

Minnesota Annual Performance Report (APR) FY20

FY20 Hennepin West Consortium
Hennepin West Consortium

NOTE: This APR is reporting on the Perkins V transition year, FY20, 1 July 2019-30 June 2020 and corresponds to the funding opportunity FY20 Strengthening Career and Technical Education for the 21st Century Act (Perkins V) in Amplifund.

1. Describe the consortium's efforts to design, implement, and/or improve programs of study during the Perkins V transition year.

HWC's FY20 transition to Perkins V was exciting, challenging and transformative for our leadership team. The year started with an informative training session with State leadership where the group learned of the Perkins V accountability measures and the requirements around the Comprehensive Local Needs Assessment. During that same meeting, the HTC's Perkins Director announced their retirement, which was well earned but unexpected. HTC restructured the position and filled this role three weeks later with an interim Perkins & Pathway Coordinator, allowing for 15 short days of onboarding. As a consortium, we worked through this bit of change and prepared for the next meeting in September.

During and after this meeting, NHCC's Perkins Director resigned from the position abruptly. This left the institution in limbo and without an opportunity to transition in a new leader. Again, the consortium banded together to fill the gaps, kicked off the year, completed the FY19 APR, and onboard two interim postsecondary leaders. In late December, both institutions solidified their Perkins leadership positions. NHCC hired a new Director of Perkins and Workforce Collaboration and HTC solidified their acting interim coordinator as a permanent employee.

While we recognize the need to have sound justification and knowledge of all the working of the FY20 application, the reality is the turnover in leadership led to challenges due to gaps in knowledge and general understanding. As we share our many successes, we will also openly express some challenges and shortcomings throughout this report. We will continue to support each other in order to gain knowledge, experience and continue to usher in an improved culture of collaboration among all members of the Hennepin West Consortium.

During FY20, HWC showed a commitment to the improvement of Programs of Study (POS) through multiple efforts and events. A mainstay effort by the consortium was their commitment to Articulated College Credit (ACC) as a fundamental component of POS. HWC provides a direct link to college pathways by managing and updating a website dedicated to ACC agreements across the state (www.CTEcreditMN.com). We offered multiple opportunities for partners to review & renew course agreements, provide necessary updates and POS tours by the host college. Discussions were held around improvements to ACC processes & procedures, review of completion rates, and an opportunity to hear first hand of ACC challenges. The marketing cluster articulations presented a challenge because of the change in the 4 year college transfer policy. Freshman level marketing courses were no longer eligible for articulation which resulted in the College High School Partners (CHSP) to investigate brokering with Chippewa Valley Technical College in Wisconsin for which credit could be transferred to UW Stout or UW River Falls. This marketing agreement will be implemented in the fall of 2020.

Postsecondary partners focused their POS efforts on two big initiatives. NHCC planned and opened the Workforce Innovation and Experiential Learning Center (WIELC), and HTC utilized an RFP process to help the interim Perkins & Pathway coordinator to learn and process gaps of knowledge regarding the needs of the college. The WIELC at NHCC had a soft spring opening shortly before education was up-ended due to Covid 19. The WIELC began creating work-based learning opportunities for all CTE students. The WIELC initiative began by re-designing student advising to a guided pathway model. CTE Advisors are now assigned to a specific career cluster(s), which focuses their knowledge in approved CTE programs and POS. The career counselor assists students with developing job readiness skills (e.g. interview, soft skills, career exploration, job search). Additional support is provided by a nontraditional careers consultant to those CTE students seeking non-traditional careers. Experiential learning opportunities are offered to CTE students including networking events, internships, job shadow and career exploration interviews. When Covid 19 arrived, this model was forced to move to a virtual environment which limited success during FY20. There was intentional effort through an RFP process at HTC to support CTE programs and POS by funding initiatives that brought programming up to current industry standards. For example, the MN Board of Nursing recommended that our nursing lab reflect student demographics. The program was able to purchase new dark toned Anne Mannequin simulators. Kaplan NCLEX Reviews were funded for a second year to continue HTC's efforts to improve NCLEX scores. Due to year 1 funding, the program retained its MN Nursing Board Accreditation with over 92% of students passing their NCLEX exams. Culinary Restaurant and Food Services purchased a state of the art oven with convection which was accompanied by a faculty RCE for new curriculum development. New certificates will be offered in the areas of Baking & Pastry and Culinary Entrepreneurship - Food Truck Operations.

The graphic design program ran an Xperience project which offered experiential learning, job shadow and paid internships for 25 NHCC Graphic Design students. High schools have Concurrent Enrollment (CE) courses that link to the NHCC Graphic Design program. Other POS at NHCC were supported through industry recognized credentials such as NOCTI and MOS.

