



MINNESOTA STATE

Career and Technical Education

Grant Details

02058 - FY18 PERKINS APPLICATION

02385 - FY18 Hennepin West Consortium Perkins Application

Perkins IV Consortium

Grant Title: FY18 Hennepin West Consortium Perkins Application
Grant Number: 02073
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Comments:
Applicant Organization: Hennepin West Consortium
Grantee Contact: Cynthia Muna
Award Year: 2017
Program Area: Perkins IV Consortium
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Award Year: 2017
Contract Dates

Contract Sent Contract Received Contract Executed Contract Legal

Project Dates
 07/01/2017
 06/30/2018

Project Start Project End

Comments

Agency List

School District or College	Secondary Type	I.D. Number (if applicable)
Hennepin Technical College		
North Hennepin Community 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 High School	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 Part Two

Comprehensive Professional Development

Q5) 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)]

Consortium members, high school teachers, and college faculty, staff, advisors and tutors will continue to attend a variety of local, state, and national professional development opportunities. For instance, NHCC will provide all consortium Concurrent Enrollment high school teachers and college faculty networking and training opportunities to assist in complying with legislative and HLC requirements. Both HWC colleges and high school consortium representatives will meet in the fall and spring to participate on a joint CE advisory committee to work towards NACEP accreditation for concurrent enrollment.

Consortium institutions offer additional funding sources through college bargaining units, human resources and secondary in-kind funds. Also, 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)]

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 continue to have the opportunity to participate in a committee to study CTE licensure. CTE licensure is evaluated and variances are obtained as needed. Candidates may be solicited from professional organizations and community experts. CTE Directors promote CTE on a local level. Through MACTA, CTE Directors and Perkins Coordinators are active members on the ESSA, legislative and licensure committees. Participation on these committees drives state regulations. HWC members are called to testify on topics related to CTE. In addition, HWC supports the National Policy Seminar that promotes CTE on the federal level.

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.

HWC continually analyzes labor market data, EPM 11, ISRS, MARSS, Perkins P files, local district data, Hobsons or other CRM data, Graduate Follow-Up, National Student Clearinghouse, SLEDS, 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 and placement, nontrad and at-risk student support and career exploration, high school to college transition and dual enrollment options. Consortium institutions utilize various online technologies to help empower students to develop and take responsibility for their educational and personal career learning plans.

How Programs of Study Affects Outcomes

Q8) Describe the process your consortium used to identify Rigorous Programs of Study (RPOS). Include action steps, stakeholders involved, and timeline. Also list the 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)]

In FY16, the state monitoring team recommended that HWC develop a new RPOS. During the summer, discussions began regarding potential RPOS pathways. In FY17, HWC met monthly to begin evaluating the program area that would most broadly benefit the consortium. We agreed upon Programming and Software Development by looking at industry demands as well as programming available in our consortium. In FY18, HWC will continue to use the ten RPOS subcomponents below as guiding principles for developing the new RPOS.

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 Narrative

Narrative for Goal 1: Designing and Implementing Programs of Study

Your Goal 1 narrative must include descriptions of the following elements:

1. Describe Program of Study (POS) Design and Implementation: Each consortium has identified at least 1 Rigorous Program of Study for the Consortium using the 10 components in their design and implementation. Each consortium must have at least 7 Programs of Study and one Rigorous Program of Study. It is recommended that each consortia have at least 1 State-Approved POS in each career field. State-Approved POS are encouraged to be developed in high-skill, high-wage, or high-demand occupations [State requirement; Sec. 134 (b) (3) and b)(8C)]
2. Describe opportunities for early college credit [Sec. 135. (c) (10)]
3. Describe secondary teacher and postsecondary faculty and counselor involvement in POS [State requirement; Sec. 134 (b) (5)]
4. Describe strategies for improvement of academic and technical skills of CTE learners [Sec. 134 (b) (3)]
5. Describe strategies for addressing professional development needs of teachers and faculty in POS as well as other programs [Sec. 134 (b) (4)]
6. Describe assessment of core technical skills across high school and college that use valid (measures the content) and reliable (consistent over time and among students) assessments [Sec. 134 (b) (3 B.) and Sec. 135 (c) (19)]
7. Describe strategies for addressing the needs of adult learners through adult basic education and/or non-credit training in Adult Career Pathways [State Plan; Sec. 135 (c)]
8. Describe strategies for addressing All Aspects of the Industry included POS [Sec. 134 (b) (3 C.)]

1 and 3) In FY18, HWC will continue their Rigorous Programs of Study (RPOS) in Accounting and will develop a new RPOS in Programming and Software Development. The additional nine approved Programs of Study (POS) will be reviewed by HWC college faculty, high school teachers, advisory committee members, Perkins Directors, counselors and advisors to determine if the POS should be sustained or enhanced. Through HWC's approach of inviting guests to present on relevant topics at our consortium meetings, college faculty addressed the RPOS options personally at consortium meetings. Broad representation across postsecondary and secondary offerings contributed to the decision to choose Programming and Software Development as the new RPOS. Labor market data also supports this choice as a high skill, high wage, high demand career. Involved faculty and teachers will select state approved TSA's for this RPOS.

HWC secondaries will focus on developing training to provide education to principals, counselors, superintendents, and teachers to focus on consortium concepts, allocations, statement of assurances, CTE levy, partnering college relationships, POS, TSA, Articulated College Credit (ACC), Concurrent Enrollment, and Perkins regulations. We will investigate the Oak Land Consortium model of delivery as a resource.

2) HWC invests in articulation and concurrent enrollment as the primary vehicles for dual enrollment. PSEO, PSEO by Contract, and The Early College Credit Program are also popular options for dual enrollment. In FY17, both colleges invested in a position that focuses on developing new concurrent enrollment and/or ACC offerings with internal and external partners. Furthermore, in areas where the consortium offers no related CE or articulated programming, services will be brokered with other colleges and high schools. In FY18, NHCC will be adding one new concurrent enrollment course at Buffalo High School in Personal Finance. Unfortunately, at this time, we are losing the CE program at Brooklyn Center completely because the high school cut CTE courses due to budget and enrollment issues. HWC will offer a mix of existing and new agreements as outlined in Goal 1 Strategies and Outcomes and will cultivate new relationships with area high schools.

The joint advisory committee which meets semiannually to work towards NACEP accreditation for concurrent enrollment was expanded to include membership from other Perkins consortia in FY17. Although the input has broadened, the primary barriers to accreditation continue to surround the same issues of HLC credentialing requirements for high school teachers.

The consortium also contributes to a portion of the regional articulation coordinator and the www.CTEcreditMN.com website administrator along with the programming and hosting of the articulation website. 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. In FY18, we will begin the process of reviewing ACC agreements for credible pathways into a college program or the ability to be utilized as credit for prior learning. The goal is to have all ACC agreements include a common assessment or a TSA.

4) Strategies for improvement of academic and technical skills of CTE learners are addressed in Goal 3.

Research shows that students who take CTE courses in high school are better prepared and more likely to continue their education at a postsecondary institution. Academic and Perkins data will be reviewed to determine student proficiency. HWC will support the integration of innovative programming to better support academic and technical skills (e.g. Compass, Vantage, Career Academies, PLTW, IT Exploration). One way to improve technical skills of CTE learners is to partner with manufacturing. Through our advisory committees and the MN Dream It. Do It. Adopt-A-School Guide, HWC will strengthen those partnerships. Additionally, we will continue efforts to partner with our academic colleagues, for example in the Criminal Justice pathway and in working with high school social studies departments.

5) HWC offers relevant professional development opportunities to all staff and faculty through multiple resources including Perkins and will offer additional opportunities for concurrent enrollment programming. For instance, NHCC will provide all consortium concurrent enrollment high school teachers and college faculty networking and training opportunities to assist in complying with legislative and HLC requirements. Articulation meetings, which are organized around career pathways, also serve as excellent professional development and networking opportunities. For FY18, the consortium will begin to evaluate how TSA's can be tied to articulation agreements in order to validate the credits.

6) The seven required POS will be reevaluated by HWC. Due to the way TSA's are recorded at the state level, the choice of which secondary schools can administer a TSA is limited. By requiring concentrator level, this limits the consortium secondary schools from receiving the full benefit of administering a TSA. Therefore, the larger schools are the only ones that can administer TSA's that count in the state data collection. At this time, HWC does not have all valid and reliable POS because of the changes in secondary programming. The strongest POS at the secondary may not be the strongest POS at the postsecondary. As HWC reevaluates the seven required POS, we will need to fully develop a POS through brokering in areas where the partner colleges or high schools do not have extensive programming. For example, the HWC Engineering pathway is valid and reliable at the secondary level, but extensive programming at the postsecondary level is not available within the consortium. Secondaries will need to broker with Normandale Community College in the area of Engineering and add a TSA. HWC secondary chooses TSA's based on secondary programming and which high schools have fully developed the POS.

Beginning in FY18, results of the TSA's will be shared with consortium members. In this manner, best practices will emerge thereby assisting program improvement at the smaller districts and high schools not currently able to administer a TSA.

As a consortium we will evaluate the cost/benefit of selected TSA's. Some considerations when evaluating the TSA's include benefits to the student as well as the pathway. For example, can a TSA be used for Prior Learning or direct credit at the postsecondary level? Will the TSA assist students in gaining easier access to the POS? Does the industry value the TSA? Can the consortium utilize TSA's to improve smaller secondary programs? In FY18, NHCC will allocate collaborative funds to assist the secondary districts with the cost of TSA's. HWC will also investigate negotiating better pricing for TSA's, such as Adobe and Precision Exams. This would limit the number of high cost certifications while broadening the use of TSA's even if the TSA's are not reported to the state.

7) The needs of adult learners accessing ABE or short term noncredit training are addressed in detail in Goal 2 Strategies and Outcomes.

8) In order to expose students to all aspects of the industry, students need to be connected with the real world. Currently, HWC has developed career focused all day workshops for secondary students that are hosted by a partnering college. The goal is to have students on the college campuses in order to expose them to a variety of programs and industries through hands-on activities, industry panels, and college guest speakers. For example, the Criminal Justice Expo and Manufacturing Day will continue to be annual events offered to high school students by the colleges. Utilizing advisory committees, HWC will continue to provide apprenticeship training, internships, and mentorships. HWC will investigate new ways to reach and engage students such as utilizing the online programs Nepris and Georama that bring industry to the classroom.

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

Goal 1 Objectives

Goal 1 Objectives 1	
Required/Permissive Uses of Funds*	R2 Programs of Study, R4 Develop/Improve/Expand the use of Technology, R7 Initiate/Improve/Modernize Technology , R10 Collaboration, 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	
All concurrently enrolled students will register through NHCC's electronic system ensuring registration status and transcribed credits are documented.	
Measures	
100% of NHCC concurrently enrolled high school students will register through the electronic system.	
Reallocation Explanation	
Post-Secondary Required Activities	\$35,812.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$35,812.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$0.00
Total	\$35,812.00
Goal 1 Objectives 2	
Required/Permissive Uses of Funds*	R2 Programs of Study, R6 Assessment , R10 Collaboration
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, Programs of Study, and Technical Skill Assessments as required. This will be achieved by including the ten subcomponents of RPOS development as recommended by state and federal guidelines, as well as administering TSA for all approved POS.	
Outcomes	
Each college will continue to 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. Additionally, the consortium members will identify, in collaboration with college and high school teachers, the appropriate state approved TSA for Programming and Software Development.	
Measures	
1P1 will meet the most recent state negotiated target of 83.00% for FY17. The 2S1 target will be met.	
Reallocation Explanation	
Post-Secondary Required Activities	\$2,800.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$2,800.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$4,000.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$4,000.00
Total	\$6,800.00
Goal 1 Objectives 3	
Required/Permissive Uses of Funds*	R2 Programs of Study, R6 Assessment , R10 Collaboration, R11 Articulation
Strategies	
In order to make a measurable impact, the HWC articulation process continues to move toward common assessments or TSA between the 4 consortia (SouthWest Metro, South Metro, Oak Land, HWC) and will broker with other regions when appropriate. As TSA are implemented, the consortium will renegotiate ACC with partnered colleges. In addition to TSA data, additional academic data will be used to drive program improvement. HWC secondary partners will continue to work with academic partners in each district to strengthen student achievement.	
Outcomes	
HWC secondary partners will engage in conversation with postsecondaries to qualify ACC as a prior learning credit, which will assist secondary students to enter seamlessly into a postsecondary program. Data driven decisions will lead to improvement in student academic attainment.	
Measures	

HWC will meet the negotiated targets for 1S1, 1S2, 2S1.

