



MINNESOTA STATE

Career and Technical Education

Grant Details

02416 - FY19 PERKINS APPLICATION

02623 - FY19 HENNEPIN WEST CONSORTIUM PERKINS APPLICATION

Perkins IV Consortium

Grant Title: FY19 HENNEPIN WEST CONSORTIUM PERKINS APPLICATION
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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 One

Career and Technical Education Programs:

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

1A) How does your plan support the career and technical education programs in your consortium?

For FY19, HWC's Perkins plan will focus on support of existing approved Programs of Study (POS) and further revise the consortium's two Rigorous Program of Study (RPOS), the first in Accounting and the second in Programming and Software Development. These RPOS were chosen based on the broad offerings in these subject areas at the high schools and colleges and on projected employment trends.

Support will also be provided for other CTE programming outside of HWC's existing RPOS and POS pathways. Many programs exist within HWC's offerings that do not directly connect across the high school to college transition, yet they are viable dotted line pathways to high skill, high wage, or high demand careers and would benefit from additional support. A number of these programs already utilize third party assessments as this has long been an expectation, if not a requirement, of the industries involved. Examples include HTC's Landscape Horticulture and Dental programs.

Moving forward, our strategies will include identifying and administering TSA's, expanding high school to college or career transition programming including advanced standing options, collaborating with Business and Industry, and developing resources for students with barriers to success such as economic disadvantages, nontraditional status, and language or cultural differences.

1B) What initiatives included in your plan support new or significantly improved CTE programming?

HWC's initiatives for FY19 will include support for CTE and STEM programming. This will include new or enhanced nontraditional student support programming such as Lean In Circles, career awareness events, and mentoring connections; panels of industry professionals that highlight employment opportunities; career exploration, job shadowing, internships, apprenticeships; short and long term career and training options; and professional development opportunities for staff and faculty. Additionally, in conjunction with Twin West, HWC teachers and faculty will have the opportunity to complete an externship in a high demand occupational areas which will serve to provide current real world experience in the field. Areas included are Agri-business, Information Support and Services, Manufacturing, and Health Care. HWC has programs of studies in all areas except agri-business which will possibly be a future POS.

Another example is NHCC and AmeriCorps will expand their collaboration to offer additional low cost services for students to support overcoming personal barriers such as lack of healthcare, mental health concerns, and homelessness, which may negatively impact retention and completion. Another project that NHCC plans to begin developing with Hennepin County is an internship program that targets and supports females in Law Enforcement and Criminal Justice to increase the completion rates for 5P2.

At both colleges, additional student support programming will focus on improving retention, completion and nontraditional student performance measures. For instance, the Nontraditional Student Support Consultant who is shared by the colleges will continue to develop programming in support of students primarily in Computer Science, Nursing, Criminal Justice and women in the trades. The colleges and high schools will work collectively to offer programming that improves awareness of all career pathways, including nontraditional pathways, for transitioning high school students and adult learners.

In FY19, the colleges will also further consider potential support of the Nontrad Consultant's involvement in the national IWITTS Training Institute and will continue to support local and online training such as the IWITTS STEM Success telesummit that the consultant attended at no charge in April of 2018.

In addition to offering industry recognized certifications for several career pathways with or without POS's, college faculty will continue to utilize technical skill assessment results to improve curriculum alignment with industry expectations. One notable example of this is the extensive intervention plan which will be implemented at HTC starting in the summer of 2018 to improve the NCLEX pass rate for nursing students.

Both colleges allocate considerable resources towards career development activities and employment opportunities through internships, externships, service learning, networking workshops and career resource fairs. For example, in FY19 NHCC plans to investigate with St. Cloud State University the possibility of building connections and aligning curriculum in software engineering and computer science programming to enhance a smooth transition for students. Additionally, NHCC will use alumni to work with faculty from NHCC and St Cloud State to form a team of CSCI tutors that will support both two and four year CSCI and engineering students.

1C) Describe how you have selected the programs that will receive support and how the consortium, as a whole, will benefit from the Perkins expenditures?

HWC programming is developed with an understanding of how it will impact on all stakeholders within the consortium. The consortium utilizes multiple sources to guide program and services planning. For example, Perkins, SLEDS, DEED, institutional data, strategic plans, as well as input from business, industry and local advisory committees to develop industry validated programming that reinforces academic and CTE standards. Further analysis of institutional and consortium data supports the need for expanded services for tutoring and assigned advising using the one stop shop framework and the development of a Center for Teaching and Learning. In addition, the colleges will continue to expand career services functions focusing on employment trends, employer partner relationships, career resource fairs, service learning, job shadowing externships and internships.

All members of HWC utilize an RFP process to encourage and support innovative programming and services as well as enhance access to technologies that minimize the digital divide. This process often generates creative solutions to previously unidentified student and institutional program and service gaps.

Meeting State and Local adjusted levels of Performance

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

2A) Describe the process you used to analyze and interpret performance on accountability indicators.

HWC analyzes data as a group from the sources available at local, state and national levels. Each CTE Director is encouraged to share the data with their institution and assist in formulating a plan. Each local plan is then shared with the group for funding consideration.