A Healthcare Career Expo was offered to all HWC high schools to stimulate interest in the POS. Students were invited to classroom rotations of professionals in a variety of healthcare careers on NHCC's campus: Nursing, Medical Laboratory Technology (MLT), Exercise Science, Physical Therapy, and Chiropractic. These rotations were designed to be hands-on with a focus on seeing men in these fields where they are typically underrepresented (specifically Nursing and MLT).

HWC met to determine which secondary partners would be willing to improve their robotics and manufacturing programs and which secondary partners would want to establish robotics and/or manufacturing programs. As a result, one partner developed a curriculum and is implementing a robotics course in spring 2021. HWC continued to support POS by First Robotics competitions and Manufacturing Month. HWC provided secondary substitute teachers and transportation while encouraging secondary schools to take advantage of the opportunities provided through these programs.

HWC continued discussions regarding POS. Data Analytics continues to be investigated through the Business, Management and Administration Pathway. Hennepin Technical College does have an Agriculture, Food and Natural Resources pathway that is brokered with another consortium. HWC will continue to explore ways to incorporate food production into this pathway with our partnering secondary programs.

2. Explain how size, scope, and quality informed your data-determined decisions concerning programs of study and local uses of funds.

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Data such as: P file data; EPM11; SLEDS; Real Time Talent; Stop, Drop, Enroll! directed our POS decisions as described in question one. P files were analyzed to determine how dollars would be spent by program. In addition, we attended a training with Advance CTE - Data Institute (careertech.org) that focused on using data to develop actionable steps to address equity and access challenges in CTE. Every school district and both college partners brought a team to the training. The institute assisted HWC by looking at enrollment by pathway and drilled down by sub population disparities. CTE concentrator gaps were analyzed to improve secondary to postsecondary transitions. This data review and the CLNA directed our consortium towards POS improvement in culinary, business, management & administration, IT, and Health. Result of the FY20 data work is driving our FY21 POS decision making process.

CE course participation was evaluated to determine if this initiative is encouraging students to continue in a postsecondary pathway. The CE analysis was inconclusive due to student confidentiality with student tracking. However, the data did assist with determining where dollars are spent in CTE programs and demonstrated gaps in programming. The training included equity in CTE.

The postsecondary leadership relied on prior leadership to determine local uses of funds. It was determined, historically, that the overwhelming majority of funds were reserved for personnel. This resulted in an intentional effort to fund more CTE programming initiatives/equipment that were historically under funded.

3. Describe the consortium's efforts to partner with business, industry, and local communities and to provide CTSO experiences to students. What were your successes and challenges?

The partnership with TwinWest Chamber of Commerce was successful on many levels. The HWC hosted two regional advisory committee meetings in addition to local, joint and college advisory committees. Teacher externships, Elevate Futures and the Talent Symposium all proved to be successful endeavors. These initiatives provided three successes: brought in business leaders and community; professional development for teachers; and current career information for students through student leadership activities, field trips, CTSO support and classroom speakers. CTE and academic programs within high schools partnered to create curriculums that reflected real world experiences for students.

We formalized stakeholder committees which created new partnerships. These partnerships aided HWC in implementing experiential learning opportunities including mentorships, e-mentorships, apprenticeships, job simulation, school run businesses, student organizations, internships, and in-school employment. These partnerships assisted HWC in reviewing POS that provided opportunities that highlight All Aspects of the Industry.

HWC continued to recognize the importance of improving the image of CTE and educating students and parents on the career possibilities through CTE. As a result, a new career exploration booklet was developed and implemented (10,000 copies were distributed), which emphasized our regional CTE POS.

NHCC created a position within the Workforce Innovation and Experiential Learning Center (Director of Workforce Collaborations) to collaborate with employers to offer experiential learning opportunities for NHCC students. The department opened its doors to students only after Covid 19 hit, resulting in all meetings and services becoming virtual.

The WIELC has become the home for HWC's Nontraditional Careers Consultant. The consultant is a very active participant in serving NHCC and HWC students within the WIELC department. Two additional staff were reassigned from Career Counseling and Pathway Advising to assist in WIELC programming.

HTC utilized Perkins funds to provide hundreds of CTE students with 14 industry specific career fairs partnering with numerous local employers. Efforts were made by the Career Experience Coordinator to meet with students pre & post-career fairs to best assist them with their preparations to review resumes, discuss mindsets and practice elevator speeches. Post-fair discussions centered around next steps and how best to follow up with potential opportunities. The Automation Robotics program was able to hold a reverse career-fair where CTE students hosted employers at their tables as they viewed student projects and asked questions. These fairs are well received by students, as they felt the conversations were more fruitful in information and employers were able to speak to those that best aligned with their company's missions and values.