1P1 will meet the most recent negotiated performance target of 83.00% for FY17.

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

Goal 1 Objectives 4

Required/Permissible Uses 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
- Graduate assistant internships
- 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	\$22,028.00
Post-Secondary Permissible Activities	\$5,507.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$27,535.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$0.00
Total	\$27,535.00

Goal 1 Objectives 5

Required/Permissible Uses of Funds*	R2 Programs of Study, R4 Develop/Improve/Expand the use of Technology, R7 Initiate/Improve/Modernize Technology , P2 Counseling, P6 Mentoring/Support Services
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Strategies

The NHCC advising office has expanded the use of Hobsons technology to manage drop in advising appointments, and effectively tailor all communications for designated program areas

that are specific to the assigned CTE advisors, as well as support students as they transition to HTC for hands on and field aspects of training. Additionally, the Hobsons system is used to maintain data and information for at risk student populations and provide one on one outreach that supports retention.

HTC discontinued using Hobsons some time ago and currently divides the objectives of customer relationship management (CRM) across several positions. CRM is a goal of the college's overall Strategic Enrollment Management plan and will continue to evolve as strategies and resources are identified. For now while awaiting the MN State system-wide purchase of CRM software planned for fall of 2017, the college will continue to assist the process of routing customer inquiries using updated phone software and the web communication module currently available through the MN State system office.

Outcomes

The assigned advising framework will continue to be used with Hobsons technology at NHCC to help students create academic and career plans in the RPOS and POS pathways. Each year, data will be used to guide retention and completion initiatives.

The CRM plan will be further developed at HTC once the MN State system adopts its new plan in fall of 2017.

Measures

3P1 retention/transfer for the colleges will meet the most recent target of 33.70% for FY17.

2P1 completion will remain at or above the most recent target of 43.20% for FY17.

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

Goal 1 Objectives 6

Required/Permissive Uses of Funds* R2 Programs of Study, R3 All Aspects of an Industry, R4 Develop/Improve/Expand the use of Technology

Strategies

Whether POS are completed within or brokered outside the consortium, HWC will continue to develop and validate POS and RPOS by supporting: Prior Learning Experiences, Concurrent Enrollment (CE), and ACC (Articulated College Credit) offerings. HWC utilizes the www.CTEcreditmn.com website as a tool to streamline the ACC process. Training is provided for teachers on ACC and CE processes as well as increased communication and training for college registrars, teachers, schools and counselors. An Articulation Coordinator is funded by HWC to facilitate the articulation process, which supports POS.

Outcomes

Pathways will be validated through the review process. TSA's or common assessments will be negotiated for prior learning experience. CE and ACC will be modified and/or removed. Advanced standing agreements will be created as programs are modified. Students will receive ACC or CE to increase placement in postsecondary programs. Students will continue to have the ability to explore ACC courses within their school/district as well as at participating colleges. Consortia partners will access ACC data reports to support consortium decision making. Articulation opportunities will continue to be marketed by collaboration with 18 partnering consortia and MNPLTW.

Measures

- HWC will execute a development plan for the new RPOS in Programming & Software Development.
- The Science, Technology, Engineering & Math cluster will be investigated to create a cyber security pathway as a new POS for HWC. Preliminary indications demonstrate this will be a brokered POS with Century College.
- The function of the www.CTEcreditMN.com reports will increase to validate ACC outcomes. For example, the number of students downloading their ACC record will increase from the FY17 baseline.

Reallocation Explanation	HWC secondary districts will be expanding PLTW programs to include CIM and offering a new course in Cybersecurity. Support materials will be needed and concurrent enrollment will be available. New pathways and transitions for students will be developed.
Post-Secondary Required Activities	\$18,000.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$18,000.00
Secondary Required Activities	\$35,000.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$1,575.70
Secondary Reallocation Basic	\$10,000.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$46,575.70
Total	\$64,575.70

Goal 1 Objectives 7

Required/Permissive Uses of Funds* R2 Programs of Study, R10 Collaboration, R11 Articulation

Strategies

In FY18, The colleges will continue to offer and/or expand concurrent enrollment offerings to high schools internal or external to HWC.

NHCC's Director of Partnerships will continue to cultivate and expand concurrent enrollment options with Buffalo High School and consortium partners. In addition to expanding concurrent enrollment options, this position will also cultivate new 4-year programs with St. Cloud State University and Metropolitan State such as Software Engineering, Special Education and Ethnic Studies.

Once hired, a new academic dean at HTC will oversee developing CE agreements with high schools and articulations with 4-year colleges.

Outcomes

For HTC, the following high school to college CE agreements are planned for FY18:

- Prior Lake/Lakeville MNCAPS: Business courses
- Wayzata HS: Business, IT, Woodworking, and potentially Video Production depending on outcome of open teaching position at Wayzata
- Forest Lake HS: Landscape/Horticulture
- Buffalo HS: Landscape/Horticulture, Child Development, Auto Mechanics, Engineering CAD, Woodworking, Business, Accounting

The following CE agreements are also probable for FY18:

- Roseville HS: Auto Mechanics, Marine/Motorsports, Woodworking
- Burnsville HS: Auto Mechanics, Marine/Motorsports, Carpentry

Possible new relationships for FY18:

- Academy for Sciences and Agriculture (AFSA): Landscape/Horticulture
- Edison HS has expressed an interest in partnering with HTC and this may result in new articulations or CE agreements.

NHCC will continue to offer concurrent enrollment options to consortium high schools in the following areas: 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 that personal finance courses are offered concurrently in FY18.

Measures

The colleges will continue existing CE agreements and each add at least one new agreement in FY18. NHCC will develop concurrent enrollment options in Personal Finance with Buffalo High School in FY18. HTC will offer a mix of existing and new agreements as outlined in the outcomes and cultivate at least two new relationships with area high schools.

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

Goal 1 Objectives 8

Required/Permissible Uses of Funds* R5 Professional Development , P8 Teacher Preparation

Strategies

Continuing in FY18, NHCC will provide professional development funds to CTE faculty for the annual Perkins sponsored CTEWorks 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

In FY18, five faculty and/or staff will attend one or more professional development workshops or conferences.

Reallocation Explanation	
Post-Secondary Required Activities	\$3,500.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$3,500.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$0.00
Total	\$3,500.00

Goal 1 Objectives 9

Required/Permissible Uses of Funds* R1 Academic Integration , 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

At NHCC, the Director of Partnerships will continue to cultivate and expand new 4-year programs with St. Cloud State University and Metropolitan State such as Software Engineering, Special Education and Ethnic Studies.

At HTC, articulations between 2-year and 4-year college programs are developed by deans and faculty. The following agreements will be completed in FY18: Desktop Support AAS with Concordia University Information Technology Management BA, Network Administrator/Analyst AAS with Concordia University Information Technology Management BA, Electronics Technology AAS with Minnesota State Mankato Electronic Engineering Technology BA/Computer Engineering Technology BA.

Measures

3P1 retention and transfer data will meet the most recent negotiated target of 33.70% for FY17.

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

Goal 1 Objectives 10	
Required/Permissive Uses of Funds*	R1 Academic Integration , R2 Programs of Study, R5 Professional Development , R6 Assessment , R10 Collaboration, P7 Equipment Leasing/Purchasing/Upgrading, P8 Teacher Preparation

Strategies
 Secondary districts will continue to strategically use CTE Small Learning Communities/PLC and advisory committees to provide research and relevant data to improve course offerings and curriculum. A professional development plan will be developed based on the feedback from PLC and advisory committees. The plan will include: curriculum writing, acquisition of equipment, textbooks and supplies. Professional development will be provided and available to stakeholders through involvement in professional organization opportunities as well as national, state and local training. MDE, MN State, MACTA and other professional organizations will continue to be utilized for training.

Outcomes
 Relevent secondary courses will be offered that meet industry standards. CTE professionals and classrooms will be up-to-date. Partnerships will be enhanced through the professional development processes.

Measures
 3S1, 4S1, 5S1 negotiated targets will be met.

Reallocation Explanation	HWC secondary will improve several programs of study including Culinary, Engineering, Programming, Networking, Marketing, Business Management and Entrepreneurship by upgrading and purchasing industry equipment and relevant support materials. This will create expanded opportunities for student to develop industry knowledge and skills. In addition, the new student knowledge and skills will assist in developing stronger articulations with our college partners programs.
Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$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	\$69,000.00
Secondary Permissible Activities	\$15,500.00
Secondary Admin Cost	\$10,000.00
Secondary Reserve	\$0.00
Secondary Reallocation Basic	\$4,899.39
Secondary Reallocation Reserve	\$1,222.64
Secondary Total	\$100,622.03
Total	\$100,622.03

Goal 1 Objectives 11	
Required/Permissive Uses of Funds*	R1 Academic Integration , R2 Programs of Study, R3 All Aspects of an Industry, R9 Special Populations, R10 Collaboration, R11 Articulation, P3 Work-Based Experiences, P10 Student Transition

Strategies
 HWC will continue to develop, enhance and support programs/curriculum which expose students to All Aspects of the Industry. HWC will reinforce support of student run businesses and projects that offer real life experiences and include community service opportunities. Pathways developed will continue to be supported. In FY18 the education pathway will be expanded and a new pathway will be developed in cyber security as well as an RPOS in Programming and Software Development. Brokering will be utilized to assist with expansion and development. As pathways are fully developed, CE and ACC options will be incorporated. HWC secondaries will continue to advance Career Academies by adapting the CAPS network and the St. Louis Career Academy model. Additional examples are the Vantage and Compass programs.

Consortium high schools will continue to improve STEM pathways by utilizing the IT Exploration curriculum in partnership with AdvanceIT Minnesota and the Center of Excellence in Technology. Robbinsdale Schools will be expanding PLTW in FY18. HWC will evaluate FY16 STEM classes and activities for impact on student populations, such as Perkins defined nontraditional students. HTC and NHCC have been working with secondary districts to update the format of the career fair model to a career hands-on workshop in order for students to gain a larger understanding of All Aspects of the Industry. In addition, the consortium will consider implementation of additional apprenticeships, mentorships and internships. HWC will investigate new ways to reach and engage students through online programs such as Georama and Nepris.

Outcomes
 Experiential learning and community service activities will solidify student Personal Learning Plans. Expanded programs, experiences and opportunities for students will provide entry level knowledge and skills to make career decisions. These strategies will improve the transition from secondary to postsecondary and/or career fields.

Measures
 Negotiated targets for 3S1, 4S1, 5S1 will be met.

Reallocation Explanation	
Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$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	\$18,500.00

Secondary Permissible Activities	\$2,562.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$25,938.30
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$47,000.30
Total	\$47,000.30

Goal 2 Narrative

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

Your Goal 2 Narrative must include descriptions of the following:

1. Describe strategies for providing student access to All Aspects of the Industry, including work-based experiences and internships [Sec. 134 (b) (3 C.)]
2. Describe how program advisory committees are involved in continuous program improvement and are established consortium-wide—where feasible—including movement to joint secondary/postsecondary advisory committees [Sec. 134 (b)(5)]
3. Describe how program advisory committees are involved in identifying high-skill, high-wage, or high-demand occupations within the region [Sec.134. (b)(8 C.)]
4. Describe partnerships with other initiatives or providers that support transitions for high school and adult students. Examples: ABE, business, labor, WorkForce Centers, customized training, programming conducted under NCLB, and alternative high school programs (Area Learning Centers, alternative high schools, charter schools, etc.) [Sec. 135 (b)(5)]
5. Describe collaboration efforts that lead to improving CTE programs (e.g., WorkForce Center, non-profits, service organization, Chambers) [Sec.134. (b) (5)]

1) At the colleges, internships are integral to CTE programming. In FY17, HTC received a grant through May of 2018 for \$178,500 for developing new paid career experiences for qualified low income students in IT, Business, Automation Robotics, Engineering/CAD, Automotive Technology, Auto Body, and eventually for all program areas. This initiative is managed by the Career Experience Coordinator, a position that was added in FY17 and will continue in FY18. Internships and career experiences will also be developed for high school students participating in the Brooklyn Summer Youth Employment Program. In addition to exposing students to networking opportunities, all these internships cultivate both job specific skills and broad, transferrable skills involving many aspects of the industry.