For FY19, the colleges are charged with continuously improving the performance on 1P1 Technical Skill Attainment, 3P1 Retention and Transfer, and 5P2 Nontrad Completion. Regarding 1P1, data was analyzed for the various assessments included in the measure and the NCLEX results proved to have the most significant effect on the collective results. The colleges obtained end of year NCLEX results for calendar year 2017 which will be used in the 1P1 report for FY18, and it is evident that programmatic changes have already resulted in an increase in the number passing. These testers accounted for nearly 68% of the all testers included in 1P1 for FY17, and it is expected that they will comprise the largest portion of testers in FY18 as well. Other data that was considered includes the next largest pools of testers in Law Enforcement, Emergency Medical Services, and Nocti testers primarily in Accounting. However, issues at the State level with access to some data pools make this difficult to predict.

3P1 Retention and Transfer tends to be limited by the success of 2P1 Completion. However, all of these outcomes are considered successful outcomes for students and are embraced by the colleges as they must answer to the HLC and their own internal strategic plans.

5P2 Nontrad Completion is being actively addressed along with 5P1 Nontrad Participation, despite the fact that the colleges exceeded the target for 5P1. The Nontraditional Student Support Consultant will continue to expand the range of programming designed to attract and support these students. At HTC, this support ranges from individual interventions with singleton nontrad students primarily in trades areas, to collective awareness and support programming, to potential development of nontrad scholarship offerings. At NHCC, groundwork will be laid to develop a collaborative internship project with Hennepin County that will focus on support designed to increase the completion rates for 5P2.

2B) How does the expenditure of funds in your plan support improved performance on negotiated performance targets?

HWC's plan is developed with a focus on required Perkins initiatives as well as on consortium performance measures. These are discussed regularly at HWC meetings as the group seeks collaborative solutions.

For FY19, secondaries will focus on improved partnerships with the core academics (reading, math and communications). This will include providing support materials, planning meetings, professional development and improved advising for students. Secondaries will continue to incorporate reading and math strategies in CTE. CTE will be an integral part in developing Personal Learning Plans for students.

The performance levels listed for postsecondaries point to the continued need to fund advising, tutoring, and nontrad support options for CTE students.

How students participating in CTE are provided programs

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

3A) Describe how you determined that the CTE programs supported in your plan will be of quality and attract sufficient enrollment or meet regional needs.

HWC will complete an ongoing needs assessment and evaluate regional needs with input from DEED, WorkForce centers, business, industry, advisory committee members, and faculty to provide quality programming of sufficient size and scope for Minnesota workforce needs.

Based on these needs, CTE programs are modified, created or retired. All CTE programs are promoted to secondary students, parents and guidance counselors. Secondary programs are continually reviewed and updated to meet state and local standards

through a continuous improvement model. HWC supports professional organizations and utilizes materials provided by these organizations. Partnerships are continually developed in Business and Industry that promote and advance the value of CTE. Most recently, Twin West Chamber of Commerce representatives have regularly attended HWC meetings to advise the membership on Business and Industry trends and initiatives. At the colleges, the quality and continuous improvement of programming is evaluated by the Higher Learning Commission, individual program accreditation, program review processes, and regular evaluation of services using survey tools and subsequent data analysis.

3B) How have you worked to align rigorous content in your local CTE programs with academic and technical standards recognized at the state or national level?

All consortium members share the coordination, implementation and fiscal responsibility which ensures that all established POS include a TSA at the postsecondary and secondary level as required by Perkins legislation. Some programs, such as Nursing, EMT and Law Enforcement, have included a state licensure or board exam for many years. Other state approved TSA's have been introduced and/or embedded into the secondary and postsecondary curriculum more recently. At the colleges, whether or not CTE programs are part of a Perkins POS, third party assessments are generally required to maintain accreditation from the HLC. The secondary schools have placed a high priority on utilizing TSA data and continues to encourage implementation of TSA into all programs. This secondary initiative has been supported and partially financially funded by our collegiate partners.

How students are provided with experience

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

In FY19, HWC will continue to offer experiential learning such as apprenticeships, internships, mentoring, academy courses, and short term stackable training for students in order to broaden and maintain high quality collaborative partnerships with business and industry.

The colleges plan to reach out to new employers in a variety of employer partnership initiatives in FY19. Building on the success of this endeavor over the past two years, HTC will continue to invite high schools to send students to the many career fairs offered during the year. These fairs are now organized around groups of similar program areas. Thirteen were offered in FY18 with a similar number planned for FY19. In addition, although the Great Lakes grant funding that supports student internships is coming to an end, the Career Experience Coordinator position at HTC will continue. Additional career experiences and internships will now be developed through direct relationships with employer partners. In addition to exposure to networking opportunities, all of these internships will cultivate both job specific skills and broad, transferrable skills involving many aspects of the industry. This position will also act as a liaison for HTC's new internship scholarship program and emerging apprenticeships connecting companies with students and supporting those students with co-curricular career readiness skills. Finally, this position will provide career-based support to enhance the student employment process at HTC.