The HTC to Industry event was developed and delivered in celebration of 100 years of CTE during February, CTE Month. They kicked off this event by hosting three different counselor breakfast meetings with HWC K12 districts and other surrounding community districts. These were well attended and used to promote CTE, HTC technical programs and CTE Month festivities. Counselors had the opportunity to tour a program of their choice as well. The HTC to Industry event was designed to walk students through a 1-day version of their postsecondary academic career. They began with learning about admissions and the college, then toured a self-selected CTE program and followed by an industry partner visit/tour that aligned with that self-selected program. HTC programs involved: Automotive, Automation Robotics, Nursing, Health Unit Coordinator, Dental, Emergency Medical Services, Fluid Power, Engineering CAD, Business and Information Technology. Industry partners included Park Nicollet, North Memorial, Walzer, Caterpillar, Delkor, Protolabs and Star Exhibits.

HTC, NHCC and the Brooklyn Bridge Alliance for Youth (BBAY) mobilized resources to create a Blueprint Implementation Planning Task Force that centers around students and their experiences. It addresses key issues identified in the Stop Drop Enroll! study, and brings together a diverse set of partners. The following 6 goals were identified: 1) Mobilize students, administrators, and faculty to design, build, and implement student-centered scheduling supportive of CTE student needs. 2) Create a culture of teaching and learning that is culturally responsive for CTE students. 3) Develop and leverage Partnerships to Increase Access and Opportunities for CTE Students to Meet Their Needs and Goals. 4) consistent advising, tutoring, and navigation support for all students. 5) Bring students, staff, and faculty together to continually identify blocks and build process solutions together. 6) Expand intentional communication, engagement, and involvement with CTE Students.

From April-June 2020, the Task Force and partners confirmed the feasibility of new pilot projects given the new environment since Covid 19. In partnership with stakeholders, a plan was created for implementation that aligns with Perkins V and accomplished the following: Established a team of student, college staff, and community partners; Established project priorities; Developed project and program summaries and designs; Developed project and program implementation plans; Determined feasibility and priorities for undoing systemic racism; and Confirmed resources and leadership to move priority projects forward.

HWC is committed to working with a vast network of businesses, industry, and local community leaders annually. This work is vital to our consortium mission and serves our communities and future workforce needs in many ways. HWC will continue to support efforts, such as those listed above, indefinitely as we strive for an equitable and inclusive future for all.

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4. Describe successes and challenges in your efforts to improve service to special populations during the transition year.

4a. Based on the data, what student group(s) did you identify as needing specific attention. What resources were applied to address these concerns?

Resources were utilized to participate in state training opportunities (CTE Works, webinars, etc.). Active memberships are encouraged with ACTE, MnACTE and MACTA as they provide non-traditional training in ways to attract students to CTE programs. On the consortium level, guests were invited to monthly meetings to aid in strategy development. Teachers were encouraged to participate in training that analyzed/interpreted data and to reach out to programs that were successful in attracting non-traditional students. Due to Covid 19 and the timing of our data retreat some of the funds were not able to be used towards initiatives such as career days. Additionally, new leadership at the colleges limited data research through January.

HWC colleges, in collaboration with the BBAY, have undertaken the Stop, Drop, Enroll! Study in FY19 that provided data regarding areas of student need. FY20, (ref Q3) the planning task force addressed key issues from the research. Through FY21, HTC and NHCC will be working on documenting and implementing strategies to improve upon retention and persistence metrics.

Advanced CTE Institute provided a data retreat in the spring of 2020 to identify performance gaps and determine solutions. Thirty-one percent of secondary CTE enrollment were classified as economically disadvantaged according to the state P files. Individuals representing the economically disadvantaged classification were over-represented in 15 CTE programs. Whereas, African American secondary CTE students are under-represented in 9 programs. Overall, females are under-represented in 15 programs with large variations across pathways such as STEM, engineering, computer science, IT, and construction. Male CTE students are also under-represented in 11 programs (such as medical and education). These discrepancies have led us to plan changes for FY21 through our work on the CLNA. Postsecondary schools are 57% overrepresented for economically disadvantaged in culinary. This led us to examine if financial barriers led to low student persistence in culinary programs (e.g. the need for students to purchase knife sets at \$500 to \$1,000 each). The data also showed a discrepancy between matriculation rates from secondary to postsecondary (18% of secondary students are concentrators in this area, vs. 1% in postsecondary). The pandemic limited our ability to really dive deeply in this area for FY20. This data led us to direct funding and support to the culinary program at HTC (ref Q1).

NHCC met goals for nontrad support with a noted need to improve support for women in STEM careers. This data led to the Be Bold-Break the Mold initiative planning for FY21. Forty percent of postsecondary CTE students are designated as economically disadvantaged individuals. Perkins funding at NHCC for Access Services was devoted to support of these students. There was an overrepresentation of English Language Learners (ELL) which led to the purchasing of textbooks for a collaborative initiative with Adult Basic Education and NHCC to support ELL learners at the college.