In FY16 and FY17, NHCC utilized a placement intern to help strengthen community partnerships with employers and NHCC graduates, cultivate intercampus collaboration to meet students' career preparation needs, explore opportunities to embed career exploration throughout curriculum, as well as meet one on one with students for job search and career exploration assistance. This initiative will be expanded during FY18.

In addition, representatives from the Met Council visited HTC several times in FY17 to train the trainers and interested students on how to complete Met Council summer internship applications. The Met Council receives numerous applications from many prestigious colleges for these coveted internships, but this year they sought out technical college students in particular to broaden the overall skill sets of their interns. This is expected to continue for FY18.

During FY17, HWC secondary districts completed program approvals, which entailed a review of CTE programs and courses, advisory committees, equipment, student organizations, teacher qualifications, postsecondary college credit options, and high school graduation requirements. As a result of this process, each district started to identify which pathways need improvement and whether adequate experiential learning opportunities were available. In cases where improvements are needed, each district is working on solutions to meet the needs of their local community. For example, there is a need for data security workers which currently is not addressed in high school curriculum. As a result, Wayzata school district will introduce a pilot cyber security program with Century College in FY18. Work based learning and internships were also reviewed through the program approval process in FY17. HWC secondaries have implemented a variety of experiential learning opportunities including mentorships, apprenticeships, job simulation activities, internships, and in-school employment.

2 and 3) 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. During FY17, significant progress was made in facilitating postsecondary advisory meeting invitations to secondary teachers and this is expected to expand in FY18. In addition to aligning curriculum, joint advisory meetings have promoted development of relationships among all stakeholders including business, industry and community representatives and has broadened the discussion of high skill, wage, or demand opportunities for students. As we know, Minnesota has no lack of high skill opportunities.

Seeking additional business and industry input via surveys, HWC colleges administer employer surveys to identify the degree of employer satisfaction with college graduates placed in employment. Although this initiative has collected written input in this manner for many years, the response rate declined sharply in the past round of surveys with many employers now citing privacy laws.

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. At NHCC, the Director of Partnerships will continue to cultivate and expand new 4-yr programs with St. Cloud State University and Metropolitan State such as Software Engineering, Special Education and Ethnic Studies. At HTC, several new agreements will go into effect prior to the end of FY17 and several others are planned for finalization in FY18. See Goal 1 Strategies and Outcomes for detailed information.

4) Short-term training opportunities are often initiated through Customized Training followed by options for either employment or further education in the regular college programs. Some of this programming is offered collaboratively with ABE and also with HIRED which has a number of offices housed within the WorkForce Centers. Additional short term training is offered collaboratively with other community agencies.

HTC hosts an ALC Day annually to showcase technical college opportunities to alternative learners. In addition, Gateway to College is an ALC that is housed within the Brooklyn Park campus, and the charter school Lionsgate Academy is a member of the Hennepin West Consortium. HWC ALC's are also partnering with NHCC and Normandale Community College to offer an early college program.

5) 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. Relationships have been initiated that have led to increased secondary and postsecondary alignment, dual enrollment, and other advanced standing options. In FY18, this practice will be expanded to include principals, area teachers, and superintendents. In this way, all interested parties will be apprised of new education and employment pathways for students.

In addition, regional articulation meetings will 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.

HWC will actively support Personal Learning Plans, World's Best Workforce and ESSA legislation through Perkins goals, strategies, outcomes and measures. In addition to supporting relevant curriculum, advisory committees will assist HWC secondary districts in the development of industry connections for speakers, e-mentors, and field trips. 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: Effectively Utilize Employer, Community, and Education Partnerships

Goal 2 Objectives

Goal 2 Objectives 1	
Required/Permissive Uses of Funds*	R2 Programs of Study, R3 All Aspects of an Industry, R4 Develop/Improve/Expand the use of Technology, R7 Initiate/Improve/Modernize Technology , R9 Special Populations, R10 Collaboration
Strategies	
In FY18, NHCC will continue to support and fund the annual Criminal Justice Expo. This event highlights careers in Policing and Law Enforcement, as well as the paralegal pathway for females of color in grades 9-12. This collaboration will include the FBI, Brooklyn Park Police, Hennepin County Sheriff's Office and Metro Transit. Furthermore, the event will showcase a crime lab, command station, SWAT team, bomb squad, K-9 demos, and investigational activities.	
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 FY17 of 21.40% and 19.25% respectively.	
Reallocation Explanation*	
Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$20,876.00
Post-Secondary Reserve	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$20,876.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$0.00
Total	\$20,876.00
Goal 2 Objectives 2	
Required/Permissive Uses of Funds*	R6 Assessment , 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	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$30,951.00
Post-Secondary Reserve	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$30,951.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$0.00
Total	\$30,951.00
Goal 2 Objectives 3	
Required/Permissive Uses of Funds*	R2 Programs of Study, R6 Assessment , R10 Collaboration, P3 Work-Based Experiences, P10 Student Transition
Strategies	
As a result of reviewing the programs approved in each district in FY17, specific POS were validated and others were identified as needing improvement. In cases where improvements were needed, each district will work on solutions to meet the needs of their local community. An identified need for high wage data security workers, which currently is not addressed in high school curricula, is now being addressed through the Wayzata district. Wayzata will introduce a pilot cyber security program in collaboration with Century College in FY18.	
Work based learning and internships were also reviewed through the program approval process in FY17. HWC secondaries have implemented a variety of experiential learning opportunities including mentorships, apprenticeships, job simulation activities, internships, and in-school employment.	
Finally, to address the teacher crisis that has developed in MN, HWC secondaries will continue to partner with Normandale Community College to improve the education pathway.	
Outcomes	

HWC will develop seamless opportunities from secondary to postsecondary and/or careers.

Measures	
The 5S1 target will be maintained. SLEDS data will support 5S1.	
Reallocation Explanation*	
Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$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	\$27,475.16
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$27,475.16
Total	\$27,475.16

Goal 2 Objectives 4

Required/Permissive Uses of Funds* R1 Academic Integration , R5 Professional Development , R8 Size/Scope/Quality, R10 Collaboration

Strategies

HWC will collaborate with organizations to improve CTE on a local, state and national level. Examples of current partnerships include PLTW, WorkForce Centers, AdvancedIT, MACTA, MPMA, DEED, Local Chamber of Commerce, and Health Force Minnesota. Directors and instructors will be provided the opportunity to participate in enrichment events such as national, state and local conferences, workshops, and seminars to strengthen partnerships and develop new partnerships.

Outcomes

HWC will present best practices with other consortia at national and state convention(s). This will strengthen instruction by providing real world connections and student opportunities. Professional development will be improved for all the members of HWC through advanced knowledge and increased business partnerships. Modifications will be made to curriculum, equipment and increased student connections to real world business practices.

Measures

Student engagement will be indirectly measured by maintaining 3S1 and 5S1 Perkins measures.

Reallocation Explanation*	
Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$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	\$54,700.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$54,700.00
Total	\$54,700.00

Goal 2 Objectives 5

Required/Permissive Uses of Funds* R1 Academic Integration , R4 Develop/Improve/Expand the use of Technology, R9 Special Populations, P2 Counseling, P6 Mentoring/Support Services

Strategies

NHCC CTE advisors will utilize the 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.

Outcomes

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

Measures

Performance measure for 3P1 Retention and Transfer will meet or exceed the performance target of 33.70% for FY17. 2P1 Completion will meet or exceed the performance target of 43.20% for FY17.

Reallocation Explanation*	
Post-Secondary Required Activities	\$186,280.00
Post-Secondary Permissible Activities	\$20,698.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$17,529.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$224,507.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$0.00
Total	\$224,507.00

Goal 2 Objectives 6

Required/Permissive Uses 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
- Graduate assistant internships
- 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	\$23,628.00
Post-Secondary Permissible Activities	\$5,907.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$29,535.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$0.00
Total	\$29,535.00

Goal 2 Objectives 7

Required/Permissible Uses of Funds* R2 Programs of Study, R3 All Aspects of an Industry, R6 Assessment, R10 Collaboration, P1 Advisory Committees, P3 Work-Based Experiences

Strategies

HWC advisory committees will continue to be involved in providing guidance on all aspects of the industry including curriculum, POS and TSA. HWC CTE directors will continue to foster academic partnerships with college deans to be members of college advisory committees and provide information to local secondary instructors. Local advisory committees will be sustained and supported by the consortium. Advisory committee members and other employers will assist in development and implementation of experiential learning as well as additional curriculum enhancing activities including student organizations.

Outcomes

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. Leadership and expertise will expand in various components of advisory committee structure. Student learning will be relevant and engaging.

Measures

The 3S1 and 5S1 targets will be met.

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

Secondary Reallocation Reserve	\$0.00
Secondary Total	\$20,000.00
Total	\$20,000.00

Goal 2 Objectives 8

Required/Permissible Uses of Funds*	R2 Programs of Study, R3 All Aspects of an Industry, R9 Special Populations, R10 Collaboration, P3 Work-Based Experiences, P4 Additional Special Populations, P6 Mentoring/Support Services, P10 Student Transition
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Strategies

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, Manufacturing and Health Careers.

The Career Experience Coordinator at HTC will develop new career experiences and internships where none currently exist, supplement programs with existing opportunities, manage the \$178,500 career experience/internship grant, and partner with the Brooklyn Bridge Alliance's Brooklyn Summer Youth Employment Program. In addition, a Student Life and Career Development Coordinator will be partially funded with Perkins and will assist with career fairs and career preparation workshops at the Eden Prairie Campus. Also for FY18, a Career Services intern will be hired to assist in coordinating fifteen career fairs organized around the college's technical program areas and will work with consortium high schools to include these students and raise awareness of CTE programs and employment opportunities. In addition, an employment consultant will be utilized to develop job opportunities for students with disabilities and students who were formerly incarcerated. The consultant will research companies that possess the structure needed for the success of these students, identify organizations that have already developed protocol to address unemployment and underemployment for formerly incarcerated students, and provide best practices for gaining employment that will be supportive of the needs of both these populations. Finally, the Metropolitan Council will be invited to return to HTC in FY18 to recruit students for their highly coveted, full time, well paid summer internships.

Outcomes

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

Measures

4P1 Placement will remain at or above the most recent negotiated target of 86.30% for FY17.

Reallocation Explanation*	
Post-Secondary Required Activities	\$58,500.00
Post-Secondary Permissible Activities	\$58,500.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$117,000.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$10,000.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$10,000.00
Total	\$127,000.00

Goal 2 Objectives 9

Required/Permissible Uses of Funds*	R9 Special Populations, R10 Collaboration, P1 Advisory Committees, P3 Work-Based Experiences, P6 Mentoring/Support Services, P10 Student Transition
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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. This class prepares students with a vocabulary and intro to healthcare curriculum to build a foundation of understanding for the Pathways to Prosperity program. HIRED's Career Navigator meets with the ABE cohort and walks them through each stage necessary to prepare for NA/HHA registration at HTC.

-HTC continued to partner with HIRED in FY17 by implementing the Healthcare Pathways to Prosperity grant which is currently funded through June 2017. The partners will seek funding to continue the program in FY18. This initiative features healthcare bridge instruction integrated with Adult Basic Education, career development skills and job search planning, and clinical experiences once the students near the end of the Nursing Assistant/Home Health Aide course. Students also work with HIRED to advance to higher level healthcare coursework towards HUC and NST, including: Medical Terminology, Trained Medication Aide, CPR/First Aid/AED, and Computer Essentials in the Digital World. HIRED engages employers in the healthcare area to provide job openings and assists students as they prepare for the best job options given their career aspirations.

-HTC also continues to partner with HIRED to implement the MJSP-Manufacturing grant, which continues until November 2018. Current cohorts of M-Powered CNC and Precision Metal Forming are in process, where students earn NIMS certifications and college credits. Ten employers meet on a regular basis to provide program direction and advisement, and plan to hire students upon completion of the M-Powered Program.

-M-Powered and Manufacturing Workfast programs with EMERGE community based nonprofit: This project continues to receive FastTRAC and state WorkForce grants. For FY18, HTC will offer MIG Welding FastTRAC and CNC Machining cohorts with Emerge.

