



Grant Details

01590 - FY17 Perkins IV Application

02020 - FY17 Hennepin West Consortium Perkins Application

Perkins IV Consortium

Grant Title: FY17 Hennepin West Consortium Perkins Application
Grant Number: 01600
Grant Status: Underway
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Applicant Organization: Hennepin West Consortium
Grantee Contact: Cynthia Muna
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Program Area: Perkins IV Consortium
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 Proposal Date 08/08/2016 Project Start 07/01/2016 Project End 06/30/2017
Project Dates:
Grant Administrator: Debra Wilcox-Hsu

Non-System Communication Log

Inter-System Grantee Correspondence

Status Reports

ID	Type	Due Date	Submitted Date	Arrived?	Status
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Agency List

School District or College	Secondary Type	I.D. Number (if applicable)
North Hennepin Community College		
Hennepin Technical College		
Brooklyn Center	01 public school district	286
District 287	06 intermediate district	287
Eden Prairie High School	01 public school district	272
Hopkins High School	01 public school district	270
Minnetonka High School	01 public school district	276
Osseo Public Schools	01 public school district	279
Robbinsdale Public Schools	01 public school district	281
St. Louis Park High School	01 public school district	283
Wayzata Public Schools	01 public school district	284
LionsGate Academy	07 charter school	4813

Summary Narrative Pt. 1

Career and Technical Education Programs:

Q1) How does your plan support the career technical education programs in your consortium? What initiatives included in your plan support new or significantly improved CTE programming? Describe how you have selected the programs that will receive support and how the consortium, as a whole, will benefit from the Perkins expenditures. [Sec.134 (b)(1)] (5,000 word limit)

HWC will maintain existing approved Programs of Study (POS) and further revise our Rigorous Program of Study (RPOS) in Accounting, especially with regard to the Accounting Technical Skill Assessment (TSA) at the postsecondary level. Our efforts will include refining and administering TSA's, developing high school to college or career transition programming and dual credit options, serving special populations through student support services, and providing adult learners with options that include short and long term CTE opportunities.

Three overarching sources guide consortium programming: state data, consortium and institutional goals, and input from advisory committees. FY17 student support programming will focus on improving retention and completion and nontraditional student performance measures. This includes enhanced tutoring and technology-supported assigned advising. The colleges will continue to share a nontraditional student support graduate assistant intern, a new initiative that began in late FY16. An additional graduate assistant, the Employer/Student Engagement Intern, will be hired to enhance Career Services offerings for students nearing graduation and those with specific barriers to employment. Additionally, groundwork was laid in FY16 for a Career Experience Coordinator position shared with the Brooklyn Bridge Alliance, with plans to fully implement the position in FY17. Secondary partners will focus on utilizing various state data to provide students with industry validated curriculum that reinforces academic standards. The needs of the at-risk population will be addressed through Personal Learning Plans.

Collaborative initiatives between members of HWC are a cornerstone of the consortium model. In FY17, HWC plans to increase transcripted dual enrollment options for students by offering additional concurrent enrollment courses with partners internal and external to the consortium. For example, both colleges are working collectively with Buffalo High School to expand general education and CTE concurrent enrollment course offerings. The secondaries will expand their collaborations with additional college partners through the academy model (CAPS). Additionally, the CTEcreditMN website, of which HWC and the College High School Partnership (CHSP) regional articulation collaborative are members, will expand to include additional Perkins consortia with the goal of eventually becoming statewide. 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 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. HWC will continue to support the development of new regional/statewide articulation agreements and streamline access to online Articulated College Credit (ACC) records and resources for students, parents and teachers. HWC will continue to participate in professional development through MDE/MnSCU in regard to POS and TSA.

In addition, HWC will support updated and innovative technology to enhance learning and level the playing field for access to technology across all economic levels. This is largely achieved by use of an RFP/Permissible process to utilize funds from initial allocations for these proposals, reallocated funds, and funds that become available primarily due to vacated or slow to fill positions.