4b. How did your consortium provide support to students in special populations to ensure equitable access to programs leading to high-skill, high-wage and in-demand occupations?

The consortium supported professional development (ref Q7) that emphasized training for special populations as well as attracting special population students to CTE. On the consortium level, guests are invited to monthly meetings to aid in strategy development. Teachers are encouraged to participate in training that analyzes/interprets data and to reach out to programs that are successful in attracting nontraditional students. Individuals with Disabilities Education Act (IDEA) provides equitable access to all secondary CTE programs. Para-professionals and accommodations are provided when needed.

Our goal is to provide equity and access for students into CTE programs including nontraditional programs. HWC will continue to support programs that assist special populations to overcome barriers that can prevent program completion. Examples include: Strive, STEM Equity Pipeline, TRIO, Veterans Services, Disability Services, Special Education, Tutoring, Achievement Specialists, ELL, and organizations that mentor students such as Women in Engineering.

Additional special populations listed in Perkins V were researched through the CLNA. The local needs assessment assisted us in redefining our targeted special populations and programs. Based on our data, we have focused on health occupations, business management and information technology.

NHCC collaborated with Osseo ABE and college faculty to provide a pathway to support special population students as they move through identified CTE gateway courses. In this initiative, HWC purchased a classroom set of textbooks for a class that prepared ELL for a variety of CTE programs at the college.

4c. How did your consortium provide academic support ensuring all CTE students made meaningful progress in performance, including subgroups of students?

CTE is supported by career guidance and academic integration specialists. Every school is required to have a form of summative evaluation, which could include a common assessment such as a TSA or certification. Formative evaluations are used throughout the course to evaluate the student progress. Procedures are established at the local level to ensure guidance and direct remedial work, which could include working with parents and guidance counselors.

For FY20, HTC continued its Perkins support of Student Achievement Center's (SAC) CLA tutors dedicated to various CTE programming. Strategies were expanded to include a broader HTC Online tutoring platform. This encompassed remote tutoring via Zoom, email or phone according to the preferences of the student. HTC Online was promoted in classes, D2L, and via the landing page on the college website where CLAs offered D2L Boot Camps and scholarship application support. HTC Online is free and is offered in addition to the Tutor.com access that Minn State students are granted. HTC Online helped to provide assistance during the initial change to distance learning during Covid 19. SAC's offered numerous other opportunities for student support, such as a 3 year purchase of the literacy software Read/Write/Gold which aids dyslexic, ELL students and additional students with disabilities. In class note takers were paid for through Perkins funds to assist students that were granted accommodation through the disability access center. This used up valued time of currently supported CLAs, so the centers, through the RFP process, purchased digital C-Pen Readers which read notes, articles and other written documents out loud in audio format. These were purchased at the end of fiscal year and will be used during FY21.

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4d. How did your consortium support non-traditional (by gender) students (For example, women in traditionally male-dominated careers and men in traditionally female-dominated careers)

The nontraditional support consultant worked with HWC to bring the following activities and efforts to our consortium.

Unconventional Jobs/Unstoppable Women series held two events at HTC for high school women students to explore nontraditional careers. These events provided Highview Alternative Highschool and Girl Scouts Connectz an opportunity to participate in hands-on events and have discussions with female role models in HVAC, Fluid Power, Carpentry, and Auto Mechanics careers.

Million Women Mentors Trailblazers event at NHCC was used to promote two-year technical career options. This was offered during the evening so that Hennepin West Consortium high school students could also participate. A version of this was also offered at Park Center High School (all Osseo Area Schools were invited) during the day.

The consultant created connections between professional associations, HWC students and leadership, such as; Million Women Mentors, National Association of Women in Construction (NAWIC), Society of Women Engineers and AnitaB.org. Students were encouraged to attend meetings and be involved in a professional association.

Intentional efforts to increase nontraditional career seeker enrollment resulted in the consultant supporting HTC Robotics Program to increase participation of women students. In addition, the consultant worked with HTC/NHCC Marketing Departments to develop and/or expand nontraditional presence on the website, including links to resources previously developed. This is still in progress at HTC and NHCC as they are currently revamping their entire website(s). The goal still remains to have a nontrad presence on both campuses' websites.

A presentation was given at Tree House Youth in Brooklyn Park highlighting nontraditional careers with the help of a current carpentry student enrolled at HTC.

Outreach continued for nontraditional career students on both college campuses via email introduction and invitation to connect for additional support, college student mentors to visiting high school students during classroom demonstrations, and a Nontraditional Career Newsletter (email distribution to current HTC/NHCC students) each semester. The newsletter was also shared with Hennepin West Consortium and other community partners.