-Community Paramedic training: 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 front line 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.

-Apprenticeship Programming: In addition to the internship programming that is overseen by the Career Experience Coordinator, 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. Notable in this programming is a collaborative short term program for Metro Transit to train diesel bus mechanics. Upon completion, these students may go directly into the field or may opt to take the rest of the two year Medium Heavy Truck program at HTC.

Numerous hour based or mixed credit and noncredit opportunities including: Phlebotomy and Skills Review for Nursing Assistant compressed courses; Pilot/Escort Driver Certification; MN Commercial Vehicle Inspector Re-Certification; Building Contractor; various Fire Training; Safety; and Law Enforcement 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. Fall of 2017, a Veterinarian Assistant course will be offered.

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 86.30% for FY17.

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

Goal 2 Objectives 10

Required/Permissible Uses of Funds* R9 Special Populations, R10 Collaboration

Strategies

NHCC and HTC will sustain existing collaborative programming which includes:

- mutual membership in the HWC Perkins consortium
- joint NACEP advisory board
- joint nontraditional student support programming which may include mentoring by business and industry representatives, focus groups, 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 sustain collaborative nontraditional student support programming in an effort to reach the FY17 negotiated targets for 5P1 and 5P2 of 21.40% and 19.25% respectively.

Reallocation Explanation*	
Post-Secondary Required Activities	\$13,000.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$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 Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$0.00
Total	\$13,000.00

Goal 2 Objectives 11

Required/Permissible Uses of Funds* Reallocation

Strategies

The postsecondaries intend to use recaptured funds for the RFP/Permissible process which may involve the following strategies to increase retention, transfer, completion and placement: innovative classroom technology or equipment upgrades; computer upgrades for tutoring centers; medical equipment upgrades; textbooks or laptops for library checkout; loaner tool kits or laptops for programs; community partnerships and collaboration; mentoring; networking; 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*	Projects to be determined through RFP process.
Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Reallocation Basic	\$6,986.33
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$6,986.33
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$0.00
Total	\$6,986.33

Goal 2 Objectives 12

Required/Permissible Uses of Funds* R10 Collaboration, P2 Counseling, P6 Mentoring/Support Services

Strategies	
NHCC will continue to utilize a career placement liaison to help strengthen community partnerships with employers and NHCC graduates, cultivate intercampus collaboration to meet students' career preparation needs, explore opportunities to embed career exploration throughout curriculum, as well as meet one on one with students for job search and career exploration assistance. This initiative will be expanded during FY18.	
Outcomes	
This initiative will result in new networking options and relationships between business and industry, faculty, and community members as well as generate new internships and employment opportunities for students.	
Measures	
4P1 Placement will remain at or above the most recent negotiated target of 86.30% for FY17.	
Reallocation Explanation*	
Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$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	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$0.00
Total	\$0.00

Goal 3 Narrative

Narrative for Goal 3: Improve Service to Special Populations

Your Goal 3 Narrative must include descriptions of the following elements:

1. Describe strategies employed to ensure access to and success of students in programs of study nontraditional by gender [Sec. 134 (b) (10)]
2. Describe connections to local, regional and state wide initiatives that support special populations, e.g. STEM Equity Pipeline, Employment First, etc. Sec.134 (b) (3) (8A &B)]
3. Describe strategies and outcomes adopted to overcome barriers for special populations and increase rates of access and success in CTE programs. [Sec. 134 (b) (8 A.) and [Sec. 134 (b) (8 B.)]
4. Describe how individuals in special populations will not be discriminated against based upon their status. [Sec. 134 (b) (9)]
5. Describe strategies to provide access to high-skill, high-wage or high-demand occupations that lead to self-sufficiency [Sec. 134 (b) (8 C.)]
6. Describe how expectations are consistent for all learners in high school and college including members of special populations [Sec. 134 (b) (3)]

[5,000 word limit]

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.

1) HWC will continue to review data, assess and compare to previous data. This will guide the development of strategies for program improvement, closing the achievement gap, and credit recovery programs. HWC has sent instructors to workshops, purchased nontrad materials, and created mentoring opportunities for secondary students in special populations. There has been little improvement in our data. HWC would like to implement a 3-year professional development plan. Year one will be to investigate new and different strategies to address this issue. Year two will be implementation of the strategies. Year three will be a review of strategies and how to improve upon them.

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 continue to develop effective programming based on available research and student data at the colleges. Programming may include polling focus groups, pairing nontrad students with mentors from business and industry, offering support groups, and observing college practices for unconscious bias.

In FY18, NHCC will continue to support, expand and fund the annual Criminal Justice Expo. This event highlights the careers in Policing and Law Enforcement, as well as the paralegal pathway for females of color in grades 9-12 for internal and external consortium high schools. This collaboration will include the FBI, Brooklyn Park Police, Hennepin County Sheriff's Office and Metro Transit. Furthermore, the event will showcase a crime lab, command station, SWAT team, bomb squad, K-9 demos, and investigational activities.

2) HWC will continue to support programs such as Strive, STEM Equity Pipeline, and organizations that mentor students such as "Women in Engineering". We have also taken advantage of the training offered by the state Perkins staff.

3 & 6) HWC secondary supports classroom adaptive equipment and software to allow additional access for students. Tutoring programs are in place. CTE directors work closely with guidance counselors and teachers to ensure courses and programming do not create barriers to student success. We partner with our ELL staff and special needs staff to modify curriculum to meet special population needs. However, special needs populations meet the same standards as the students in the general population--the activities and test questions are just adapted for the special populations. Examples would be reading a test to a student or requiring an oral presentation versus a written paper.

The colleges are open enrollment institutions, however programs may have academic and technical entry standards. Essential course requirements are designed to ensure course integrity and transferability and all students must meet them, with or without accommodations, to complete the courses successfully.

In order to improve retention and completion rates, NHCC will continue to highlight innovative strategies for special population student support that include ongoing programming using a comprehensive assigned advising model coupled with an academic planning tool for all CTE students. Other best practices at the colleges 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 and access professional development in content areas. Innovative programming will include additional targeted peer tutoring and supplemental instruction using the peer tutor model.

Additionally, NHCC will offer faculty and staff inclusive training seminars that highlight personal and professional awareness around race, gender, class, ethnicity and other forms of diversity utilizing the National S.E.E.D Project inclusive curriculum. This training will help faculty and staff explore and expand personal perceptions of what diversity means for all of us, interact and use language with students in a way that shows universal respect for various cultural and sociological backgrounds, and develop examples for the educational environment that include a rich diversity of cultures and activities representing many points of view.

4 & 5) Secondary schools are prohibited from denying access to any program under the guidance of Title I and Title IX. Educating students on career options begins in middle school or earlier in some districts. An individualized learning plan is created. Secondary programs are designed with options for all and access is ensured through individual customized learning plans for every student to ensure they know their career and education options. CTE supports MCIS, CAREERwise, externships, mentorships and experiential learning. POS in CTE are designed to inform students of the potential entry and exit points in education and careers. HWC will continue to use MNPOS for this purpose.

The colleges are MN State open enrollment institutions that follow all applicable federal and state laws involving access and equity, as well as Office of Civil Rights guidelines. Both colleges have directors of diversity and equity, including Title IX, as well directors of disability/access services who support special populations. Some student demographics for HTC and NHCC respectively are as follows: percent part time, 81% and 84%; average age, 29 and 27; female/male ratio, 40/60 and 57/42; students of color, 43% and 44%; low income, 44% and 45%; first generation, 62% and 59%; underrepresented, 67% and 66%.

In FY16 and FY17, NHCC utilized a placement intern to help strengthen community partnerships with employers and NHCC graduates, cultivate intercampus collaboration to meet students' career preparation needs, explore opportunities to embed career exploration throughout curriculum, as well as meet one on one with students for job search and career exploration assistance. This initiative will be expanded during FY18. Additionally, NHCC will host two campus wide fairs as well as work with individual discipline areas to invite career pathway-specific professionals for networking with students.

The Career Experience Coordinator position at HTC was fully implemented in FY17 and will expand in FY18. This coordinator will develop new career experiences and internships where none currently exist, supplement programs with existing opportunities, manage the \$178,500 career experience/internship grant, and partner with the Brooklyn Bridge Alliance's Brooklyn Summer Youth Employment Program. In addition, a Student Life and Career Development Coordinator will be partially funded with Perkins and will assist with career fairs and career preparation workshops at the Eden Prairie Campus. Also for FY18, a Career Services intern will be hired to assist in coordinating fifteen career fairs organized around the college's technical program areas and will work with consortium high schools to include these students and raise awareness of CTE programs and employment opportunities. Finally, an employment consultant will be utilized to develop job opportunities for students with disabilities and students who were formerly incarcerated. The consultant will research companies that possess the structure needed for the success of these students, identify organizations that have already developed protocol to address unemployment and underemployment for formerly incarcerated students, and provide best practices for gaining employment that will be supportive of the needs of both these populations.

Goal 3: Improve Service to Special Populations

Goal 3 Objectives

Goal 3 Objectives 1	
Required/Permissive Uses of Funds*	R1 Academic Integration , 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 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, 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 Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$25,000.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$0.00
Total	\$25,000.00
Goal 3 Objectives 2	
Required/Permissive Uses 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: Two or more CTE student services staff will attend up to two trainings that highlight strategies for working with special populations.

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

Goal 3 Objectives 3

Required/Permissible Uses 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
- Graduate assistant internships
- 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	\$23,628.00
Post-Secondary Permissible Activities	\$5,907.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$29,535.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$0.00
Total	\$29,535.00

Goal 3 Objectives 4

Required/Permissible Uses of Funds*	R1 Academic Integration , R2 Programs of Study, R8 Size/Scope/Quality, R9 Special Populations, P6 Mentoring/Support Services
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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, race/ethnicity subgroups, and students with disabilities.	
Reallocation Explanation	
Post-Secondary Required Activities	\$341,100.00
Post-Secondary Permissible Activities	\$37,900.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$379,000.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$0.00
Total	\$379,000.00

Goal 3 Objectives 5

Required/Permissive Uses of Funds* R6 Assessment , R9 Special Populations, R10 Collaboration, P2 Counseling, P4 Additional Special Populations, P6 Mentoring/Support Services

Strategies

During the academic year, student retention can be negatively impacted by personal circumstances. Various factors such as mental and physical health issues, lack of adequate healthcare, homelessness, lack of financial security, and constant crisis hinder students' academic progress. These factors increase stress and can lead to problems with one's mental and physical health. In an effort to increase our non-academic support offered to students and improve retention and completion, NHCC has opened a Community Connections Resource Center (CCRC) which has information about community resources that can assist NHCC students in overcoming these personal barriers. NHCC and AmeriCorps will collaborate by hiring a VISTA worker that will assist NHCC in growing and improving the center so NHCC can provide optimal support to as many students as possible.

Outcomes

NHCC staff and the Vista worker will coordinate outreach efforts in conjunction with our health services and other agencies. Outreach will be to promote the center and services provided by community organizations such as financial planning, housing security, healthcare, free tax filing, as well as others.

NHCC staff and the Vista Worker will develop a communication plan to promote health and wellness to underserved and low income student populations and will educate and develop awareness of resources across campus and within the community.

NHCC will develop a sustainability plan for the CCRC by identifying funding sources and securing partnerships with agencies and organizations that will help NHCC in providing non-academic support to students so they can focus on academic success.

Measures

15 staff and/or community volunteers will receive training by the VISTA Worker.

600 primarily low income students will receive support/services/education/referrals to alleviate hunger via VISTA-supported projects.

1,500 low income students will receive information on health insurance, health care access, or health benefits programs via VISTA-supported projects.

Reallocation Explanation	
Post-Secondary Required Activities	\$1,125.00
Post-Secondary Permissible Activities	\$1,125.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$2,250.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$0.00
Total	\$2,250.00

Goal 3 Objectives 6

Required/Permissive Uses of Funds* R1 Academic Integration , R6 Assessment , R9 Special Populations, P3 Work-Based Experiences, P6 Mentoring/Support Services, P8 Teacher Preparation

Strategies

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 and math and reading levels 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. In FY18, 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

Experiential learning opportunities will improve special population CTE enrollment and completion. A better understanding of various special needs and their implications in education will improve CTE instructor communications with students, which will ultimately improve instruction. Programming and curriculum will continue to be validated through data decision discussions. As discussed in a previous outcome, a three year plan will be developed incorporating current strategies that have proven to be successful.