Meeting State and Local adjusted levels of Performance

Q2) Please describe the process you used to analyze and interpret performance on accountability indicators, and how the expenditure of funds in your plan support improved performance on negotiated performance targets. [Sec. 134 (b)(2)] (5,000 word limit)

HWC regularly analyzes EPM 11, ISRS, MARSS, SLEDS, secondary P files and other data obtained from the state teams. The consortium believes it is in the best interest to simultaneously promote improvement in all of the performance measures since performance on each varies from reporting year to reporting year.

Upon further consideration, 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 the Nursing Licensure Exam pass rate and larger pool of students in this measure than the lack of alignment with the Accounting assessment. We believe the recent changes in the Nursing curriculum (MANE, and the cohort model) may be the cause of the decline. Nursing departments plan to research best practices and create strategies that better prepare students for success.

Additionally, the decline in 3P1 Retention and Transfer will be addressed in context with the increase in 2P1 Completion. However, although the nontrad indicators of 5P1 and 5P2 continue to challenge colleges nationally, HWC will support new innovative nontrad programming in the form of the Nontraditional Student Support Intern position which will be shared by the colleges, as well as the Criminal Justice nontrad recruitment project between NHCC, HTC, consortium high schools, and the Brooklyn Park Police Department.

HWC secondary CTE leaders have formed a PLC to analyze, develop and implement strategies at the local district level. Through this process, three improvement plans have met their data targets. HWC will continue to develop new strategies, continue current strategies to close the achievement gap, and improve graduation rates. As a consortium, we support and fund TSA, professional development, new CTE initiatives, curriculum, curriculum improvements and technology advancements.

The expenditure of funds will also focus on offering programming which includes enhanced certified tutoring, supplemental instruction, assigned advising, expanded employer partnerships, and online technologies that help empower students to take responsibility for their educational and career learning plans. In addition, HWC will support updated and innovative technology to enhance learning and level the playing field for access to technology across all economic levels.

How students participating in CTE are provided programs

Q3) Describe how you determined that the CTE programs supported in your plan will be of quality and attract sufficient enrollment or meet regional needs. How have you worked to align rigorous content in your local CTE programs with academic and technical standards recognized at the state or national level? [Sec. 135 (b)(8)] [Sec. 134 (b)(3 and 6)] (5,000 word limit)

Regional needs are primarily addressed via relationships with WorkForce Centers, business and industry, and advisory committee members to provide quality programming of sufficient size and scope for Minnesota workforce needs. Based on the workforce needs, programs are modified, created or eliminated. All programs are promoted to secondary students, parents and guidance counselors.

For example, the RPOS in Accounting that was developed in FY14 is annually reviewed for alignment with academic and technical standards as required by the state. HWC colleges will differentiate to offer the TSA that best aligns with each college's curriculum.

At the colleges, the quality and continuous improvement of programming is evaluated by the Higher Learning Commission, individual program accreditation, program review processes, and regular evaluation of services using data analysis. At the high schools, programs are continually reviewed and updated to meet state and local standards. These are met through the use of program approval criteria and are aligned with www.careercluster.org competencies. In FY17, secondary CTE programs will complete the MDE program approval process. Each CTE program will be validated and improved to meet high quality standards.

How students are provided with experience

Q4) Describe how students are provided with strong experience in, and understanding of, all aspects of the industry. [Sec. 134 (b)(3)(C)] (5,000 word limit)

Following past best practices, HWC will continue to offer experiential learning such as apprenticeships, internships, mentorships, academy courses, service learning, and short term stackable training for students in order to broaden and maintain high quality collaborative partnerships with business and industry.

One or both colleges plan to reach out to new employers in an employer partnership initiative. This potentially will include elements such as 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 internship development, and on campus meetings with students in CTE programs. HTC will also partner with the Brooklyn Bridge Alliance to offer youth internship opportunities and additionally will hire an Employer/Student Engagement Intern to enhance career services offerings for students nearing graduation and those with specific barriers to employment. NHCC will expand utilization of experts connected to business and industry to place students in Graphic Design, Marketing and other business program employment opportunities. HWC secondaries will continue to work with MDE/MnSCU on the Employer Engagement initiative. On a local level HWC will continue to improve our advisory committee connections through our postsecondary partners, DEED, and local partners.