The following activities to support special populations were planned for the spring of 2020, but due to the Covid 19 or other unforeseeable circumstances, were cancelled. A "Males Who Care" Nursing Professional Development Student Group did not come to fruition due to the faculty member leaving his position at NHCC. A Criminal Justice Career Expo at NHCC similar to the Healthcare Expo was planned for March, but had to be cancelled due to Covid 19. The focus again was to be hands-on with female role models. The consultant worked with students at NHCC enrolled in the graphic design program to come up with a nontraditional careers campaign. Activities to support this campaign ended in March due to Covid 19. A Million Women Mentors event was planned for Wayzata High School in March, but was also cancelled.

4e. As you reflect on your service to special populations, what strategies were successful? What strategies were not successful and why?

HWC designed promotional materials for POS through a career exploration booklet that highlighted nontraditional occupational areas by using appropriate graphic imaging along with business and career leader spotlights. The resulting booklet was well received by counselors, advisors, parents and students across all consortium partners.

Regionally, HWC's partnership with TwinWest hosted a Talent Symposium in February that was successful in highlighting equity needs in CTE and provided vital information for the FY21 CLNA.

Mentioned above (ref Q4 bullet point 4) the SAC at HTC provided CLA tutors dedicated to specific CTE program areas. These support efforts were afforded to all college students, which 98% of programming at the college falls under a CTE designation. Data indicates roughly 65% of students who utilized services 3 or more times were coded as economically disadvantaged individuals and 25% coded as individuals with disabilities. However it is worth noting that longitudinally indicates strategies to increase these metrics have not worked as data has fluctuated between 60% and 72% since FY15. Yet, each fiscal year the SAC services roughly the same number year in and year out, with approximately 2100 students.

Based on our data, we have several POS that need strategies to increase interest for secondary students to enroll in programs at postsecondary community and technical colleges. Secondary districts recognized, as previously stated, that certain programs are not balanced in regard to male, female and special populations. Secondary programs have increased use of paraprofessionals in the industrial technology programs. For example, more emphasis has been given to the female population in engineering, information technology and computer science.

Several events focused on services to special populations were cancelled due to Covid 19, including the Why Teach event (an event geared to support special populations enrolling in education careers).

5. Describe successes and challenges in the consortium's efforts to improve transitions for students from high-school to college and/or career.

5a. Examples should include articulation, early-college credit, career and college readiness activities, transition of adult learners into the workforce, and brokering with other consortia.

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The recent transfer policy changes for 2 year to 4 year college transfer programs created a challenge and barrier for some Articulated College Credit (ACC) agreements at the high school level. Some articulation agreements (high school to 2 year colleges) will not be maintained and new agreements in certain disciplines cannot be created (e.g. marketing). However, this will create space in FY21 to pursue other opportunities for ACC growth. High school ACC courses were modified due to Covid 19, therefore some ACC agreement outcomes were not met. There was a steep decline in ACC awards for FY20. HWC secondary does broker with SW Metro Consortium - Normandale CC and NE Metro consortium - Century College. The brokering arrangements allow us to offer the education and cybersecurity pathway to our students. HWC supports early college options through Intermediate District #287, Hennepin Technical College and North Hennepin Community College. Dual credit options such as concurrent enrollment and PSEO are available to all CTE students. HWC also brokers with SW Metro Intermediate District #288 for cosmetology and law enforcement. NHCC created the Workforce Innovation and Experiential Learning Center to work with employers to transition students into their future careers. Due to Covid 19, we had a soft opening in May and met virtually with students and employers through FY20. HTC hosted 14 industry specific career fairs which were attended by numerous industry partners and hundreds of students. These events were also open to the general public which brought awareness of CTE programs throughout the college. HTC's CTE Month event, HTC to Industry, was well received by over 200 attending students. Feedback from the day indicated 80% of students surveyed believed the experience helped them be more college and/or career prepared for post high school decisions. Some were willing to start conversations and preparations for attending HTC through a PSEO option in FY21.

5b. In addition to the narrative, please provide numbers of students participating in these categories.

The number of HWC students participating in ACC was significantly lower than previous years: 1233 participated in ACC; 619 students were approved for ACC; 525 students are in pending status; and 89 students were unsuccessful in earning ACC. There were 22 students in the concurrent enrollment. Cybersecurity pathway brokered with Century college and 42 students in the concurrent enrollment Introduction to Education pathway with Normandale Community College. NHCC enrolled 573 students (duplicated count) in Concurrent Enrollment (CE) courses in FY20. PSEO, headcount was 1178 students for FY20. Eighteen students were served through the WIELC at NHCC in FY20. HTC offered concurrent enrollment to HWC students and brokers to other consortiums to approximately 1200 (duplicated) students earning CE credit. HTC's overall PSEO headcount was 1248 students for FY20. HWC continues to be a successful leader in the Continuum of Service Provision for Enabling Student Transitions. HWC continued to develop POS that emphasize ACC, TSA, and other early college credit opportunities (CE, PLTW, CIS, AP, IB, and CLEP exams) to improve transition from high school to college. HWC continues to develop opportunities for degree and diploma graduates to transfer seamlessly from 2-year into 4-yr degree programs via articulation agreements. HTC has 91 approved agreements as of September 2020. NHCC has 12 active agreements as per MN Transfer. There were many activities planned for the spring of 2020 such as: career fairs, CTSO competitions, work site visits, and campus visits that were cancelled due to Covid 19.