In FY19, NHCC will expand the role of the career placement intern to collaborate with the advising office to further integrate career advising into the academic advising process. Additionally, the career placement intern will continue to help strengthen community partnerships with employers and NHCC graduates, explore opportunities to embed career exploration across the curriculum, as well as meet one on one with students for career advising, resume writing and career exploration assistance. Additionally, during fall semester NHCC will pilot a collaborative project with one or two CSCI alumni to develop a software program that allows staff to identify data reports that assist the peer tutoring program, as well as functionality that supports the ability to survey faculty and students that use the service. Also, the alumni will be a liaison between NHCC and SCSU to develop transfer programming and coursework that may be co-located on both campuses.

HWC secondary districts have implemented a variety of strategies to assist with meeting All Aspects of the Industry. Experiential learning opportunities for students include mentorships, apprenticeships, job simulation activities, internships, WBL, student organizations and in-school employment. Schools will also use tools such as career readiness surveys, career development activities, MCIS, Naviance, MnPOS, CTEcreditMN.com, and CAREERwise Education. Several districts continue to develop career academies using the Center for Advanced Professional Study (CAPS) approach. In addition, an apprenticeship grant has been applied for through MN Department of Labor and MPMA. Instructors will be provided with professional development in conjunction with MDE/MN State and professional organizations.

Summary Narrative Part Two

Comprehensive Professional Development

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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)]

5a) Describe the consortium's plan for providing sustained, high quality professional development?

Consortium members, high school instructors, college faculty, staff, advisors and tutors will continue to attend a variety of local, state, and national professional development opportunities. HWC is planning an outreach retreat for our stakeholders and will continue to support a summer retreat. Consortium directors and instructors are encouraged to participate in professional organizations that provide professional development. For instance, NHCC plans to provide college faculty, staff and coordinators a variety professional development training opportunities to assist in promoting career pathways that may include education, criminal justice, computer science, STEM, nursing, paralegal, and other pathways that fall under Perkins legislation. Additionally, individual employee plans are tied to the current academic and student affairs strategic plans. At HTC, participation in professional development activities is a college wide goal for all individuals. Employees annually develop goals that tie to college, division and departmental goals to advance the cause of continuous improvement and professional growth. Perkins funded tutors regularly access sustained professional development opportunities in order to keep pace with the evolution of technical subjects and diversity of student needs.

5b) How is this plan supported by expenditure decisions?

Consortium professional development funds will be available for CTE advisors, faculty, instructors, guidance counselors, interns and Perkins/CTE Directors for membership and to participate in professional organizations such as MACTA, MNACTE and ACTE. HWC will take an active role in supporting the annual fall CTE Works, Perkins conference, and other state and national conferences. Consortium institutions offer additional funding sources through college bargaining units, human resources and secondary in-kind funds.

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. How do you assist business industry specialist (community experts) to obtain variances and support them with professional development to transition to full licensure [Sec.134 (b)(12 (A-B))]

6a) 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.

Currently, the colleges follow the MinnState system hiring policies and practices to recruit qualified CTE applicants. Secondary positions are posted on district websites, local newspapers and professional organization websites. Candidates may be solicited from professional organizations and community experts. CTE licensure is evaluated and variances are obtained as needed. CTE Directors and Perkins Coordinators through MACTA are active members on the ESSA, legislative and licensure committees. Participation on these committees drives state regulations. HWC members are also called to testify on topics related to CTE. In addition, HWC supports the National Policy Seminar that promotes CTE on the federal level.

6b) How do you assist business and industry specialists (community experts) to obtain variances and support them with professional development to transition to full licensure [Sec.134 (b)(12 (A-B))]

CTE and personnel directors at the districts work to provide the necessary steps for community experts to obtain a variance. The CTE Director mentors the new instructor and assists with developing a professional development plan to obtain full CTE licensure which includes providing information on college certification programs, the portfolio process, professional organizations, and CTE curriculum/teaching standards.

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.

7a) Beyond technical skill assessments, what other tools and data sources does the consortium use to evaluate student performance?

HWC continually analyzes data from Real Time Talent, TSA, CTEcreditMN.com (ACC reports), Twin West, advisory committee input, DEED labor market data, SLEDS, EPM 11 Perkins data, ISRS, Office of Civil Rights and Perkins monitoring visit findings, MARSS, Perkins P files, local district data, college strategic plans, Graduate Follow-Up, National Student Clearinghouse, 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.

7b) How did this evaluation influence this plan? [Sec.134 (b)(7)]

The data drives expenditure of funds that focuses on expanded employer partnerships, special population support services such as nontrad recruitment and support programming, certified tutoring, assigned advising, student internships and placement, high school to college transition and dual enrollment options. Consortium institutions utilize various online assistive technologies to help empower students to develop and take responsibility for their education.

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)]

Currently, HWC has two fully developed RPOS. The first is in Accounting and the most recently identified RPOS is in Programming and Software Development, which will be more closely evaluated using the 10 subcomponents in FY19. The consortium team identified and reviewed this RPOS by taking inventory of the high schools and colleges that currently align and offer this curriculum. Additionally, high school teachers and college faculty were consulted to ensure the pathway includes the following 10 RPOS subcomponents. Per the CTE state leadership recommendations, we began monthly discussions at the beginning of FY18 and made the final RPOS pathway decision during our summer retreat in FY18. This timeline was a guide for the consortium to ensure we will be ready to implement in FY19 with a list of strengths and areas that may need improvement.

In FY19, 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 instructors, 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 committees.