In addition, students will be exposed to all aspects of the industry through the use of career readiness surveys, career development activities, student organizations, cooperative programs and mentoring and/or internships. MCIS and Naviance will continue to be utilized as personal planning tools, along with MnPOS, CTEcreditMN.com, and CAREERwise Education (formerly isseek).

Summary Narrative Pt. 2

Comprehensive Professional Development*

Q5) Please describe the consortium's plan for providing sustained, high-quality professional development and how this plan is supported by expenditure decisions. [Sec.134 (b)(4) and (5)] (5,000 word limit)

HWC members, high school teachers, and college faculty, staff, advisors and tutors will continue to attend a variety of local, state, and national professional development programming. Moreover, additional funding resources are available through college bargaining units/Human Resources and secondary in-kind funds.

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.

Consortium professional development funds will be made available as appropriate for CTE advisors, faculty, teachers, guidance counselors, interns and Perkins/CTE Directors for the annual fall CTE Works and Perkins conference, MACTA, and other state and national conferences.

Recruitment and Retention*

Q6) How do your consortium members recruit teachers and faculty to fill CTE vacancies? Describe any special efforts to recruit individuals from business and industry into the teaching profession. [Sec.134 (b)(12)] (5,000 word limit)

Currently, the colleges follow the MnSCU system hiring policies and practices to recruit qualified CTE applicants. Secondary positions are posted on district websites, local newspapers and professional organization websites. CTE licensure is evaluated and variances are obtained as needed. Candidates may be solicited from professional organizations and community experts. Through MACTA, CTE directors and Perkins coordinators will have the opportunity to participate in a committee to study CTE licensure.

Evaluate Student Performance and Programs*

Q7) Beyond technical skill assessments, what other tools and data sources does the consortium use to evaluate student performance? How did this evaluation influence this plan? [Sec.134 (b)(7)] **NOTE: If your consortium scored between 90-99% of your negotiated target, you need only submit the Perkins Improvement Report for that indicator; if your consortium scored below the 90% of your negotiated target you must submit both a Perkins Improvement Report and a Written Improvement Plan for that performance indicator.** (5,000 word limit)

As stated earlier, HWC regularly analyzes EPM 11, ISRS, MARSS, Perkins P files, local district data, Hobsons or other CRM data, Graduate Follow-Up, National Student Clearinghouse, SLEDS and other workforce data, as well as Noel Levitz, CCSSE, SENSE, and other student services survey data. It is in the consortium's best interest to simultaneously promote improvement in all of the performance measures since student performance varies in these categories from year to year.

The data drives expenditure of funds that focuses on certified tutoring, supplemental instruction, assigned advising, expanded employer partnerships, student internships, nontrad and at-risk student support/career exploration, high school to college transition and dual enrollment options, as well as online technologies that help empower students to take responsibility for their educational and personal career learning plans. The plan also concentrates on an RFP/Permissible process for soliciting innovative academic programming and supporting areas in need of enhanced student access and technological support.

How POS Affects Outcomes*

Q8) Based on the Rigorous Program of Study Components Rating Form on page 8 of the RPOS Guide, describe the process used by your consortium for the identified Rigorous Program of Study (RPOS) including steps of action, stakeholders involved, and timeline. Also discuss the identified strengths and areas for improvement of the RPOS for your consortium. In what ways did your self-evaluation of the 10 elements of the RPOS influence the selection of activities and strategies found within this plan? [Sec. 135 (b)(1)] (5,000 word limit)

HWC will continue to use the ten RPOS subcomponents below as guiding principles for the sustained development of the RPOS in Accounting. For FY17, we will continue to refine and enhance the RPOS and other POS according to the 10 criteria listed below.

The Level 3 subcomponents will be addressed in the following ways:

Legislation and Policies: HWC will continue to implement and improve processes, offer professional development activities for high school teachers, college faculty and staff, as well as offer student access and support services for high school students participating in dual credit enrollment options.

Partnerships: HWC offers programming and support services based on state and national economic and workforce trends, Workforce Investment Opportunity Act initiatives, workforce readiness standards, as well as needs identified by business and industry and advisory boards.

Professional Development: HWC supports staff, high school teachers, college faculty, and Perkins Directors in their professional development activities that promote technical skills assessment, curriculum alignment, dual enrollment strategies, program of study development, academic and career readiness advising, content knowledge, and teaching or tutoring strategies.