Measures

The four sub strands from FY16 to FY17 (economically disadvantaged, ethnicity, learning disabled, gender) which impact special populations will improve in the 1S1, 1S2, 2S1 measures.

Reallocation Explanation	
Post-Secondary Required Activities	\$0.00

Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$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	\$28,000.00
Secondary Permissible Activities	\$5,000.00
Secondary Admin Cost	\$5,000.00
Secondary Reserve	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$38,000.00
Total	\$38,000.00

Goal 3 Objectives 7

Required/Permissible Uses of Funds* R2 Programs of Study, R3 All Aspects of an Industry, R4 Develop/Improve/Expand the use of Technology

Strategies

During the planning process, CTE will continue to partner with school guidance counselors to support student PLP. This will include support of services, materials, computer programs, equipment, assessments (e.g. MCIS), and job simulations. Local, state, and national conferences, webinars, PLC and workshops will be utilized as resources for improvement. 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 utilize MN State professional opportunities as they relate to special populations. School stores and other experiential learning will be utilized to train special populations.

Outcomes

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.

Measures

The four sub strands from FY16 to FY17 (economically disadvantaged, ethnicity, learning disabled, gender) which impact special populations will improve in the 4S1 and 5S1 measures.

Reallocation Explanation Several districts will improve their service to special populations by offering more opportunities for career exploration and industry field trip which will expose them to All Aspects of the Industry. In addition, up to date industry equipment will be used to assist with career readiness such as digital portfolios.

Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$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	\$8,000.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Reallocation Basic	\$4,192.68
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$32,192.68
Total	\$32,192.68

Goal 3 Objectives 8

Required/Permissible Uses of Funds* R5 Professional Development , R6 Assessment , R8 Size/Scope/Quality, R9 Special Populations

Strategies

HWC secondaries will begin year one of a three year plan to improve service to special populations. Year one will be an investigation into new and innovative approaches to tailor programs for special populations.

Outcomes

At the end of year three, services to special populations will be improved.

Measures

New approaches will be solidified. 6S1 and 6S2 will improve each year of the plan.

Reallocation Explanation	
Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$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	\$7,800.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$7,800.00
Total	\$7,800.00

Goal 3 Objectives 9

Required/Permissible Uses of Funds* R4 Develop/Improve/Expand the use of Technology, R7 Initiate/Improve/Modernize Technology , R9 Special Populations, P2 Counseling

Strategies

HTC discontinued using Hobsons some time ago and currently divides the objectives of customer relationship management (CRM) across several positions. CRM tools and technologies are disproportionately accessed by students with barriers to retention and completion. Effective management of these relationships is a goal of the college's overall Strategic Enrollment Management plan and will continue to evolve as strategies and resources are identified. For now while awaiting the MN State system-wide purchase of CRM software planned for fall of 2017, the college will continue to assist the process of routing customer inquiries using updated phone software and the web communication module currently available through the MN State system office.

Outcomes

The CRM plan will be further developed at HTC once the MN State system adopts its new plan in fall of 2017.

Measures

3P1 retention/transfer will meet the most recent target of 33.70% for FY17.
 2P1 completion will remain at or above the most recent target of 43.20% for FY17.

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

Goal 3 Objectives 10

Required/Permissive Uses of Funds* R9 Special Populations, P4 Additional Special Populations, P10 Student Transition

Strategies

In FY18, an employment consultant will be utilized at HTC to develop job opportunities for students with disabilities and students who were formerly incarcerated.

Outcomes

The consultant will research companies that possess the structure needed for the success of these students, identify organizations that have already developed protocol to address unemployment and underemployment for formerly incarcerated students, and provide best practices for gaining employment that will be supportive of the needs of both these populations.

Measures

Baseline of job placement will be established for targeted populations.

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

Goal 3 Objectives 11

Required/Permissive Uses of Funds* R1 Academic Integration , R9 Special Populations, P4 Additional Special Populations, P6 Mentoring/Support Services

Strategies

At HTC, Perkins reserve funds will be utilized to support tutoring for students in health sciences, particularly nursing.

Outcomes

Students in nursing and other health sciences and will receive tutoring support on technical skills, critical thinking, reading and writing, and time management with special attention to the needs of ESOL learners.

Measures

NCLEX results will improve and will result in an increase in 1P1 Technical Skill Attainment.

Reallocation Explanation	
Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$25,990.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$25,990.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00

	\$0.00
Secondary Total	\$0.00
Total	\$25,990.00
Goal 3 Objectives 12	
Required/Permissible Uses of Funds*	R5 Professional Development , R9 Special Populations, P8 Teacher Preparation
Strategies	
In FY18, NHCC will offer faculty and staff inclusive training seminars that highlight personal and professional awareness around race, gender, class, ethnicity and other forms of diversity utilizing the National S.E.E.D Project inclusive curriculum. This training will help faculty and staff explore and expand personal perceptions of what diversity means for all of us, interact and use language with students in a way that shows universal respect for various cultural and sociological backgrounds, and develop examples for the educational environment that includes a rich diversity of cultures and activities representing many points of view.	
Outcomes	
Faculty and staff will develop personal and professional awareness on diversity and its impact in an educational and academic environment.	
Measures	
15 total faculty and/or staff will attend one of the two seminars being offered.	
Reallocation Explanation	
Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$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	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$0.00
Total	\$0.00
Goal 3 Objectives 13	
Required/Permissible Uses of Funds*	Reallocation
Strategies	
The postsecondaries intend to use recaptured funds for the RFP/Permissible process which may involve the following strategies to increase retention, transfer, completion and placement: innovative classroom technology or equipment upgrades; computer upgrades for tutoring centers; medical equipment upgrades; textbooks or laptops for library checkout; loaner tool kits or laptops for programs; community partnerships and collaboration; mentoring; networking; 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	
Reallocated funds will be used to support special populations at HTC, in particular the high percentage of economically disadvantaged students using the Learning Resource Center, or accessing loaner laptops, textbooks or tools through the library or through technical programs. At NHCC funds will be used to collaborate with the Vet Center to host a speaker who will bring awareness to issues that vets with disabilities face as they transition into higher education. NHCC will also continue to support the Vista project which primarily focuses on coordinating outreach efforts in conjunction with the college's health services and other community agencies. Outreach efforts will promote the Campus Community Center and the services that community partners will provide such as financial planning, housing security, healthcare, and free tax filing services. Additionally, NHCC plans to implement the communication plan created last year that promotes health and wellness to underserved and low income student populations, and to educate and develop awareness of resources across the campus and within the community.	
Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Reallocation Basic	\$10,358.08
Post-Secondary Reallocation Reserve	\$8,889.85
Post-Secondary Total	\$19,247.93
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$0.00
Total	\$19,247.93
Goal 3 Objectives 14	
Required/Permissible Uses of Funds*	R9 Special Populations, R10 Collaboration, P10 Student Transition
Strategies	
NHCC and several major Minnesota employers such as: 3M, Medtronic, Mayo Clinics, and General Mills will host a career exploration day for students with disabilities. The exploration day will include discussions about career pathway options, internships, meetings with Human Resource Directors, students will learn about the job application process, interviewing 101, department tours, and learn about behavioral interviewing techniques. The employers want to meet NHCC students and discuss future employment opportunities in various career and technical pathways.	
Outcomes	
The outcomes for this event will be to increase the number of adults with disabilities that secure full time employment after graduation, as well as creating an employer action plan for	

onboarding people with disabilities in the workplace.

Measures

Identify baseline data for job placement rates for students with disabilities.

Reallocation Explanation	
Post-Secondary Required Activities	\$1,000.00
Post-Secondary Permissible Activities	\$1,000.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$2,000.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$0.00
Total	\$2,000.00

Goal 3 Objectives 15

Required/Permissive Uses of Funds* R4 Develop/Improve/Expand the use of Technology, R9 Special Populations, P9 Alternative Formats

Strategies

NHCC will implement Sonocent audio notetaking technology that will be used to create independence and equal access for students with disabilities, as well as other special populations as defined by Perkins.

Outcomes

Academic independence will be enhanced for students with disabilities.

Measures

Create baseline data for the number of students that use traditional notetaking services verses the number of students that transition to the Sonocent Audio Notetaking system.

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

Goal 4 Narrative

Narrative for Goal 4: Continuum of Service Provision for Enabling Student Transitions

Your Goal 4 Narrative: must include descriptions of the following elements:

1. Describe flexibility in scheduling and formats that provide access for students [Sec. 135 (c) (9)]
2. Describe implementation of continuum of service provision relative to A) programs of study and B) early college credit opportunities [Sec. 135 (c) (10)]
3. Describe student services that enhance student transition [State Plan]//>
4. Describe transition of adult learners into the workforce [Sec. 135 (c) (9)]
5. Describe Continuum of Service Provisions/Brokering with other consortia [State Plan]
6. Describe improvement of enrollment, retention and completion for military veterans, underemployed, and unemployed adults [Sec. 135 (c) (9)]

[5,000 word limit]

1, 2 & 5) HWC continues to offer dual enrollment credit options in various combinations at all of our member districts, which allows students to stay in their home high schools while earning college credits. All options are guided by advisory committees in this region to meet the education and employment needs of our diverse student populations. Dual enrollment options include articulation (www.CTEcreditMN.com), concurrent enrollment, PLTW, IB and AP. Additionally, students can take advantage of PSEO and PSEO by contract to attend classes at the college campuses. The secondaries have agreements with other districts within our consortium such as to send students to Intermediate District 287's medical programs or their Gateway to College program. All of these options allow flexibility in career choice to meet student transitional needs. HWC secondary schools broker with other colleges if the HWC partner colleges do not have the programming necessary to support the high school POS transition plan. As an example, secondaries broker with Normandale Community College for college credit opportunities in the education POS. Additionally, HWC supports the CTE website partnership initiative and participates 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.

HWC colleges will continue to broaden dual enrollment credit options including articulation, PSEO, PSEO by contract, and concurrent enrollment agreements with additional internal and external high schools and colleges. In FY18, NHCC will be adding one new concurrent enrollment course at Buffalo High School in Personal Finance. Unfortunately, at this time, we are losing the CE program at Brooklyn Center completely because the high school cut CTE courses due to budgets and enrollment. HTC will continue to maintain existing CE agreements and will cultivate new ones with high schools external to HWC. These are outlined in the Goal 4 strategies.

3) Secondary schools under the direction of World's Best Workforce Plan, have initiated Personal Learning Plans for students which guide student career goals and transitions beyond high school. Resources are provided for professional development for teachers, guidance counselors and administrators in addition to resources for students such as MCIS. The Minnesota Career Information System (MCIS) is an Internet-based system

that combines career, educational and labor market information into one easy to use exploration tool. In addition, high schools offer experiential learning such as mentorships, internships and apprenticeships.

4) Adult learners are assisted into the workforce primarily by the Career Services offices at the colleges as well as through the many relationships that exist between faculty and business and industry reps. Many students transition directly to employment from relationships that develop while they are on internships. Short term programming offered through Customized Training also serves as a direct route to employment. In addition, WorkForce Centers play a key role in helping students find employment, including the offices of Vocational Rehabilitation Services that serve people with disabilities.

6) Military veterans are supported at the colleges by the ongoing involvement of Veterans Resource Centers on the campuses and efforts to offer advanced credit for prior military experience. All colleges have a VA Certifying Official to assist with accessing GI Bill benefits and an itinerant Higher Ed Veterans Program Regional Coordinator. Representatives from many VA and MNVA programs and veterans service organizations routinely visit the campus Veterans Resource Centers to support veterans and active military from admissions through completion.

In addition, customized training activities at the colleges facilitate development of viable short term stackable training opportunities to meet the needs of underemployed and unemployed adults as well as the needs of business and industry in the region. This is addressed more fully in Goal 2 Strategies and Outcomes.