Professional Development: HWC supports staff, high school instructors, 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 MinnState/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, career placement software and iSEEK..

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

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Your Goal 1 narrative must include descriptions of the following elements: (New or revised questions are in green)

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.)]
9. Describe how career guidance and academic counseling will be provided to career and technical education students [Sec. 134 (b) (11)].
10. Describe how CTE students at the secondary level are encouraged to enroll in rigorous and challenging courses in core academic subjects (as defined in Sec. 9101 of the elementary and secondary education act of 1965) [Sec. 134 (b)(3)(E)].

1) HWC conducts a needs assessment for design and implementation of POS & RPOS. The needs assessment consists of:

- Step 1) Review of current college and high school programs to determine which programs are strong, growing and thriving and identify programs in which enrollment has significantly declined.
- Step 2) Members of HWC present information from their advisory committees and industry partners.
- Step 3) Employment data is analyzed.
- Step 4) College and district leadership and faculty identify and determine if a program is financially practical and has enrollment growth potential.
- Step 5) Depending on steps 1-4, curriculum and programs are designed and implemented.

HWC currently has one RPOS in Accounting and will have a second RPOS in programming and software development pending state approval. Also, HWC has nine approved POS's that are annually reviewed and updated.

2) HWC will continue to provide and expand early college credit opportunities through ACC, CE, PLTW, CIS, AP, IB, and CLEP exams. HWC invests in articulation and concurrent enrollment as the primary vehicles for dual enrollment. PSEO, PSEO by Contract, and Early Middle College Credit Programs are also popular options for dual enrollment. In areas where the consortium offers no related CE or articulated programming, services will be brokered with other colleges and high schools. However, HWC continues to lose CE programs because of the differences with high school teachers' credentials and the credit requirements of the college faculty, which is based on the Higher Learning Commission standards.

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.

3) The HWC CTE Directors are liaisons that facilitate college and district POS discussions with faculty, counselors and other decision makers. Influential college and district stakeholders participate in monthly meeting discussions, which influence and guide the implementation of programs of study.

4) National data trends highlight that students who take CTE courses in high school are more likely to continue their education at a postsecondary institution. High school CTE preparation allows for exploration of a POS, which assists the student in determining the appropriate pathway to follow. Students' knowledge of content in a POS is expanded and improved. Secondary and postsecondary staff and faculty work together to bridge the gap from high school to college. HWC colleges work closely with all of the early college option programs (e.g. CE, ACC, etc.) including programs that assist special population student groups (e.g. Gateway and other early middle college programs, English Language Learners (ELL), ALC's, TRIO). The overall goal is to increase student success, close the achievement gap and integrate academic standards into CTE courses. We continue to collaborate between the postsecondary and secondary levels to improve and expand curriculum through the use of TSA. All HWC secondary career programs are encouraged and supported in incorporating TSA to sustain and enrich their pathways.

5) HWC encourages professional development for CTE staff and faculty in POS and other programming. Professional development training includes local, state and national conferences such as ACTE, NPS, MAFCS, Midwest Accounting Educators, and ITEEA. HWC and NHCC staff will continue to assist concurrent enrollment staff to ensure compliance with state mandated legislation and HLC requirements. Additional professional development will be organized around articulation agreements and career pathway options.

6) In FY19, HWC members will continue to utilize state approved technical skills assessments such as NOCTI, licensure exams and board certifications, and Precision Exams, as well as classroom assessments relative to the course of study. HWC high schools and

colleges are required to administer assessments in seven career pathways and share data with the consortium. The consortium reports assessment results to the state in seven required pathways and 1 RPOS. The assessment results continue to strengthen articulation agreements from high school to college and provide feed back into improvements in curricular instruction.

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

7) Both colleges continue to collaborate with local ABE programs to serve adult learners. For several years, ABE has provided staff that are located on the college campuses to ensure academic support for adult learners. These services help students that are not academically college ready. For example, North Hennepin and Osseo ABE continue to provide students with access to curriculum that improves their academic skills so they are able to increase scores on the Accuplacer college entrance exam and are then eligible to enroll in college credit classes.

8) HWC secondary embraces the career academy model that exposes students to all aspects of the industry. Students are connected to real world experiences through job shadowing, guest speakers, mentors, WBL, simulations, site visits, career days, and apprenticeships. Partnering colleges continue to host career focused workshops for secondary and adult students. The goal of these workshops is to give students an opportunity to explore CTE programming, participate in hands-on activities, and attend industry expert panels and college guest speaker presentations. HWC's industry partner, Twin West, will be piloting two new initiatives which will focus on all aspects of the industry. One initiative is designed to develop student leaders in industry and the other is designed to provide a resource connecting students and teachers to industry.

9) Career guidance and academic counseling as required by World's Best Workforce legislation is required at all levels. Individual student learning plans are developed during middle school that utilize resources such as guidance counselors, interest inventories, MCIS, Naviance and Explorer. The individual student learning plans are expanded in high school through career guidance and academic counseling, PSAT, CTE courses, MCIS, and Naviance. The outcome of the student learning plan is to develop a bridge between high school and college or career.