Accountability and Evaluation Systems: HWC continues to monitor Perkins performance measures to ensure federal and state compliance and continuous program improvement in all POS areas.

College and Career Readiness Standards: HWC sustains the cooperative development of RPOS with all constituents by incorporating essential foundational, academic and technical skills using industry standards and broad-based benchmarks.

Course Sequences: RPOS continues to follow a sequenced nonduplicative pathway beginning with introductory secondary courses and continuing with postsecondary pathway coursework. Advanced credit options are offered when appropriate.

Credit Transfer Agreements: HWC continues to offer dual enrollment options such as: PSEO, concurrent enrollment, articulation agreements and other college in the schools programming. All participants abide by state legislation and follow MnSCU/MDE policies and procedures in order to access these programs.

Guidance Counseling and Academic Advisement: HWC continues to promote counseling and advising proficiency for all CTE counselors, advisors and appropriate staff. Areas of proficiency will include: dual enrollment options, career and academic education learning plans, first year college orientations for students and parents, career interest and aptitude resources including web-based tools such as MNPOS, iSEEK, CRM software, Hobsons Agile Grad and Retain.

Teaching and Learning Strategies: RPOS is continually refined by interdisciplinary teaching teams. These collaborative teams focus on contextualized, problem based, service learning, and internship models to ensure students are developing foundational, technical, and academic skills needed to secure employment in a global economy.

Technical Skills Assessment: HWC will continue to administer state, national, and employer approved Nocti TSAs as appropriate in the Accounting RPOS. Consortium high schools and colleges administer TSA's annually as required by the state and federal guidelines. Additionally, students will be able to access internships and/or service learning opportunities in the RPOS.

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.

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.	
Reallocation Explanation	
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

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.

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	\$77,000.00
Secondary Permissible Activities	\$15,000.00
Secondary Reserve	\$0.00
Secondary Admin Cost	\$10,000.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$102,000.00
Total	\$102,000.00

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.

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	\$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

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.

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 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.

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 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.	
Reallocation Explanation	
Post-Secondary Required Activities	\$3,000.00
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	\$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
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.	
Reallocation Explanation	
Post-Secondary Required Activities	\$119,960.00
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
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.	
Reallocation Explanation	
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	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$42,828.00
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	\$42,828.00

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).

Reallocation Explanation

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

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.

Reallocation Explanation

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

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.

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 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.

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	\$1,000.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$1,000.00
Total	\$1,000.00

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.

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.	
Reallocation Explanation	
Post-Secondary Required Activities	\$31,914.00
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	\$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.

Reallocation Explanation

Post-Secondary Required Activities	\$88,600.00
Post-Secondary Permissible Activities	\$9,843.00
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	\$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.

Reallocation Explanation

Post-Secondary Required Activities	\$105,652.00
Post-Secondary Permissible Activities	\$11,739.00
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

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: 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.

Reallocation Explanation

Post-Secondary Required Activities	\$38,750.00
Post-Secondary Permissible Activities	\$4,305.00
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	\$43,055.00
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	\$43,055.00

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.

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	\$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.

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	\$40,000.00
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	\$40,000.00
Total	\$40,000.00

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.

Reallocation Explanation

Post-Secondary Required Activities	\$11,700.00
Post-Secondary Permissible Activities	\$1,300.00
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	\$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.

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 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%

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	\$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.

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.

Reallocation Explanation

Post-Secondary Required Activities	\$0.00
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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 2

Use of Funds*	R5 Professional Development , R9 Special Populations
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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.

Reallocation Explanation

Post-Secondary Required Activities	\$10,000.00
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Post-Secondary Permissible Activities	\$0.00
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Post-Secondary Reserve	\$0.00
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Post-Secondary Total	\$10,000.00
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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	\$10,000.00
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Goal 3 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, 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
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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	\$10,000.00
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, nontraditional, race/ethnicity subgroups, and students with disabilities.

Reallocation Explanation

Post-Secondary Required Activities	\$22,500.00
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.

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	\$0.00
Secondary Permissible Activities	\$0.00

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

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.