6. Describe the consortium's efforts to BE BOLD during the transition year and beyond. What innovation took place during the reporting year and what was the impact? What were the barriers or challenges to innovation?

HWC's boldest move was to strengthen our partnership with TwinWest through four initiatives.

Elevate Futures Platform
Previously the partnership brought forth the program Opportunity Connect, a web portal for career exploration and teacher support. This platform was not successful and scrapped. Frustration of the secondary partners and TwinWest was a buy-in barrier for a new platform. This barrier was overcome with extensive conversations, presentations and a launch party to showcase Elevate Futures. Not only were we able to reinvigorate secondary buy-in, we also secured postsecondary support and participation. These efforts have expanded out into our community leaders, resulting in partnership expansions with Hennepin County and intense discussions with Real Time Talent.

Regional Advisory Committee
This was a revitalized initiative. Many advisory structures continue to be utilized such as local advisory and joint advisory committees. The regional advisory committee was bold because HWC developed a new structure by seeking business and industry by pathway. We intentionally sought out faculty to participate in this new format. There were 17 participants at the fall meeting and over 50 participants at the spring Zoom meeting. Businesses are now asking HWC to be part of this regional advisory committee.

Talent Symposium
The symposium expanded from filling the business and industry pipeline to working with barriers in CTE. Some of the barriers that were highlighted included: equity and access issues; diversity, equity and inclusion in education and the workforce; micromessaging; misconceptions and challenges around CTE our region; and hiring practices. We worked together to co-design equitable and sustainable solutions for our community. The symposium provided 34 recommendations which will be addressed through our Regional Advisory Committee in FY21.

Educator Externship
The externship program celebrated its second year with an increase in participation over FY19. In FY20, there were 35 secondary faculty (e.g. counselors, teachers, administrators) placed in a business or industry externship.

7. Describe Perkins-funded professional development (PD) that took place in the consortium during FY20.

7a. What was the total Perkins-funded investment in PD for the year?

Professional development is collaborative and throughout the FY20 budget goals. HWC estimated \$115,000 was spent for professional development of CTE faculty, staff and administration.

7b. Who (positions, not specific names) benefited from professional development?

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College & District CTE staff (e.g. counselors, coordinators, administrators)
CTE Instructors
HWC leadership
Student Achievement Center personnel
Career Service Specialists
TwinWest Leadership
HWC Regional Constituents
HWC Stakeholders
Community Members
Business & Industry
Students and Parents
MN Legislators
SW Metro Leadership
MDE, MinnState and participants at the CTE Works Conference benefitted from the HWC CTE Works presentation

7c. What professional development activities were conducted/sponsored?

CTE Works - (FY20)-Fall 2019
Presented at 2019 CTE Conference on "Lessons in Nontraditional Career Programming".
MACTA - (FY20)-Fall 2019 (spring 2020 - cancelled due to Covid19)
Regional III Virtual Conference
ACTE Vision 2019 - (FY20)
Talent Symposium (Partnership between HWC and Twin West)
Teacher Externships
24 secondary instructors participated - 4 concentrated days, specific pathways
Regional Advisory Committee - (2 meetings (1 in person and 1 virtual)
Doubled in size from the 1st meeting to the 2nd meeting 24 to 50 people
HWC Summer Retreat
MACTA/MnACTE local legislative workshop
ACTE memberships that include:
MnACTE/MACTA memberships & affiliate memberships; MAFEL memberships
HWC monthly meetings to include PD for local coordinators
CLNA stakeholders and partnership with SW Metro Consortium
Advance CTE Institute - Data Training
NACE
U of MN
U of WI
MN Summit on Learning of Technology
Partnership Retreat
Minnesota Association For Experiential Learning (MAFEL)

7d. What topics were addressed and what were the related outcomes?

The outcomes for all Professional Development is to provide improved teacher/faculty/administration preparation including: increased student learning; strategies for closing the achievement gaps; identifying equity and access issues; building awareness of data and interpretation; community and teaching resources; CTE licensure/legislation; Perkins 101; business partnerships; Federal/State Legislation; POS vs program approvals; ACC vs CE; and career guidance. CTE leadership benefitted from all of the above including consortium policy, procedures and protocols.