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

Goal 4 Objectives

Goal 4 Objectives 1	
Required/Permissible Uses 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	
--Graduate assistant internships	
--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	\$2,646.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$2,646.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$0.00
Total	\$2,646.00

Goal 4 Objectives 2	
Required/Permissive Uses of Funds*	R1 Academic Integration , R2 Programs of Study, R10 Collaboration, R11 Articulation, P10 Student Transition
Strategies	
HWC will assist in the development of dual enrollment options to include articulation (www.CTEcreditMN.com), concurrent enrollment, PLTW, Early College options, IB and AP. Students will also be able to take advantage of PSEO and PSEO by contract. In addition, HWC is supportive of the career academy model, which advances students in a pathway incorporating dual credit options. Secondaries have agreements with other districts within our consortium such as sending students to Intermediate District 287's medical programs or their Gateway to College program. The education pathway is brokered with Normandale Community College and Cyber Security is brokered with Century College.	
Outcomes	
Flexible career pathways will be created to meet student needs.	
Measures	
HWC secondaries will meet the target for 5S1 – 54.2%. The data from www.CTEcreditMN.com Report 11 (students downloading ACC) will increase from FY17 to FY18.	
Reallocation Explanation	
Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$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	\$15,000.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$2,487.24
Secondary Reserve	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$17,487.24
Total	\$17,487.24

Goal 4 Objectives 3	
Required/Permissive Uses of Funds*	R1 Academic Integration , R2 Programs of Study, R4 Develop/Improve/Expand the use of Technology, P2 Counseling
Strategies	
HWC will continue to examine ACT, Perkins, WorkForce Employment trends and SLEDS data to support successful student transitions to college and careers. As a result, the data will provide a map to support HWC professionals in the advising and counseling function to assist students in planning their career pathway and any remediation needed to be successful in their pathway. Programming development or modification is a direct result of the analyzed data and workforce trends. 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. Consortium partners will review, revise, and be trained on MNPOS to validate current POS and to make recommendations on future POS.	
Outcomes	
HWC will develop programming to meet student and workforce needs as well as communicate the information to stakeholders such as counselors. Data sources from FY16 through FY18 will be analyzed for specific trends to guide programming changes.	
Measures	
HWC secondaries will meet the targets of 3S1 – 99%, 4S1 – 88% and 5S1 – 54.2%.	
Reallocation Explanation	
Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$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	\$31,500.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$5,000.00
Secondary Reserve	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$36,500.00
Total	\$36,500.00

Goal 4 Objectives 4	
Required/Permissive Uses of Funds*	R1 Academic Integration , R2 Programs of Study, R10 Collaboration, R11 Articulation, P10 Student Transition
Strategies	
<p>Brokering: HWC invests in articulation and concurrent enrollment as the primary vehicles for dual enrollment. PSEO, PSEO by Contract, and the Early College Credit Program are also popular options for dual enrollment. Additionally, for CTE areas that do not have related CE or articulated programming, consortium members will broker with other colleges and high schools to fill in the gaps.</p> <p>In FY18, NHCC invested in a Director of Partnership position that focuses on developing new concurrent enrollment and/or ACC offerings with internal and external partners, as well as 4-year partners. In FY18, NHCC will be adding one new concurrent enrollment course at Buffalo High School in Personal Finance, as well as three new programs which will be offered by our 4-year partners, Metropolitan State and St. Cloud State.</p> <p>For HTC, the following CE agreements are planned for FY18 with high schools external to HWC:</p> <ul style="list-style-type: none"> • Prior Lake/Lakeville MNCAPS: Business courses • Forest Lake HS: Landscape/Horticulture • Buffalo HS: Landscape/Horticulture, Child Development, Auto Mechanics, Engineering CAD, Woodworking, Business, Accounting <p>The following CE agreements are also probable for FY18:</p> <ul style="list-style-type: none"> • Roseville HS: Auto Mechanics, Marine/Motorsports, Woodworking • Burnsville HS: Auto Mechanics, Marine/Motorsports, Carpentry <p>Possible new relationships for FY18:</p> <ul style="list-style-type: none"> • Academy for Sciences and Agriculture (AFSA): Landscape/Horticulture • Edison HS has expressed an interest in partnering with HTC and this may result in new articulations or CE agreements. 	
Outcomes	

College and career awareness, dual credit options, and performance in concurrent classes will increase.	
Measures	
In FY18, 95% of students participating in a concurrent enrollment course with NHCC will successfully pass with a C or higher.	
NHCC will develop a new CE option in personal finance with Buffalo High School	
HTC will offer a mix of existing and new agreements as outlined in the strategies and cultivate two new relationships with area high schools.	
Reallocation Explanation	
Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$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	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$0.00
Total	\$0.00

Goal 5 Narrative

Narrative for Goal 5: Sustain the Consortium

Your Goal 5 Narrative must include descriptions of the following elements:

1. Describe self-assessment of consortium systems and operations, including fiscal and administration [Sec 135 (c) (20)]
2. Describe the use of data for evaluation of student success and continuous program improvement [Sec. 134 (b) (2 & 7) and Sec.135 (c) (19)]
3. Describe shared responsibility among all partners for collaboration and accountability for success [State Plan]
4. Describe collaborative budget development [State Plan]
5. Describe collaborative initiatives between the consortium and stakeholders [Sec. 134 (b) (5)]
6. Describe promotion of consortium CTE vision [State Plan]

[5,000 words]

1) Consortium self-assessment is done through effective collaboration, 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 has been the inclusion at meetings of Deans and/or faculty as well as community partners such as WorkForce Center representatives, local Chambers of Commerce, and Rotary Club members. These collaborative relationships have informed consortium members on pathways to employment, programmatic changes, curriculum updates, and regional initiatives, in addition to promoting the use of data for decision making. Collaborative relationships have also led to increased secondary and postsecondary alignment, including PSEO, PSEO by contract, articulated college credit, CE, and other advanced standing and dual enrollment options. In FY18, HWC secondaries will invite principals, superintendents and area teachers to consortium meetings.

Based on the monitoring visit in spring of 2016, HWC made changes to our meeting protocols. Our meeting agenda and minutes are based on strategic planning associated with each Perkins goal. Minutes are posted regularly on the HWC website.

Direction and agendas of the consortium meetings have also been affected by changes in state reporting. Secondaries will be meeting over the course of the school year to review the new report format.

2) A workshop day is being planned to highlight the goals of Perkins in order to reconnect secondary stakeholders such as principals, teachers, and secondary consortium partners. Each district has access to four sets of data: MCA, ACT, SLEDS, and Local Perkins. In addition, partners have access to Perkins consortium data. The goal is to have each district work with their local data resource person to provide their district data for analysis and sharing of best practices. The secondaries will also offer a SLEDS data presentation at the workshop as we have many new district Perkins representatives.

3) Annually, HWC hosts a summer retreat. Potential topics for FY18 are: Review of POS, Nepris, Georama, data, review of TSA, Bring Your 'A' Game to Work training, review of the HWC Operational Guide or a book study.

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

4 & 5) Collectively, HWC members have financially and collaboratively invested in maintaining concurrent enrollment and articulated college credit agreements in order to ensure dual enrollment options are being offered broadly. However, in FY18 the consortium collaboration monies will be used to assist high school partners in funding TSA's instead of concurrent enrollment initiatives.

In addition, the colleges and high school partners will participate on a joint advisory committee for concurrent enrollment as mandated by recent legislation. Postsecondaries and secondaries each have individual needs, however the consortium has created collaborative funds which are utilized for joint ventures.

6) All consortium activities and strategies are supportive of the state and federal Carl D. Perkins plans. These support the reform strategy triad to advance American competitiveness. Key in this process is for the consortium to respond effectively to changing demographics and employment needs.

Goal 5: Sustain the Consortium of Secondary and Postsecondary Institutions

Goal 5 Objectives

Goal 5 Objectives 1	
Required/Permissible Uses of Funds*	R2 Programs of Study, R5 Professional Development , R10 Collaboration, R11 Articulation
Strategies	
HWC will continue to invite postsecondary deans, faculty and staff as well as secondary principals, teachers and additional leadership to HWC consortium meetings to share information on relevant initiatives. Two proposed new initiatives are Advanced IT and Medical/Health events that highlight CTE pathways and showcase these high wage, skill, demand careers. HWC will continue to advance hands-on events in criminal justice, paralegal, law enforcement, and manufacturing due to the continued shortage of workers in these areas.	
Outcomes	
Networking and collaboration between postsecondaries and secondaries will be enhanced through this process and the needs of the group will continue to be met. Working together will also prevent isolation of potential participants in any of the HWC collaborative programming. Awareness of all aspects of education and employment opportunities in CTE will increase.	
Measures	
Five deans, faculty members, or secondary partners will attend HWC consortium meetings in FY18. As collaboration expands there will be an increase in student or district participation from FY17 in the following: construction career event, criminal justice career event, additional postsecondary career events, Concurrent Enrollment, and ACC records downloaded by students.	
Reallocation Explanation	
Post-Secondary Required Activities	\$800.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$800.00
Secondary Required Activities	\$15,220.43
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$15,220.43
Total	\$16,020.43

Goal 5 Objectives 2	
Required/Permissible Uses 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:	
<ul style="list-style-type: none"> --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 --Graduate assistant internships --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	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$10,000.00

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

Goal 5 Objectives 3

Required/Permissible Uses of Funds* R5 Professional Development , R10 Collaboration

Strategies

HWC will investigate the Oak Land Education Partnership retreat for participating school districts and colleges in order to replicate and adjust for the needs of HWC.

Outcomes

Secondary districts and postsecondary leadership will be better informed on Perkins policy and have more collaborative, purposeful planning partners.

Measures

Professional development will be designed by HWC partners to replicate the Oak Land model. A pilot retreat will be offered.

Reallocation Explanation

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

Goal 5 Objectives 4

Required/Permissible Uses of Funds* R5 Professional Development , R10 Collaboration

Strategies

Consortium Operations: HWC will train new consortium partners and continue to reach out to the surrounding community partners. HWC will support local, state and national training as it relates to sustaining the consortium and new state directives.

Outcomes

New members will have 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.

Measures

New and existing HWC leaders will have full access and privileges to utilize the HWC Google website to increase our leadership efficiency. Meeting minutes will document attendance, discussions and planning.

Reallocation Explanation

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

Goal 5 Objectives 5

Required/Permissible Uses of Funds* R10 Collaboration, R4 Develop/Improve/Expand the use of Technology, R5 Professional Development , R6 Assessment , R10 Collaboration

Strategies

Consortium Communications, Collaboration and Planning: HWC members will utilize HWC's Google website, WebEx, face-to-face meetings, and the summer retreat to continue to promote efficiency and easy access to consortium operations. Topics considered for the summer 2017 (FY18) retreat are: (1) Critique the Policy and Procedure Manual to update the changes in FY17 meeting protocols. (2) Impact on gathering and interpreting data to create rich data conversations. (3) Relevant book study or training such as "Bring Your 'A' Game to Work". (4) Examine POS for relevancy within the consortium and TSA placement in programs. (5) Nepris or Georama exposure. (6) Conduct a self-assessment which would provide HWC with a strategic roadmap for FY18.

Outcomes

The summer retreat will provide tools to prepare and improve CTE directors' ability to meet the challenges throughout the school year of FY18.

Measures

The average attendance at consortium meetings and events will remain above 80%. Secondary consortium partners will have new opportunities for leadership in the consortium.

The HWC policy and procedure handbook will be updated and posted to reflect new meeting protocols adopted in FY17. Technology communications will continue to increase consortium member participation and collaboration as reflected in initiatives. Consortium forms and calendar will be up to date. Professional development will be tailored to develop the CTE leadership.

Reallocation Explanation	Additional leadership opportunities will be given to secondary HWC District coordinators by attending the NPS conference. CTE Coordinators will collaborate with other coordinators from Minnesota and other states. ACTE training will be provided on working with legislators, promoting CTE and federal legislation. The knowledge acquired will be utilized to train other HWC coordinators.
Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$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	\$6,000.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Reallocation Basic	\$2,121.34
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$8,121.34
Total	\$8,121.34

Goal 5 Objectives 6	
Required/Permissible Uses of Funds*	R5 Professional Development , R10 Collaboration, P1 Advisory Committees, P3 Work-Based Experiences, P5 Student Organizations
Strategies	
Developing and sustaining partnerships: Secondary CTE teachers/consortium leaders will continue to coordinate with college deans and/or faculty in order to participate on postsecondary advisory committees. Postsecondary faculty will partner with secondary advisory committees. Business and industry will be invited to advisory and consortium meetings as appropriate. Business and industry will also be engaged in program development through support of mentoring, OJT opportunities, and student organizations, as well as curriculum advising and equipment donation.	
Outcomes	
Secondary involvement on postsecondary advisory committees will increase thereby building secondary-postsecondary pathways and advancing POS. Recognizing each other's working environments, barriers, and concerns will enhance collaboration. The connections will further help secondary and postsecondary partners to understand curriculum requirements of each institution. Building these networks will also assist our educational institutions to recognize the needs of business and industry.	
Measures	
Established POS will be modified to meet industry standards and secondary/postsecondary curriculum will incorporate the information. Potential future POS will be evaluated during consortium meetings. Based on industry needs and broad secondary and postsecondary programming, it was determined that Programming & Software Development will become a RPOS in FY18. These efforts will be reflected in HWC meeting minutes.	