Reallocation Explanation

Post-Secondary Required Activities	\$317,700.00
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.

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	\$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%.

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	\$25,000.00
Secondary Permissible Activities	\$15,109.88
Secondary Reserve	\$0.00
Secondary Total	\$40,109.88
Total	\$40,109.88

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.

Goal 4 Objectives

Goal 4 Objectives 1	
Use of Funds*	R2 Programs of Study, R10 Collaboration, R11 Articulation, P10 Student Transition
Strategies	
<p>Brokering: The colleges will offer transcribed credit options for external high school partners.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>Additional brokered partnerships include: Forest Lake Area HS--currently offering a concurrent enrollment course in Landscape/Horticulture with plans to continue for FY17.</p> <p>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.</p> <p>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.</p>	

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 Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$0.00
Secondary Required Activities	\$5,000.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation 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 Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$7,269.00
Secondary Required Activities	\$0.00

Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation 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 Reallocation Basic	\$0.00
Post-Secondary Reallocation 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 Reallocation Basic	\$0.00
Secondary Reallocation 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 Reallocation Basic	\$0.00
Post-Secondary Reallocation 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 Reallocation Basic	\$0.00
Secondary Reallocation 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.

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

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
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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

Administrative Cost

Row	Amount
POSTSECONDARY - Administration not to exceed 5% (fiscal and data services)	\$51,557.00
SECONDARY - Administration not to exceed 5% (fiscal and data services)	\$24,885.91

Verification

I want to pull over my Goals 1-5 budget amounts. Yes

Budget Goal 1

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Reserve	Post-Secondary Reallocation Basic	Post-Secondary Reallocation Reserve	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Reserve	Secondary Reallocation Basic	Secondary Reallocation Reserve	Secondary Total	Row Total
Goal 1 Total	\$208,748.00	\$17,612.00	\$0.00	\$0.00	\$0.00	\$226,360.00	\$123,000.00	\$25,951.22	\$30,111.22	\$0.00	\$0.00	\$195,062.44	\$421,422.44

Budget Goal 2

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Reserve	Post-Secondary Reallocation Basic	Post-Secondary Reallocation Reserve	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Reserve	Secondary Reallocation Basic	Secondary Reallocation Reserve	Secondary Total	Row Total

Goal 2 Total	\$276,616.00	\$27,187.00	\$16,677.00	\$0.00	\$0.00	\$320,480.00	\$76,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$76,000.00	\$396,480.00
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Budget Goal 3

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Reserve	Post-Secondary Reallocation Basic	Post-Secondary Reallocation Reserve	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Reserve	Secondary Reallocation Basic	Secondary Reallocation Reserve	Secondary Total	Row Total
Goal 3 Total	\$360,200.00	\$42,800.00	\$27,094.00	\$0.00	\$0.00	\$430,094.00	\$70,000.00	\$25,109.88	\$0.00	\$0.00	\$0.00	\$95,109.88	\$525,203.88

Budget Goal 4

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Reserve	Post-Secondary Reallocation Basic	Post-Secondary Reallocation Reserve	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Reserve	Secondary Reallocation Basic	Secondary Reallocation Reserve	Secondary Total	Row Total
Goal 4 Total	\$7,269.00	\$0.00	\$0.00	\$0.00	\$0.00	\$7,269.00	\$51,000.00	\$5,750.00	\$0.00	\$0.00	\$0.00	\$58,797.11	\$66,066.11

Budget Goal 5

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Reserve	Post-Secondary Reallocation Basic	Post-Secondary Reallocation Reserve	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Reserve	Secondary Reallocation Basic	Secondary Reallocation Reserve	Secondary Total	Row Total
Goal 5 Total	\$46,940.00	\$0.00	\$0.00	\$0.00	\$0.00	\$46,940.00	\$40,000.00	\$20,400.00	\$0.00	\$0.00	\$0.00	\$66,948.80	\$113,888.80

Goal Totals

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Reserve	Post-Secondary Reallocation Basic	Post-Secondary Reallocation Reserve	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Reserve	Secondary Reallocation Basic	Secondary Reallocation Reserve	Secondary Total	Row Total
Goal Total	\$899,773.00	\$87,599.00	\$43,771.00	\$0.00	\$0.00	\$1,031,143.00	\$360,000.00	\$77,211.10	\$30,111.22	\$0.00	\$0.00	\$491,918.23	\$1,523,061.23