At NHCC, students are assigned to advisors based on the career pathway they have identified as their program major. Additionally, advisors are co-located across campus to assist students with identifying and enrolling in required CTE courses and to offer classroom visits to promote advising, career planning and academic and technical learning plans. In FY19, the advising office will roll out a revamped orientation with embedded technology capabilities to actively engage students during the orientation to ensure they are aware of student support programs that support academic success. Additionally, at NHCC there will be a shared internship position between the advising and career placement center in FY19. They will develop strategies to support career guidance and counseling for all CTE students during the academic year.

At HTC, students are assigned to both an enrollment advisor and a faculty advisor based on their area of study. When a student first begins their academic career at HTC, they will work with an enrollment advisor on their prerequisites and first semester coursework. Once a student begins their major related course work their faculty advisor will advise on their technical courses while their enrollment advisor remains a resource for any questions related to general education requirements included in their major. Summer 2018, HTC is piloting a new structure for orientation sessions that increase the frequency of orientation while allowing for more individualized interactions between students and Enrollment Advisors. In FY19, we will also roll out an updated online orientation that will utilize D2L to best prepare students for using this tool in the classroom. We will continue our efforts to increase returning student registration with our Advising Month programming in October and March. Lastly, we have had great success with our collaboration with the Department of Student Life and Career Development on our "Registration Parties" and look forward to continue this collaboration in this upcoming fiscal year.

Additionally, NHCC will continue to utilize and expand the role of the career placement liaison to help strengthen community partnerships with employers and NHCC graduates, cultivate intercampus collaboration with the advising department to better 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 with the advising office during FY19.

At HTC, job placement activities have been moved under the Student Life umbrella and the new title of the department is Student Life and Career Development. Career personnel offered 13 career fairs this past year and will offer a similar number again next year. High school partners are regularly invited to send students to these fairs.

10) HWC continues to develop POS and RPOS career pathways. These pathways are not limited to CTE courses. Pathways are inclusive of a variety of courses including academic courses, AP, CE, and ACC as demonstrated at <http://www.mnprogramsofstudy.org/mnpos/>. As a student pursues a pathway, they will be encouraged to complete rigorous and challenging courses required for that field of study and additional career guidance will be provided as needed (see question 9).

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

Goal 1 Objectives

Goal 1 Objectives 1	
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	
<p>HWC will continue to design POS & RPOS based on stakeholders and a needs assessment including equipment requirements. CTE Small Learning Communities/PLC and advisory committees will be used to provide research and relevant data to improve, design or implement secondary course offerings and curriculum. CTE coordinators are liaisons that facilitate college and district POS discussions with faculty, counselors and other decision makers. Utilizing information from multiple sources (e.g. employment data, professional development, research, MCIS, curriculum directors, deans, principals, guidance counselors)colleges and districts determine if a program is financially practical and has enrollment possibilities for a POS or RPOS. See goal 2 & 5 regarding Community Outreach Symposium.</p>	
Outcomes	
<p>Relevant courses within the consortium will be offered that meet industry standards. CTE professionals and classrooms will have up-to-date equipment/technology. Partnerships between HWC and external stakeholders will be enhanced through the professional development processes. A pathway will be completed that guides students from secondary to postsecondary and/or careers.</p>	
Measures	
3S1, 4S1, 5S1 negotiated target will be met or improved by 1%	
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 Total	\$0.00
Secondary Required Activities	\$30,000.00
Secondary Permissible Activities	\$20,000.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$2,500.00
Secondary Total	\$52,500.00
Total	\$52,500.00
Goal 1 Objectives 2	
Required/Permissive Uses of Funds*	R2 Programs of Study, R6 Assessment , R10 Collaboration, R11 Articulation
Strategies	
<p>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 amongst the membership. In addition to TSA data, additional academic data will be used to drive program improvement at both level.</p>	
Outcomes	
<p>HWC secondary partners will engage in conversation with HTC 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.</p>	
Measures	
<p>HWC will meet the negotiated targets for 1S1, 1S2, 2S1 or improve by 1%.</p> <p>1P1 will meet the most recent negotiated performance target of 80.00% for FY18 by the end of FY19.</p>	
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 Total	\$0.00
Secondary Required Activities	\$61,041.80
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$61,041.80
Total	\$61,041.80

Goal 1 Objectives 3

Required/Permissive Uses of Funds* R4, R5 , R6 , R10 , P6, P8

Strategies

HWC advances POS through the career academy model that exposes students to all aspects of the industry. Students will be connected to real world experiences through job shadows, guest speakers, mentors, WBL, simulations, site visits, career days, and apprenticeship. In FY19, consortium members will continue to enhance the framework for career fair models, which includes career hands-on workshops in order for students to gain a better understanding of All Aspects of the Industry. Additionally, the consortium will identify additional apprenticeships, mentorships and internships for a variety of career pathways. Twin West, our industry partner will be piloting two new initiatives, which will focus on all aspects of the industry. One initiative is designed to develop student leaders in industry by implementing a student leadership program on a monthly basis. Students will be selected by application and assigned a business mentor to explore leadership. The second initiative is a creation of a web portal where students and instructors will connect with business and industry. This portal will allow sign-up for site visits, guest speakers, mentors, job shadows, etc.

Outcomes

By exposing students to all aspects of the industry, they will be better prepared for advancing in a POS.