Reallocation Explanation	
Post-Secondary Required Activities	\$35,812.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$35,812.00
Secondary Required Activities	\$14,000.00
Secondary Permissible Activities	\$10,000.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$24,000.00
Total	\$59,812.00

Administrative Cost

Row	Amount
POSTSECONDARY - Administration not to exceed 5% (fiscal and data services)	\$0.00
SECONDARY - Administration not to exceed 5% (fiscal and data services)	\$0.00

Calculate Goals

Do you want to calculate all budget goals? No Yes

Budget Goal 1

Row	Post-secondary Required Activities	Post-secondary Permissible Activities	Post-secondary Admin Cost	Post-secondary Reserve	Post-secondary Reallocation Basic	Post-secondary Reallocation Reserve	Post-secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Admin Cost	Secondary Reserve	Secondary Reallocation Basic	Secondary Reallocation Reserve	Secondary Total	Row Total
Goal	\$82,140.00	\$5,507.00	\$0.00	\$0.00	\$0.00	\$0.00	\$87,647.00	\$132,500.00	\$18,062.00	\$10,000.00	\$31,514.00	\$14,899.39	\$1,222.64	\$208,198.03	\$295,845.03

1																
Total																

Budget Goal 2

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Admin Cost	Post-Secondary Reserve	Post-Secondary Reallocation Basic	Post-Secondary Reallocation Reserve	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Admin Cost	Secondary Reserve	Secondary Reallocation Basic	Secondary Reallocation Reserve	Secondary Total	Row Total
Goal 2 Total	\$281,408.00	\$85,105.00	\$51,827.00	\$17,529.00	\$6,986.33	\$0.00	\$442,855.33	\$102,175.16	\$10,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$112,175.16	\$555,030.49

Budget Goal 3

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Admin Cost	Post-Secondary Reserve	Post-Secondary Reallocation Basic	Post-Secondary Reallocation Reserve	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Admin Cost	Secondary Reserve	Secondary Reallocation Basic	Secondary Reallocation Reserve	Secondary Total	Row Total
Goal 3 Total	\$389,353.00	\$48,432.00	\$0.00	\$25,990.00	\$10,358.08	\$8,889.85	\$483,022.93	\$55,800.00	\$13,000.00	\$5,000.00	\$0.00	\$4,192.68	\$0.00	\$77,992.68	\$561,015.61

Budget Goal 4

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Admin Cost	Post-Secondary Reserve	Post-Secondary Reallocation Basic	Post-Secondary Reallocation Reserve	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Admin Cost	Secondary Reserve	Secondary Reallocation Basic	Secondary Reallocation Reserve	Secondary Total	Row Total
Goal 4 Total	\$2,646.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$2,646.00	\$46,500.00	\$0.00	\$7,487.24	\$0.00	\$0.00	\$0.00	\$53,987.24	\$56,633.24

Budget Goal 5

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Admin Cost	Post-Secondary Reserve	Post-Secondary Reallocation Basic	Post-Secondary Reallocation Reserve	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Admin Cost	Secondary Reserve	Secondary Reallocation Basic	Secondary Reallocation Reserve	Secondary Total	Row Total
Goal 5 Total	\$46,612.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$46,612.00	\$39,220.43	\$10,000.00	\$0.00	\$0.00	\$2,121.34	\$0.00	\$51,341.77	\$97,953.77

Goal Totals

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Admin Cost	Post-Secondary Reserve	Post-Secondary Reallocation Basic	Post-Secondary Reallocation Reserve	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Admin Cost	Secondary Reserve	Secondary Reallocation Basic	Secondary Reallocation Reserve	Secondary Total	Row Total
Goal Total	\$802,159.00	\$139,044.00	\$51,827.00	\$43,519.00	\$17,344.41	\$8,889.85	\$1,062,783.26	\$376,195.59	\$51,062.00	\$22,487.24	\$31,514.00	\$21,213.41	\$1,222.64	\$503,694.88	\$1,566,478.14

Secondary Supplemental Budget Sheet

Description	File Name	File Size
Budget for FY 18 Secondary HWC	Perkinsbudgetsummariespreadsheetfy18-HWCsecondary.xlsx	39 KB

Secondary Budget Reallocation

Description	File Name	File Size
Hennepin West Secondary Reallocation Budget	Reallocation Perkins Budget Summary spreadsheet (17-18).xlsx	52 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	\$5,000.00
(POSTSECONDARY) Total Perkins funds used in collaboration with WorkForce Centers	\$5,000.00
(POSTSECONDARY) Estimated expenditures/in-kind contributions used in collaboration with WorkForce Centers	\$70,000.00
Totals	\$80,000.00

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:* 37.0%

Coordinator Budget:* \$46,538.00

Post-Secondary

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

Coordinator Budget:* \$77,201.00

Perkins Dollars

Perkins-Funded Positions

Person's Name	Position	File Folder # (secondary)	Amount	Attach Position Description
HTC Employee 1	Perkins Director--partially college funded		\$30,951.00	wg_HTC Position 1.doc
HTC Employee 2	CLA2--partially reserve funded		\$57,432.00	wg_HTC Position 2 .pdf
HTC Employee 3	CLA2--partially college funded		\$48,190.00	wg_HTC Position 3.pdf
HTC Employee 4	CLA2--partially college funded		\$48,299.00	wg_HTC Position 4.pdf
HTC Employee 5	CLA2--partially college funded		\$14,900.00	wg_HTC Position 5.doc
HTC Employee 6	CLA2--intermittent		\$13,151.00	wg_HTC Position 6.doc
HTC Employee 7	CLA2--partially college funded		\$53,326.00	wg_HTC Position 7.pdf
HTC Employee 8	CLA2--partially college funded		\$52,691.00	wg_HTC Position 8.pdf
HTC Employee 9	CLA2--partially college funded		\$31,863.00	wg_HTC Position 9.doc
HTC Employee 10	Stdt Serv Sr/Tutor--partially college funded		\$65,692.00	wg_HTC Position 10.pdf
HTC Employee 11	Career Experience Coordinator		\$83,924.00	wg_HTC Position 11.doc
HTC Employee 12	Stdt Lfe/Career Dev--partially college funded		\$13,000.00	wg_HTC Position 12.pdf
NHCC Perkins Director	NHCC Perkins Director		\$92,500.00	wg_Director of Consortia_Collaboration.doc
NHCC Advisor 1	NHCC Advisor 1 (partially college funded)		\$72,022.00	wg_MnSCU AP 2 - LeahKimek.pdf
NHCC Advisor 2	NHCC Advisor 2 (partially college funded)		\$77,400.00	wg_MnSCU AP 2 - MalaUgargol.pdf
NHCC Advisor 3	NHCC Advisor 3 (partially college funded)		\$75,085.00	wg_MnSCU AP 2 - Maria Yang.pdf
Jean Rakun	HWC Seconday Perkins Coordinator	376325	\$46,538.00	wg_Secondary Perkins Grant Coordinator.docx
			\$876,964.00	

Improvement Plan Action Steps

Improvement Plan Action Steps 1	
Indicator Number (i.e. 1S1 or 2P1)*	1P1 -- Technical Skill attainment
Action Steps to improve the performance	
<p>We believe 1P1 will improve by the next reporting year primarily due to improvement in NCLEX test results as faculty and students develop strategies to improve teaching and learning of the new curriculum. NCLEX testers accounted for 42.7%, or 218 out of 511 TSA results, for the most recent reporting year of FY16.</p> <p>For both colleges, the nursing departments are viewing more current results than the state is pulling. As per the state, HTC's results declined to 66.00% for FY16 reporting, whereas in September 2016, the nursing department stated, "With the new curriculum HTC has seen its NCLEX pass rates rise from last year's low of 64% (under the previous curriculum) to 87.9% for the first cohort of graduates (confirmed first time pass rate). NHCC has seen a similar lag between what the state pulls and what the college views as the most recent data. For example, according to the state data for reporting year FY16, the pass rate was 82.20% but according to the most recent college Minnesota Board of Nursing data, NHCC's pass rate was 85.07% from January through March 2017. Moreover, there may also be other discrepancies in how the data is viewed, such as the nursing departments looking only at first time pass rates and 3 to 6 month time frames versus the state's system of pulling this data annually.</p> <p>Other factors affecting 1P1 include the next largest pools of testers from the FY16 reporting year which included the Peace Officers License Exam pool of 162 testers, the NOCTI Financial and Managerial Accounting pool of 56 testers, and the EMS Regulatory Board pool of 39 testers. The most recent data on the Peace Officers pool is at 86.36% passing, however this report actually includes aggregated results from six metro colleges, thus is difficult to gauge or affect. The other two pools are currently at 48.21% and 76.92% respectively. According to internal NHCC college data, the accounting test has seen an increase in pass rate since adopting the newly designed technical skill assessment two years ago. However, this is the first year that EMS results have been included, so we are lacking the trend data to offer an analysis on that. With additional TSA's getting averaged into the mix after the target negotiation cycles have been completed, the overall 1P1 results have become less predictable.</p> <p>If all else were held constant and just the NCLEX pass rate increased dramatically to 90% (which has yet to be achieved following the recent changes in curriculum at both colleges), the overall 1P1 would be around 83%. Thus although still ambitious, this is what HWC proposed and what the State accepted for the final target for FY17.</p>	
Resources Needed	Data from college Nursing Departments.
Timeline	By quarter or semester.
Person(s) Responsible	Sara Laviolette, Cynthia Muna, Nursing Deans/DON's
How will progress be documented?	Results will be incorporated into Perkins reporting as applicable.
Sub-populations or groups where gap exists:	Data is not available by student demographics. The two colleges offer different styles of