CTE Works - (FY20) Fall 2019
Non-trad Career Seekers
Cultural differences between industry needs and future workforce
Topics as they applied to career pathways
MACTA (FY20) Fall 2019
Licensure
Legislation
MACTA conference combined with CTE Works conference
Regional III Virtual Conference
MACTA/MnACTE Awards
ACTE legislative updates
Teacher focused topics for distance learning
ACTE Vision 2019
Career Pathways
CTE Trends
Empowering Educators for the future
Expo Center

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300+ CTE Sessions, a comprehensive expo and an array of networking opportunities
Talent Symposium (a partnership between HWC and TwinWest)
Equity & Access in CTE
Community solutions to a career journey for students
Community analysis
Identified themes and stakeholder questions
Teacher Externships
4 concentrated days in specific pathway training at a local business
HWC Summer Retreat
Resources for CTE (Exams)
Virtual Training on improving student employability skills
Career Pathway Booklet
CLNA preparations
Book Read - "Answering the 'Why'"
Stop, Drop and Enroll
Articulation Strategies
Consortium Planning
Twin West Strategies
MACTA/MnACTE Legislative Conference
Current legislation in MN
ACTE presentation - Federal legislation
How to be an advocate
How to prepare to work with legislators for the National Policy Seminar (which was cancelled due to Covid)
Regional Advisory Committee (2 meetings - 1 in person & 1 virtual) Doubled in size from the 1st meeting to the 2nd meeting (24 - 50)
Business needs by pathway
Taking lessons learned from the Talent Symposium and applied them to the Regional Advisory Committee
Next steps
Memberships
National Association of Colleges and Employers (NACE)
Association on Higher Education And Disability (AHEAD)
Access to current information and vendors
Access to national, regional and local conferences
Networking
Certifications
CRLA 3 Certifications for 2 new CLA tutors
Spring Partner Retreat
Connect administration to Perkins V
Secondary program approvals versus programs of study
Highlighted accomplishments
TwinWest partner accomplishments
HWC monthly meetings to include PD for local coordinators
CLNA
Career Pathway booklets
TSA
Articulation updates
POS updates
Planning PD
Business & Industry presentations
HTC and NHCC highlights
CLNA Stakeholders & Partnerships with SW Metro Consortium
Partnered with Real Time Talent
Review of CLNA and interpreting the outcomes
Questions for students, administrators, parents, and employers
Advance CTE Institute - Data Training
Gather data
Learn how to interpret data
Gap analysis
Strategies for resolving achievement gaps
Partnership Retreat
Goals: educate, highlight consortium achievements, discuss and gain input from our consortium partners.
Topics included: Overview of Perkins V with a focus on collaboration
POS versus program approval
Reaching new student populations
CLNA

Minnesota Annual Performance Report (APR) FY20

FY20 Hennepin West Consortium
Hennepin West Consortium

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8. Recognizing that some students need multiple entry and exit points to CTE programs, describe how your consortium has helped students return to the education system to complete their GED or secondary school education, or to learn a new skill following job loss.

HWC continues to develop strategies to provide seamless opportunities from secondary to postsecondary and/or careers. Our goal is to provide opportunities for all students, therefore HWC provides CTE programming for ALC's charter schools, special education and programs such as, Gateway, STRIVE, AVID, and Propel that aim to close achievement gaps.

The following are methods to prevent students from dropping out and keep them in school as well as assist students returning to secondary or postsecondary education. Both HWC colleges investigated new Early Middle College programming in FY20. Groundwork has been laid with the Brooklyn Center Early College Academy, Robbinsdale District's Highview Alternative Learning Center, and Osseo Area Schools ALC. These districts formalized Early Middle College agreements with HTC/NHCC in FY20 to increase the presence of their students taking college classes on campus. The program's point of contact was the Resource Specialist at the HTC Brooklyn Park Campus and Director of Partnerships at NHCC. In addition, any early middle college student is now able to take summer and/or developmental classes at postsecondary via updated PSEO legislation.

Concurrent Enrollment and Articulated College Credit provided students with the confidence that they could master a college level course and provided an entry point into postsecondary. NHCC supported ABE in the creation of a pathway into college for adult learners, GED and ELL students. The WIELC worked with CareerForce to assist out of work adults enroll at NHCC in order to gain new skills. In FY20, BBAY, created the Blueprint for Persistence 2020 document and a task force (Ref Q3). In FY21, a new task force will be created to provide suggestions to the college leadership in order to improve culturally responsive curriculum, remove barriers in college processes and course scheduling. HWC promoted Elevate Futures along with the Career Pathways booklets to demonstrate pathways to postsecondary and workforce.

9. What actions did the consortium take to advance teacher recruitment, retention, training, and education? What were your successes and challenges? What would you change in the future?

Publicized and encouraged participation in the New Teacher Workshop hosted by MDE. This was done through our consortium meetings. Each consortia leader shared that information at their local district. In addition, we shared information on additional new teacher training where applicable.