Measures

Measures 5S1, 6S1 and 6S2 will be met or improved by 2%.

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 Total	\$0.00
Secondary Required Activities	\$80,000.00
Secondary Permissible Activities	\$15,000.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$4,064.40
Secondary Total	\$99,064.40
Total	\$99,064.40

Goal 1 Objectives 4

Required/Permissive Uses of Funds* R4, R6 , R10 , R11 , P2, R4, R6 , R10 , R11 , P9-Support the improvement or development of new career and technical education courses and initiatives, including career clusters, career academies, and distance education ? high skill, high wage, high demand

Strategies

HWC will continue to develop pathways to postsecondary through early college credit opportunities, ACC, CE, PLTW, CIS, AP, IB, and CLEP exams. 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 options for dual enrollment. In areas where the consortium offers no related CE or articulated programming, services will be brokered with other colleges and high schools. HWC contributes to a portion of the regional articulation coordinator, 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.

Outcomes

Students will have the ability to explore career pathways at minimal or no expense. Preparation for post secondary will be enriched and students will have the opportunity to enter a pathway earlier.

Measures

Negotiated targets for 5S1 will be met or improved by 1%.

Post-Secondary Required Activities	\$17,800.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$17,800.00
Secondary Required Activities	\$25,000.00
Secondary Permissible Activities	\$0.00

Secondary Admin Cost	\$0.00
Secondary Reserve	\$11,734.97
Secondary Total	\$36,734.97
Total	\$54,534.97
Goal 1 Objectives 5	
Required/Permissive Uses of Funds*	R2 , R3, R4, R6 , P4
Strategies	
HWC will meet Perkins and Worlds Best Workforce legislation by utilizing individual (student) learning plans developed at the middle school level and built upon in high school. Resources such as interest inventories, MCIS, Naviance, Explorer and PSAT will be incorporated. Student leadership is incorporated in the student learning plan through student organizations and/or other experiential learning activities. The PLC model will facilitate the process of POS development and student advising. An integral part of advising students and planning POS will be to use the expertise of career/guidance/academic advisors and our advisory committees.	
Outcomes	
The individual learning plan becomes a tool to bridge between high school and college or a career. Career/guidance/academic advisors will be better prepared to advise students on POS and recommend relevant academic and CTE courses.	
Measures	
Measures 1S1, 1S2, 2S1, 3S1, 4S1, and 5S1 will be met or improved by a minimum of 1%.	
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 Total	\$0.00
Secondary Required Activities	\$23,694.18
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$16,400.00
Secondary Total	\$40,094.18
Total	\$40,094.18
Goal 1 Objectives 6	
Required/Permissive Uses of Funds*	R2 Programs of Study, R6 Assessment , R8 Size/Scope/Quality, R10 Collaboration, R11 Articulation, P10 Student Transition
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), transfers from two to four year institutions, and ACC (Articulated College Credit) offerings. In FY19, consortium members will utilize 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. HWC 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	
1. HWC will identify and execute a development plan for the new RPOS in Programming and Software Development.	
2. The Science, Technology, Engineering and Math career fields 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.	
3. The number of students downloading their ACC record from www.CTEcreditMN.com will increase between the FY17 baseline and FY18. The number of students in "pending" status will decrease on the www.CTEcreditMN.com website from FY18. The number of HWC instructors utilizing the website will increase from FY18.	
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 Total	\$0.00
Secondary Required Activities	\$0.00

Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$0.00
Total	\$0.00

Goal 1 Objectives 7

Required/Permissive Uses of Funds*	R3
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Strategies

Continuing in FY19, HWC 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 FY19, eight faculty and/or staff will attend one or more professional development CTE workshops or conferences.

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

Goal 1 Objectives 8

Required/Permissive Uses of Funds*	R4, R10 , R11 , P2, P3
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Strategies

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.

For FY19, the consortium will use new and existing dual enrollment agreements to support our POS's in Health Care, Nutrition and Hospitality. An example of this is the nutrition course which will be offered between NHCC and Wayzata HS. This course is a requirement for several pathways including Nursing and Dietetics and is a college requirement for many pathways into postsecondary education.

In FY19, the HWC colleges will work specifically on the following agreements with high school partners both internal and external to HWC, as well as agreements with 4-year institutions:

NHCC will continue to expand concurrent enrollment offerings with internal and external partners. In addition to the nutrition course to be offered between NHCC and Wayzata, the college will offer Arabic with Wellstone International. Additionally, NHCC will be applying for accreditation for concurrent enrollment. NHCC will also continue to offer concurrent enrollment options to consortium and non-consortium high schools in the following areas: Graphic Design, CSCI, Accounting, CIS, Sales and Promotion and Entrepreneurship. For the University partnerships, NHCC will be adding Professional Communication courses with Metro state which will be located on NHCC's campus. In FY19, the college will add Data Science, Cyber Security, and Accounting with Metro State, and Information Systems and Software Engineering with St. Cloud State University.

In FY19, the Academic Dean of General Education at HTC will oversee developing CE agreements with high schools and articulations with 4-year colleges.