	nursing programs, but both have recently undergone major revamping. Accounting programs are also different and the TSA's offered at each college have differentiated into NOCTI Financial and Managerial at NHCC and NOCTI Basic at HTC.
Describe any contextual factors that might contribute to this gap:	The two colleges have different missions. NHCC is designed more for transfer and HTC is designed more for employment following completion of programs.
Further Information	
We believe 1P1 will improve by the next reporting year primarily due to improvement in NCLEX test results as faculty and students develop strategies to improve teaching and learning of the new curriculum. NCLEX testers accounted for 42.7%, or 218 out of 511 TSA results, for the most recent reporting year of FY16.	
Not counting Peace Officers which is aggregate data across several colleges, Accounting is the next largest pool of testers. This was 56 at NHCC for FY16 reporting. Accounting testers from HTC will be included in FY17 reporting thus increasing that pool. We believe the percent passing will increase overall for this test as well due to curriculum changes and more emphasis on TSA's as a tool for improvement of programs as well as individual student performance.	
Improvement Plan Action Steps 2	
Indicator Number (i.e. 1S1 or 2P1)*	5P2 – Nontraditional completion
Action Steps to improve the performance	
Going forward, the colleges intend to promote both nontrad participation and nontrad completion through the following strategies:	
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. Programming has centered on gathering input from student focus groups and surveys and analyzing college admissions and marketing procedures to discover and correct any unintentional biases. Support groups are being offered on an on-going basis and mentoring will be a possible additional strategy. Mentoring however, while potentially very effective for the individuals involved, has not had many takers and thus has not proven to be a broad enough strategy to influence overall data.	
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 is inclusive of all nontrad students.	
We intend to hire an intern again in FY18 to continue this programming.	
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 included the following activities: monthly guest speakers, open houses that featured Criminal Justice and Law Enforcement programs, a mentoring program collaborating with local police departments, and participation in regional Criminal Justice conferences and competitions.	
Developed and offered collaboratively, the partners for this Criminal Justice and Law Enforcement programming included internal and external high schools such as: Brooklyn Center, Robbinsdale, Minneapolis, Park Center, and Osseo. The Brooklyn Park Police Department, local police union members, and other law enforcement officers also were involved in this program. More specifically, the first year NHCC offered this program, over 200 students participated in the event from local HWC high schools. Because this programming was so successful, NHCC plans to offer and expand this programming to external high schools as well as consortium partners in FY18.	
Additional nontrad programming has been offered at NHCC for the past three years, including Construct Tomorrow and Tech Fest. These events exposed over 500 students to a variety of CTE pathways that specifically impact nontraditional students. While this may have more effect on 5P1 than 5P2, the thinking is that once the threshold of nontraditional participation meets a tipping point, students tend to support each other through to the point of completion.	
The colleges will incorporate other valid strategies as the process of researching and evaluating solutions continues.	
Resources Needed	-Funds to support Graduate Assistant Intern, time to train and support the intern. -Continued participation and financial support from the partners involved in nontrad events at NHCC.
Timeline	-Hire new intern spring/summer of 2017. Train intern when position starts in August. -Nontrad events at NHCC are ongoing with planning starting in the fall for spring events.
Person(s) Responsible	Sara Laviolette, Cynthia Muna, partners involved in nontrad events.
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:	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. Furthermore 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.
Describe any contextual factors that might contribute to this gap:	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 markedly nontrad for women, with a few nontrad for men programs in health areas. This has long been thought to explain the marked differences between the colleges in numbers of mostly female nontrad students willing to attempt crossing the employment gender gap.
Further Information	
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.	
Although the colleges have invested funding in programming and support services for recruiting and retaining nontraditional students, we believe any positive impact will not register until possibly beyond the end of the FY17 reporting year, considering that this is 3-yr cohort data. Furthermore, three year cohort data makes it difficult to zero in on effective practices and cause and effect. The highest actual performance on this indicator over the past three years was 19.25%, and thus is what the HWC postsecondaries proposed and the state accepted as a performance target for next year.	

Related Improvement Plan documents

- 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: *	87.00%
Actual Performance: *	76.69%
General strategies planned to improve performance:	
We believe 1P1 will improve by the next reporting year primarily due to improvement in NCLEX test results as faculty and students develop strategies to improve teaching and learning of the new curriculum. NCLEX testers accounted for 42.7%, or 218 out of 511 TSA results, for the most recent reporting year of FY16.	
For both colleges, the nursing departments are viewing more current results than the state is pulling. As per the state, HTC's results declined to 66.00% for FY16 reporting, whereas in September 2016, the nursing department stated, "With the new curriculum HTC has seen its NCLEX pass rates rise from last year's low of 64% (under the previous curriculum) to 87.9% for the first cohort of graduates (confirmed first time pass rate). NHCC has seen a similar lag between what the state pulls and what the college views as the most recent data.	

For reporting year FY16, the state documented NHCC's NCLEX pass rates at 82.20%; however, the most recent college Minnesota Board of Nursing data shows NHCC's pass rate increased to 85.07% from January through March 2017. Moreover, there may also be other discrepancies in how the data is viewed, such as the nursing departments looking only at first time pass rates and 3 to 6 month time frames versus the state's system of pulling this data annually.

Other factors affecting 1P1 include the next largest pools of testers from the FY16 reporting year which included the Peace Officers License Exam pool of 162 testers, the NOCTI Financial and Managerial Accounting pool of 56 testers, and the EMS Regulatory Board pool of 39 testers. The most recent data on the Peace Officers pool is at 86.36% passing, however this report actually includes aggregated results from six metro colleges, thus is difficult to gauge or affect. The other two pools are currently at 48.21% and 76.92% respectively. According to internal NHCC college data, the accounting test has seen an increase in pass rate since adopting the newly designed technical skill assessment two years ago. However, this is the first year that EMS results have been included, so we are lacking the trend data to offer an analysis on that. With additional TSA's getting averaged into the mix after the target negotiation cycles have been completed, the overall 1P1 results have become less predictable.

If all else were held constant and just the NCLEX pass rate increased dramatically to 90% (which has yet to be achieved following the recent changes in curriculum at both colleges), the overall 1P1 would be around 83%. Thus although still ambitious, this is what HWC proposed and what the State accepted for the final target for FY17.

Comments or context for actual performance (optional):

Improvement Report 2

Indicator Not Met:*	1S2 – Academic Attainment in Math
Negotiated Performance: *	57.30
Actual Performance: *	53.30

General strategies planned to improve performance:

Materials that support the integration of math and CTE are being purchased for use in the classroom. Cross curricular PLC's have been implemented to support integration of both math and CTE real world applications. Professional development to instructors is offered to strengthen instruction. Courses are being created and have been created that help to reinforce math skills such as financial algebra. We will continue to support peer-to-peer mentoring. In addition, Secondary CTE coordinators are partnering with Special Education including ELL to strengthen student knowledge and skills in math. Resources are provided to special populations and districts are encourage to support professional development to teaching staff. CTE instructors are working with special population coordinators to provide both remedial and enrichment activities that provide math applications in the content area.

activities

Comments or context for actual performance (optional):

Math is taught by the math department. CTE does not teach math, we teach applied math as it relates to a career field. MN is based on a consortium model. The data is based on the consortium model. Our strategies have to be focused on districts that do not meet the target. We have 3 districts out of 10 that actually meet the target, seven districts do not.

Improvement Report 3

Indicator Not Met:*	3P1 – Student retention or transfer
Negotiated Performance: *	36.10%
Actual Performance: *	33.70%

General strategies planned to improve performance:

3P1 Retention and Transfer has continued mostly to decrease over the past four reporting years and we feel the most significant factor in this is related to the corresponding increase in 2P1 Completion over that same set of reporting years. According to the data, 2P1 has increased from 35.46% in FY13, to 39.01% in FY14, to 44.41% in FY15, to 46.29% in FY16. This has been explained as follows: "2P1 and 3P1 share the same denominator (concentrators) – and, of those in the denominator, 'successful' students are split between the two numerators: 2p1 numerator gets the concentrators who completed; 3p1 numerator gets the concentrators who were still enrolled or transferred elsewhere."

With the changes in federal and state governments, it is difficult to predict what will happen with either 2P1 or 3P1. Up to this time, we felt that the improving economy and more robust job outlook had influenced a greater number of those students on a path to success to finish up and enter the workforce rather than invest in further education.

However, it is in the best interests of the colleges to continue to promote all positive outcomes for students--retention, transfer and completion. The State did accept our proposed target of 33.70% for FY17 reporting.

On a related note, we have consulted with SLEDS data analysts about tracking those students who have neither completed nor persisted in their education to determine if they might still have positive outcomes in terms of employment in their field.

Comments or context for actual performance (optional):

Improvement Report 4

Indicator Not Met:*	5P2 – Nontraditional completion
Negotiated Performance: *	20.60%
Actual Performance: *	18.30%

General strategies planned to improve performance:

Going forward, the colleges intend to promote both nontrad participation and nontrad completion through the following strategies:

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. Programming has centered on gathering input from student focus groups and surveys and analyzing college admissions and marketing procedures to discover and correct any unintentional biases. Support groups are being offered on an on-going basis and mentoring will be a possible additional strategy. Mentoring however, while potentially very effective for the individuals involved, has not had many takers and thus has not proven to be a broad enough strategy to influence overall data.

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 is inclusive of all nontrad students.

We intend to hire an intern again in FY18 to continue this programming.

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 included the following activities: monthly guest speakers, open houses that featured Criminal Justice and Law Enforcement programs, a mentoring program collaborating with local police departments, and participation in regional Criminal Justice conferences and competitions.

Additionally, the collaborative partners for the Criminal Justice and Law Enforcement annual programming included 5 members of the HWC consortium, which included Brooklyn Center, Robbinsdale, Minneapolis, Park Center, and Osseo. Additionally, the Brooklyn Park Police Department, local police union members, SWAT teams, FBI and other law enforcement constituents were involved in this program. During the first year, over 200 students participated in this event. Due to the success of this program, NHCC plans to offer and expand this programming to external high schools, as well as consortium partners in FY18.

Additional nontrad programming has been offered at NHCC for the past three years, including Construct Tomorrow and Tech Fest. These events exposed over 500 students to a variety of CTE pathways that specifically impact nontraditional students. While this may have more effect on 5P1 than 5P2, the thinking is that once the threshold of nontraditional participation meets a tipping point, students tend to support each other through to the point of completion.

The colleges will incorporate other valid strategies as the process of researching and evaluating solutions continues.

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.

Although the colleges have invested funding in programming and support services for recruiting and retaining nontraditional students, we believe any positive impact will not register until possibly beyond the end of the FY17 reporting year, considering that this is 3-yr cohort data. Furthermore, three year cohort data makes it difficult to zero in on effective practices and cause and effect. The highest actual performance on this indicator over the past three years was 19.25%, and thus is what the HWC postsecondaries proposed and the state accepted as a performance target for next year.

Improvement Report 5

Indicator Not Met:*	6S1 – Nontraditional participation
Negotiated Performance: *	43.33
Actual Performance: *	42.34

General strategies planned to improve performance:	
Language development and cultural understanding in CTE programs will be supported through activities that focus on All Aspects of the Industry including mentoring, hands-on career workshops, field trips to industry, classroom speakers and job shadowing opportunities. Mentors (e-mentoring, online, virtual or face-to-face) will be utilized in non-trad courses. CTE personnel will assist in developing personal learning plans for non-trad students incorporating the use of interest inventories, aptitude tests, MCIS, CAREERwise, etc. Support materials will be purchased as needed. Professional development will be provided for instructors and staff.	
Comments or context for actual performance (optional):	
Although materials and support are provided to all students, there is a parent and peer affect, which cannot be controlled. We can only continue to educate.	
Improvement Report 6	
Indicator Not Met:*	6S2 – Nontraditional completion
Negotiated Performance: *	48.0
Actual Performance: *	47.37
General strategies planned to improve performance:	
POS and data will be analyzed to determine which districts have a complete POS with a sequence of CTE courses that transition to post secondary. Those districts will be provided support to in engaging students to complete the pathway. Guidance counselors and parents will be provided with All Aspects of the Industry data. Students will be informed of All Aspects of the Industry as well. Guest speakers, mentorships, internships, job shadows and any other experiential learning activity will also be provided.	
Assist other districts by introducing them to brokering options for their students in specific pathways.	
Comments or context for actual performance (optional):	
Secondary programming is sometimes meant to be exploratory (offer something for everyone). The formula of participants/completers is skewed by the fact that not all high school have a complete pathway. Requirements of graduation can prohibit students from completing a CTE Pathway.	

Statement of Assurances & Certifications

Description	File Name	File Size
HTC Statement of Assurances	0479_001.pdf	126 KB
Signed Assurance Osseo	2018 Statement of Assurance Osseo.pdf	141 KB
NHCC President Signature Barb McDonald	Barb Mcdonald signature.pdf	263 KB
Signed Statement of Assurances Eden Prairie	Eden Prairie FY18 Statement of Assurances.pdf	1.4 MB
Signed Assurance for Robbinsdale Schools	FY 18 Robbinsdale Statement of Assurances and Certifications.pdf	885 KB
Signed assurances FY18 Hopkins	Hopkins Statement of Assurances.pdf	705 KB
District 287 FY18 Assurances	Intermediat District 287 Statement of Assurances FY18(1).pdf	146 KB
Signed statement of Assurances for Minnetonka Schools	Minnetonka Statement of Assurances FY18.pdf	779 KB
Sign Assurances for Brooklyn Center	Perkins CTE Assurances ISD286.pdf	133 KB
Lionsgate Academy Statement of Assurances	SKM_C224e17050911430(1).pdf	751 KB
Signed Assurances St. Louis Park	St. Louis Park Statement of Assurances FY18.pdf	139 KB
Signed Assurances Wayzata	Statement of Assurances Wayzata.pdf	147 KB

Attachments

Description	File Name	File Size
Additional Approved TSA's for FY17 and F18 (Not listed in the database)	Tsa 2018.docx	23 KB
Additional Approved TSA's for FY17 and F18 (Not listed in the database)	Tsa 2018.docx	23 KB