Secondary Budget Details

Description	File Name	File Size
FY17 HWC Secondary Budget	Final FY17 HWC Secondary Budget.xlsx	70 KB

Perkins Grant Collaboration with WorkForce Centers

Row	Amount
(SECONDARY) Total Perkins funds used in collaboration with WorkForce Centers	\$0.00
(SECONDARY) Estimated expenditures/in-kind contributions used in collaboration with WorkForce Centers	\$0.00
(POSTSECONDARY) Total Perkins funds used in collaboration with WorkForce Centers	\$8,000.00
(POSTSECONDARY) Estimated expenditures/in-kind contributions used in collaboration with WorkForce Centers	\$65,000.00
Totals	\$73,000.00

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	
<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>This programming will be replicated in FY17 if successful.</p>	
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.
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	
EPM 11	
HWC membership	
Campus communities	
Local business and industry	
Improvement Plan Supporting Documents (optional, not required)	

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.

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.

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.

Rigorous Program of Study

Rigorous Program of Study 1

State-Approved Rigorous Program of Study*	Accounting
RPOS submitted with 10 components	HennepinWest_WayzataHS_Accounting_MN Programs of Study_ISEEK.pdf

Programs of Study

Programs of Study 1	
Career Fields	Health Science Technology
Career Clusters	Health Science
Career Pathways	Therapeutics Services
In which CTE Program?	Nursing
At which High School? College?	Osseo Senior High, HTC/NHCC
State-Approved Secondary Assessments	Minnesota Department of Health (MDH) - Nursing Assistant Registry (NAR) Certification Test
State-Approved Postsecondary Assessments	National Council Licensure Examination for Practical Nurses (NCLEX-PN) - State License Exam
In which course (use course code) or at what time in the program?	End of Program

Programs of Study 2	
Career Fields	Business, Management, & Administration
Career Clusters	Marketing
Career Pathways	Marketing Management
In which CTE Program?	Marketing
At which High School? College?	Wayzata HS, NHCC
State-Approved Secondary Assessments	
State-Approved Postsecondary Assessments	Assessment of Skills and Knowledge (A*S*K) - Fundamental Marketing Concepts Certification Exam
In which course (use course code) or at what time in the program?	End of Marketing AAS degree

Programs of Study 3	
Career Fields	Business, Management, & Administration
Career Clusters	Finance
Career Pathways	Accounting
In which CTE Program?	Accounting
At which High School? College?	Wayzata HS, NHCC, HTC
State-Approved Secondary Assessments	College Level Accounting Assessment (Pilot)
State-Approved Postsecondary Assessments	NOCTI Accounting Basic Assessment
In which course (use course code) or at what time in the program?	End of Accounting program assessment

Programs of Study 4	
Career Fields	Arts, Communication & Information Systems
Career Clusters	
Career Pathways	Web and Digital Communications
In which CTE Program?	Graphic Design
At which High School? College?	Eden Prairie HS, NHCC
State-Approved Secondary Assessments	
State-Approved Postsecondary Assessments	SkillsUSA Work Force Ready System/Print Ed - Graphic Communications
In which course (use course code) or at what time in the program?	Desktop Design II

Programs of Study 5	
Career Fields	Health Science Technology
Career Clusters	Health Science
Career Pathways	Therapeutics Services
In which CTE Program?	Emergency Medical Technician
At which High School? College?	Osseo Sr. High
State-Approved Secondary Assessments	National Health Science Assessment, National Consortium for Health Science Education (NCHSE)
State-Approved Postsecondary Assessments	
In which course (use course code) or at what time in the program?	End of Program

Programs of Study 6	
Career Fields	Arts, Communication & Information Systems
Career Clusters	Arts, Audio/Video Technology and Communications
Career Pathways	Audio/Video Technology and Film
In which CTE Program?	Producing for Broadcast/Interactive Design
At which High School? College?	Wayzata HS, HTC
State-Approved Secondary Assessments	NOCTI - Television Production
State-Approved Postsecondary Assessments	SkillsUSA Workforce Ready System - Television Video Production
In which course (use course code) or at what time in the program?	End of Course/End of Program