The following CE agreements are planned for FY19:

- Prior Lake/Lakeville MNCAPS: Business courses
- Wayzata HS: Business, IT and Woodworking
- Forest Lake HS: Landscape/Horticulture
- Buffalo HS: Landscape/Horticulture, Child Development, Auto Mechanics, Engineering CAD, Woodworking, Business, Accounting
- Roseville HS: Auto Mechanics, Marine/Motorsports and Woodworking

The following CE agreements are also probable for FY19:

Burnsville HS: Auto Mechanics, Marine/Motorsports, Carpentry

Possible new relationships for FY19:

- Academy for Sciences and Agriculture (AFSA): Landscape/Horticulture
- Edison HS: Business
- Gateway/ISD 287

Regarding two-year to four-yr agreements, HTC continues to develop opportunities for degree and diploma graduates to transfer seamlessly into 4-yr degree programs via articulation agreements:

-HTC had 87 approved agreements as of April 2018

-in process are new block agreements that lead in from several HTC programs to one specific degree at a university. Examples include block agreements with Metro State for degrees in Organization Administration and Information Assurance.

Outcomes

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

Measures

Both colleges 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, as well as new programming with various four year partners.

In FY19, 95% of students participating in a concurrent enrollment course with NHCC will successfully pass with a C or higher.

3P1 retention and transfer data will meet the most recent negotiated target of 31.58% for FY18 by the end of FY19.

Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$22,648.00
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$22,648.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$0.00
Total	\$22,648.00

Goal 1 Objectives 9

Required/Permissible Uses of Funds*	R1 , R2 , R3, R4, R5 , R6 , R7 , R8 , R9 , R10 , R11 , P1 , P2, P3, P4, P5, P6, P7, P8, P9-Support the improvement or development of new career and technical education courses and initiatives, including career clusters, career academies, and distance education ? high skill, high wage, high demand, P10, P11, P12, P13, P14, P15, P16, P17
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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 partners or others as appropriate for proposals pertaining to:

--POS, RPOS

--High school and college dual credit options

--Career and college readiness and transition programming for high school students

--Underrepresented students

--Tools, textbooks, and technology available for loan to students to ensure equal access

--Innovative technologies, software or equipment upgrades

--Simulation projects that enhance teaching and learning

--Technical skills assessments and TSA prep

- Employer partnership development
- Graduate assistant internships
- Initiatives that support meeting target performance measures
- 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 recipients will identify related goals, outcomes, and sustainability measures and evaluate results based on Perkins objectives. Initial outcomes will be reported in the following fiscal year.

Post-Secondary Required Activities	\$5,196.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$14,111.00
Post-Secondary Total	\$19,307.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$0.00
Total	\$19,307.00

Goal 1 Objectives 10

Required/Permissible Uses of Funds* R1 , R6 , R10 , R11

Strategies

HWC assessment process is designed to improve curriculum and instruction of core technical skills. Valid and reliable technical skill assessments are implemented throughout HWC by utilizing standardized assessments such as NOCTI, Board Certifications and Precision Exams as well as classroom assessments relative to the course of study. Assessing in multiple pathways and sharing data within the consortium will meet all state requirements. Modifications to HWC POS/RPOS will be determined as a result of TSA results and our needs assessment as described in narrative question one. 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

The consortium will continue to administer the most appropriate options for TSA's. For example, the colleges will continue to administer the NOCTI TSA that is the most appropriate for their Accounting program. NHCC will administer the Certiport Adobe Illustrator TSA for the graphic design pathway and HTC will administer the Skills USA Workforce Ready System TV Video Production TSA for the audio/video pathway. Additionally, faculty from both colleges will investigate options for TSA's in the Programming and Software Development RPOS and NHCC will incorporate alumni in this process. Refer to the TSA chart later in this grant application for further details.

Measures

Technical Skill Assessment measures will meet the most recent state negotiated target of 80.00% by the end of FY19.

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

Goal 1 Objectives 11

Required/Permissible Uses of Funds* R2 , R4 , R10 , R11 , P14, R2 , R4 , R10 , R11 , P9-Support the improvement or development of new career and

