beneficial for individuals who take advantage of it. However, it does not appear to significantly impact the overall data or societal trends in the nontrad arena. From FY15 to FY17, the combined 5P1 Nontrad Participation for the colleges increased from 21.40% to 22.19% to 22.37%. However 5P2 Nontrad Completion has continued to decrease at both colleges from FY15 to FY17. Combined percentages were 19.25%, 18.30% and 17.71% over that time span. It would be difficult to draw any conclusions from this regarding the effectiveness of programming and interventions as this is three year cohort data--the outcomes reported for FY17 are on students who started at the colleges sometime in FY15, well before the start of the Nontraditional Student Support position.

If efforts such as the Criminal Justice and Law Enforcement event for raising awareness and recruiting females and people of color into this field are successful, we would expect 5P1 to increase for these program areas. However since this is 3 yr cohort data, the effect of a single annual event would be difficult to gauge within this measure.

Either way, we feel the significant impact on the individuals accessing this programming is sufficient reason to continue trying to impact both 5P1 and 5P2. Perhaps the most important outcome will be to diversify nontraditional occupations for the good of all.

3P1 Retention and Transfer has continued mostly to decrease over the past four reporting years and we feel the most significant factor in this is related to the corresponding increase in 2P1 Completion over that same set of reporting years. According to the data between FY14 and FY17, 3P1 has gone from 34.12%, to 34.26%, to 33.70%, to 31.58%. In the same time span, 2P1 has increased from 39.01%, to 44.41%, to 46.29%, to 46.86%. This has been explained as follows: "2P1 and 3P1 share the same denominator (concentrators) – and, of those in the denominator, 'successful' students are split between the two numerators: 2P1 numerator gets the concentrators who completed; 3P1 numerator gets the concentrators who were still enrolled or transferred elsewhere." If it is likely that only one of these two competing indicators will increase, we feel 2P1 Completion is a more significant measure for CTE students.

4S1 Student Graduation Rate

This continues to be on the forefront for all districts and we anticipate meeting our negotiated target. We believe the data from FY17 that is reported in FY18 will demonstrate that we met the target.

Improvement Plan Action Steps

Improvement Plan Action Steps 1

Indicator Number (i.e. 1S1 or 2P1)

5P2 Nontraditional completion

Action Steps to improve the performance

5P2 Nontraditional Completion did increase somewhat at both colleges between the FY14 and FY15 reporting years, whereas 5P1 Nontraditional Participation decreased. Over the course of many years of tracking, both nontrad participation and completion have been difficult targets to meet or continuously improve. The colleges have differing nontrad programs which impacts the performance differently. NHCC has generally had very high numbers with some fluctuation while HTC has had consistently lower numbers. NHCC's nontrad programs are mostly in business and IT which are nontrad for women, with a few nontrad for men programs, mainly nursing. HTC's nontrad programs are mostly in the trades areas which are nontrad for women, with a few nontrad for men programs in health areas. At both colleges, the actual number of nontrad women is nearly 2 to almost 5 times higher in participation and completion than the actual number of nontrad men. We feel that the primary issue with nontrad participation and completion is societal. Furthermore from the research we found, the statistics on postsecondary and secondary nontrad measures across the state and nation show little evidence of consistent, sustainable improvement on a large enough scale to affect these measures.

However, the colleges have begun to collaboratively develop and implement programming for students who are accessing education that is nontraditional for their gender. This work will be overseen by the Perkins Directors at both colleges. Nontrad males participate and complete at a lower rate than females, but they also participate and complete in much smaller raw numbers. However, programming will be inclusive of all nontrad students.

In April of 2016, NHCC began to recruit and educate females of color in grades 9-12 regarding the career opportunities available to them in policing and other law enforcement programs. The comprehensive on and off site programming may include the following activities: monthly guest speakers, open houses that feature Criminal Justice and Law Enforcement programs, a mentoring program collaborating with local police departments, participation in regional Criminal Justice conferences and competitions.

Additionally, the collaborative partners will include internal and external high schools such as: Brooklyn Center, Robbinsdale, Minneapolis, Park Center, Osseo and others as appropriate. The Brooklyn Park Police Department, local police union members, and other law enforcement officers also will be involved in this program.