HWC secondary partnered with Normandale Community College (NCC) to offer the Introduction to Education course to high school students in order to encourage students to enter the education field. Students had the ability to receive three concurrent enrollment credits at NCC.

ACTE/MACTA and CTE Works conferences highlighted teacher recruitment, retention and training. Our leadership encouraged participants to attend and bring information back to the monthly meetings. In reference to question 7, our consortium provides many options for PD, which assists with retention of faculty.

NHCC planned to offer a "Why Teach?" event to highlight the importance of special populations becoming teachers. The speakers, catering, students, busses and all other aspects of the event were planned, prepared and ready to go. This event was scheduled for March 2020, but was cancelled at the last minute due to Covid 19. This event has a rescheduled date of March, 2021.

10. What actions did the consortium take to expand equitable access and opportunities for work-based learning for all students? How were students made aware of these opportunities?

HWC recognized the need for improved WBL opportunities. NHCC's Workforce Innovation and Experiential Learning Center had a soft opening in the spring of FY20. WBL is a key component of this new center and offers job shadow, experiential learning, job and internship search, guided pathway advising and networking events for CTE students at NHCC. Onboarding of new staff and Covid 19 greatly slowed the opening of this center.

In FY19, HTC's Career Experience Coordinator position was fully funded by Perkins dollars. The position was fully funded by the college in FY20, resulting in a redirection of Perkins funds into career services support. These redirected funds were intentionally used to expand industry networks and student internships. These efforts expanded the externship opportunities network to increase experiential learning during summer term, but due Covid 19 these new connections were not able to be realized.

HWC secondary reviewed WBL opportunities and discussions were held to develop strategies for increasing enrollment. There are barriers to WBL due to program closures and lack of licensed staff. HWC encouraged professional development and participated in workshops for WBL in order to expand equitable access and opportunities in our consortium.

11. What actions did the consortium take to improve integration of academic and technical skills in CTE programs? Please provide specific examples in your response.

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There were several initiatives for improvement of integration of academic and technical skills in CTE programs. HWC continues to support TSA and academic achievement by supporting: Precision Exams, NOCTI, Kaplan Reviews, MS Office Specialist, OSHA 10, SP2, Prostart, Kansas State University Accounting Placement, Adobe Certifications, and Skills USA exams.

Specifically, NOCTI exams were offered at NHCC for Accounting, Business and Computer Science. Microsoft Office Specialist assessments were offered for NHCC students enrolled in MS Office related courses. Adobe certifications are also available for students in Graphic Design programs at NHCC.

Although the consortium has been partnering with Precision Exams over 8 years, these services were severely under marketed and utilized at HTC. When it was discovered the site license agreement also included postsecondary institutions, the Perkins Coordinator has, and continues, to encourage CTE faculty and program to consider using these TSA in programming. Three new program areas began to use these services: Information Services, Child Development and Accounting determining Precision Exams was a cost effective way to save CTE students money while providing them industry recognized TSA certifications.

Third party assessments or TSA were supported by HWC for all secondary partners, however only, 5 of 10 schools utilized Perkins purchased assessments. Covid 19 brought new challenges in the spring of 2020 when most of the TSA are implemented. Remote third party testing was not approved at that time. However, Precision Exams and certifications were implemented to improve student success in the following programs: Information Technology, Child Development, Marketing, Graphic Design, Computer Science and Accounting.

Classroom technical materials are supported for technical reading, math, communications and employment skills at the secondary level.

Professional development opportunities for integration of academics into CTE were supported. PLC's were used to review student success and recommend curriculum changes. This includes formative and summative evaluations of students.

12. Reflecting on your FY20 work, what "points of pride" or highlights would you like to share?

Points of pride are written throughout our APR. Our leadership team had a huge cultural change through new leaders on the team as well as developing a collaborative approach to decision making. HWC leaders have evolved into a team that supports one another.

Although the CLNA process was frustrating, it proved to be a point of pride because of the benefits realized, which included: All leadership participated in the CLNA process; Review of local district surveys; Set the stage for the FY21 grant; and Partnered with SW Metro Consortium to work with Real Time Talent on DLR aspects of the CLNA. HWC presented and gained information from our stakeholders and this provided us with additional avenues for partnering and collaboration. Administration at the secondary and postsecondary were able to see the benefits of our work. There was an improved understanding of CTE and how it benefits the economy.

We will continue to forge ahead with new opportunities with TwinWest. Other strategies include: promotional materials, mentor-mentee programs, guest speakers that can relate to nontraditional students, and career orientation work programs. Barriers were identified and strategies developed. Examples include: engaging parents; designing equitable approaches; creating powerful partnerships between business, industry and education; and designing content with the end user in mind. (See additional remarks throughout the APR regarding TwinWest).