Programs of Study 7	
Career Fields	Arts, Communication & Information Systems

Career Clusters	Information Technology
Career Pathways	Information Support and Services
In which CTE Program?	Computer Technician Essentials II
At which High School? College?	St. Louis Park HS, HTC
State-Approved Secondary Assessments	Skills USA Computer Maintenance Technology Assessment
State-Approved Postsecondary Assessments	NOCTI - 21st Century Skills for Workplace Success
In which course (use course code) or at what time in the program?	End of Course/End of Program

Programs of Study 8	
Career Fields	Engineering, Manufacturing & Technology
Career Clusters	Science, Technology, Engineering, and Mathematics
Career Pathways	Engineering and Technology
In which CTE Program?	PLTW
At which High School? College?	Eden Prairie HS, Wayzata HS, Normandale Community College
State-Approved Secondary Assessments	Project Lead The Way (PLTW) - Principles of Engineering (POE) End of Course Assessment
State-Approved Postsecondary Assessments	
In which course (use course code) or at what time in the program?	End of Course

Programs of Study 9	
Career Fields	Arts, Communication & Information Systems
Career Clusters	Arts, Audio/Video Technology and Communications
Career Pathways	Printing Technology
In which CTE Program?	Graphic Design II
At which High School? College?	Wayzata High School
State-Approved Secondary Assessments	Certiport Visual Communication Using Adobe Photoshop Certification Exam
State-Approved Postsecondary Assessments	
In which course (use course code) or at what time in the program?	End of Course

Programs of Study 10	
Career Fields	Human Services
Career Clusters	Human Services
Career Pathways	Early Childhood Development and Services
In which CTE Program?	Family and Consumer Sciences
At which High School? College?	Wayzata HS, HTC
State-Approved Secondary Assessments	NOCTI - Early Childhood Education & Care – Basic
State-Approved Postsecondary Assessments	NOCTI - Early Childhood Care & Training - Advanced
In which course (use course code) or at what time in the program?	End of Program

Coordination Time for Perkins Grant

Secondary

This includes coordinator salary, benefits, and oversight of contracted staff and planned expenditures

Total percentage of time for Coordinators of Perkins:* 35.0%

Coordinator Budget:* \$39,278.16

Post-Secondary

Total percentage of time for Coordinators of Perkins:* 75.0%

Coordinator Budget:* \$86,232.00

Perkins Dollars

Perkins-Funded Positions

Person's Name	Position	File Folder # (secondary)	Amount	Attach Position Description
NHCC Employee 1	Business Advisor (now partially college funded)		\$68,209.00	
NHCC Employee 2	Health Advisor(now partially college funded)		\$65,859.00	

NHCC Employee 3	Business Advisor (now partially college funded)		\$73,289.00
NHCC Employee 4	HWC Postsecondary Director		\$90,530.00
HTC Employee 1	Std Serv Sr/Tutor--partially college funded		\$60,189.00
HTC Employee 2	CLA2--partially college funded		\$41,379.00
HTC Employee 3	CLA2--partially college funded		\$12,527.00
HTC Employee 4	CLA2--partially college funded		\$42,994.00
HTC Employee 5	CLA2--partially college funded		\$14,120.00
HTC Employee 6	CLA2--partially college funded		\$47,009.00
HTC Employee 7	CLA2--partially college funded		\$55,091.00
HTC Employee 8	CLA2--partially college funded		\$31,770.00
HTC Employee 9	CLA2 tbd--partially college funded		\$48,336.00
HTC Employee 10	Perkins Director--partially college funded		\$31,194.00
Coordinator	Secondary articulations	192202	\$10,000.00
District 284 Employee	Secondary HWC Perkins Director	376325	\$45,559.91
HTC Employee 11	Career Experience Coordinator, partial		\$30,000.00
HTC Employee 12	Nontrad Intern		\$10,000.00
HTC Employee 13	CRM Coordinator, partially college funded		\$60,000.00
HTC Employee 14	Employer/Student Engagement Intern		\$10,000.00
			\$848,055.91