This programming will be replicated in FY17 if successful.

Resources Needed

At the end of FY16, we hired a graduate assistant intern for the purpose of researching, developing and implementing programming to support nontraditional students at HTC BPC, HTC EPC and NHCC.

Timeline

Intern will start at the end of FY16 and continue throughout FY17. If the project is successful, we will seek an intern again in the following year.

Person(s) Responsible

College Perkins Directors.

How will progress be documented?

Progress will be documented through the use of project summations, surveys, student focus groups, as well as EPM11 and other student data.

Could be by demographic characteristic, school, program, other

Sub-populations or groups where gap exists:

At both colleges, the raw number of nontrad women is at least 2 to nearly 5 times higher in participation and completion than the raw number of nontrad men. However, programming will be inclusive of all nontrad students.

Describe any contextual factors that might contribute to this gap: See narrative to the left.

Further Information

Describe stakeholders involved, process and sources of data used to determine strategies/action steps listed above:

- EPM 11
- HWC membership
- Campus communities
- Local business and industry

Improvement Plan Supporting Documents (optional, not required)

Other Information

Question: Describe stakeholders involved, process and sources of data used to determine strategies/action steps listed in your Improvement Plan Action Steps.

Please see questions for Improvement Reports for action steps for 5P2.
In FY17, data sources such as EPM11, SLEDS, ISRS, Hobsons, CCSSE, SENSE and other college survey data were used to develop our improvement plans. The process for developing improvement strategies and action steps is largely a product of consortium discussions and meetings, and input from college leadership, faculty and staff. Best practices are researched from Customized Training, business and industry, community agencies and other colleges and districts.
Since broad topics such as enrollment, retention, persistence and completion for all students and all subpopulations are of paramount importance to the colleges, discussions of goals and strategies for improvement in these measures develop both internally and externally to any work specifically defined or funded by Perkins. The population of students at the colleges fit the following demographics for HTC and NHCC respectively: percent part time, 81% and 84%; average age, 29 and 27; female/male ratio, 40/60 and 57/42; students of color, 43% and 44%; low income, 44% and 45%; first generation, 62% and 59%; underrepresented, 67% and 66%.

Related Improvement Plan documents

- Upload any additional supporting documents here.
- Upload any additional supporting documents here.
- Upload any additional supporting documents here.
- Upload any additional supporting documents here.
- Upload any additional supporting documents here.

Attachments

File Name	Description	File Size
FY17 HTC LRC Outcomes for FY17APR.docx	HTC Learning Resource Center usage data and tutor professional development summary	18 KB
FY17_Equipment HWC.doc	Equipment approvals and purchases for FY17	38 KB
HTC FY17 Perkins PSEO, CE, ACC trends.xlsx	HTC Headcount of students earning PSEO, contract PSEO, concurrent enrollment and articulated credit in FY14 - FY17	21 KB

Other Summary Comments

QUESTION: Summary Comments

If you were unable to accomplish activities in your plan, indicate why and what you might do differently. Tell us what we can do to support your efforts.

N/A

Accounting at Wayzata High School

Enter the Program of Study information specific to this school and pathway.

- [High School Courses](#)
- [Enhanced Learning](#)
- [Post-Secondary Connections](#)
- [Status & Validation](#)
- [View All \(read only\)](#)

Status and Validation

Approval Level: State Consortium State RPOS

Approval Status: In Progress Inactive
 Submitted to Consortium Approved by Consortium
 Submitted to State Approved by State

Date of this status:

Publishing Status: Internal

Rating for the Rigorous Programs of Study Components	Level 1	Level 2	Level 3
Legislation and Policies: Federal, state, and local legislation or administrative policies promote POS development and implementation.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Partnerships: Ongoing relationships among education, business, and other community stakeholders are central to POS design, implementation, and maintenance.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Professional Development: Sustained, intensive, and focused opportunities for administrators, teachers, and faculty foster POS design, implementation, and maintenance.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Accountability and Evaluation Systems: Systems and strategies to gather quantitative and qualitative data on both POS components and student outcomes are crucial for ongoing efforts to development and implement POS.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
College and Career Readiness Standards: Content standards that define what students are expected to know and be able to do to enter and advance in college and/or their careers comprise the foundation of a POS.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Course Sequences: Non-duplicative sequences of secondary and postsecondary courses within a POS ensure that students transition to postsecondary education without duplicating classes or requiring remedial coursework.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Credit Transfer Agreements: Credit transfer agreements provide opportunities for secondary students to be awarded transcribed postsecondary credit, supported with formal agreements among secondary and postsecondary education systems.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Guidance Counseling and Academics: Guidance counseling and academic advisement help students to make informed decisions about which POS to pursue.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Teaching and Learning Strategies: Innovative and creative instructional approaches enable teachers to integrate academic and technical instruction and students to apply academic and technical learning in their POS coursework.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Technical Skills Assessments: National, state, and/or local assessments provide ongoing information on the extent to which students are attaining the necessary knowledge and skills for entry into and advancement in postsecondary education and careers in their chosen POS.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

HS Courses				
Subject	9th Grade	10th Grade	11th Grade	12th Grade

Language Arts	Communications 9 9th Grade Communications Honors Communications 9 2 Credits Required	Communications 10 10th Grade Communications Honors Communications 10 2 Credits Required	Communications 11 Communications Elective 2 Credits Required	Communications 12 Communications Elective 2 Credits Required
Math	Math Math 1 Math 1X 2 Credits Required	Math Math 2 Math 2X 2 Credits Required	Math Math 3 Math 3X 2 Credits Required	Math/Stem Math 4 Math 4X 2 Credits Required
Science	Physical Science Honors Physical Science <u>(OTHER)</u> Physical Science 9 2 Credits Required	Biology Biology X <u>(OTHER)</u> 2 Credits Required	Science Chemistry X <u>(OTHER)</u> Chemistry 2 Credits Required	Science/Stem Physic X <u>(OTHER)</u> AP Physics <u>(AP)</u> Physics 2 Credits Required
Social Studies	Civics Government and Citizenship 9 Honors Government and Citizenship 9 2 Credits Required	World History World History AP European History <u>(AP)</u> 2 Credits Required	US History United States History AP United States History <u>(AP)</u> 2 Credits Required	Modern Problems Modern Problems 2 Credits Required
Other Requirements	Physical Education Physical Education 9 2 credits are required during high school	Health Health 1 Credit Required		
Career and Technical Electives for College Credit	Intro to Business <u>(ACC)</u>	Keyboarding <u>(ACC)</u>	College Level Accounting <u>(ACC)</u> Accounting 1 <u>(ACC)</u>	Entrepreneurship <u>(ACC)</u>
Career and Technical Electives			Managing Your Investments Financial Algebra (STEM)	International Business
Other Suggested Electives				

Legend:

ACC: Articulated College Credit is an agreement between one or more high schools and one or more colleges and universities to accept a high school course as a course equivalence or partial course equivalence to a college course.

school course as a course equivalence or partial course equivalence to a college course.

AP: Advanced Placement: A standardized curriculum offering college-level courses in subject areas such as English, history, humanities, languages, math, psychology and science. AP courses are taught by a high school teacher on a high school site, trained by College Board.

OTHER: Please meet with your counselor or advisor before registering for these courses.

High School Enhanced Learning

Work-Based Learning	
Service Learning	
College Preparation	
Student Organizations	

Post-Secondary Connections

2-Year College	Program	4-Year University	Program
Hennepin Technical College - Brooklyn Park	Accounting	Metropolitan State University - St. Paul	Management
Normandale Community College	Accounting		
North Hennepin Community College	Accounting		
		Cardinal Stritch University	Business Administration
		Cardinal Stritch University	Human Services Management
		Cardinal Stritch University	Management
		Cardinal Stritch University	Strategic Management of Information Systems

College & University Enhanced Learning

Work-Based Learning	
Service Learning	
Career Preparation & National Accreditation	
Student Organizations	

[Return to list of Programs of Study](#)

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