	technical education courses and initiatives, including career clusters, career academies, and distance education ? high skill, high wage, high demand
Strategies	
HWC assessment process is designed to improve curriculum and instruction of core technical skills. Valid and reliable technical skill assessments are implemented throughout HWC by utilizing standardized assessments such as NOCTI, Board Certifications and Precision Exams as well as classroom assessments relative to the course of study. Assessing in multiple pathways and sharing data within the consortium will meet all state requirements. Modifications to HWC POS/RPOS will be determined as a result of TSA results and our needs assessment as described in narrative question one.	
Outcomes	
The impact of assessments continues to strengthen articulations high school to college and improve curricular instruction.	
Measures	
Measurement 2S1 and 5S1 will be met or improved by 1%.	
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 Total	\$0.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$0.00
Total	\$0.00
Goal 1 Objectives 12	
Required/Permissive Uses of Funds*	R2 , R3, R4, R6 , R10 , R11
Strategies	
HWC is promoting academic standards into all CTE courses to close the achievement gap and help students excel in reading, math, communication and technical skills. Professional development is provided for instructors to support incorporation of reading, math and communication strategies in CTE to promote relevant instruction. Professional development training will also include local, state and national conferences such as ACTE, NPS, MAFCS, Midwest Accounting Educators, and ITEEA. HTC and NHCC will continue to provide training for concurrent enrollment faculty to assist in complying with legislative and HLC requirements. Additional professional development will be organized around articulation, POS and TSA meetings. We will continue a collaborative effort between post secondary and secondary to improve and expand curriculum through the use of TSA. All HWC secondary career programs are encouraged and supported by incorporating TSA to sustain and enrich their pathways.	
Outcomes	
CTE learners will improve their reading, math, communication, and technical skills, which will assist in closing the achievement gap. Students will be better prepared for post secondary and/or a career through POS and TSA. Instruction in CTE classes will be improved through professional development.	
Measures	
Measures 1S1, 1S2, 2S1, 3S1, 4S1, and 5S1 will be met or improved by 1%.	
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 Total	\$0.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$0.00
Total	\$0.00
Goal 1 Objectives 13	
Required/Permissive Uses of Funds*	R3, R4, R6 , R10 , R11 , P1 , P2
Strategies	
Through research for POS development, secondary will cultivate academic partnerships to determine appropriate academic courses. Rigorous and challenging core academic subjects will be identified as prerequisites or required courses to advance in a POS. CTE counseling will ensure prerequisites are met and students are advised on advanced coursework needed for success in a pathway.	
Outcomes	
The partnership will develop POS that begin to eliminate 'silo' subjects. The benefit to the student is that they are able to take relevant courses for their POS, which will expedite their ability to enroll and succeed in a post secondary program.	
Measures	

Measures 3S1, 4S1, and 5S1 will be met or improved.	
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 Total	\$0.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$0.00
Total	\$0.00

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

Goal 2 Objectives

Goal 2 Objectives 1	
Required/Permissible Uses of Funds*	R2 , R3, R6 , R8 , R10 , R11
Strategies	
<p>HWC continues to develop POS that provide opportunities for All Aspects of the Industry. HWC has implemented a variety of experiential learning opportunities including mentorships, e-mentorships, apprenticeships, job simulation, school run businesses, student organizations, internships, and in-school employment. In addition, CTE and academic programs within high schools are also partnering their student projects to provide real world experience. In order to improve our manufacturing pathway, HWC and Twin West have partnered and applied for a MN Department of Labor and MPMA apprenticeship grant. HWC is also developing the career academy model which aides in the instruction of All Aspects of the Industry. Students are assigned business programs and are mentored.</p>	
Outcomes	
<p>Students are better prepared to enter a postsecondary program or the workforce. There are opportunities for all CTE students to experience All Aspects of the Industry. Utilizing business and industry partnerships creates a pipeline of more informed future employees. Intrinsic benefits for high school programming are connections to the real world experiences, and assistance with course planning, equipment and student organizations.</p>	
Measures	
<p>P file data will demonstrate enrollment trends in experiential learning activities which will result in a 1% increase in 2S2.</p>	
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 Total	\$0.00
Secondary Required Activities	\$35,000.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$35,000.00
Total	\$35,000.00
Goal 2 Objectives 2	
Required/Permissible Uses of Funds*	R3, R4, R6 , R8 , R9 , P1 , P2
Strategies	
<p>HWC utilizes advisory committees to develop best practices and cultivate relationships between consortium members and the business community. HWC members regularly invite other members to advisory meetings to collaborate on program and curriculum alignment. Meetings inform advisory board members about employment trends, gaps in curriculum, innovative programming, work based experience opportunities, equipment donations, and scholarship or other funding opportunities.</p>	
Outcomes	
<p>Twin West is assisting HWC to create a regional committee for RPOS (high skill, high wage or high demand careers) and to develop a regional website to further connect teachers, parents, students, WorkForce centers and business. The website will allow for requests for job shadows, guest speakers, site visits, and mentorships. In addition, businesses will be able to assist in identifying and recruiting industry specific faculty and teachers. All of the strategies will be used to support programming and assist with reporting to school boards and administration.</p>	
Measures	

SLEDS data will demonstrate that these strategies have had a positive local/regional impact on the employment pipeline in any given industry where HWC has a POS and there will be a 1% improvement in 5S1.

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 Total	\$0.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$0.00
Total	\$0.00

Goal 2 Objectives 3

Required/Permissive Uses of Funds* R6 , R8 , R10 , R11 , P1 , P2, P3, P4, P5, P6

Strategies

HWC will develop seamless opportunities from secondary to postsecondary and/or careers. Our goal is to provide opportunities for all students, therefore HWC provides CTE programming for ALC's charter schools, special education and programs such as, Gateway, STRIVE, AVID, and Propel that aim to close the achievement gap and provide for smooth transitions to postsecondary and/or careers. To further develop and improve CTE programming, HWC will initiate a Community Outreach Symposium (See Goal 5).

Outcomes

All students will have a Personal Learning Plan which will outline opportunities in CTE and guide transitions to post secondary and/or careers.

Measures

SLEDS data will support measure 5S1 and 3S1 and there will be a 1% improvement in this measure during FY19.

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 Total	\$0.00
Secondary Required Activities	\$15,000.00
Secondary Permissible Activities	\$5,700.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$20,700.00
Total	\$20,700.00

Goal 2 Objectives 4

Required/Permissive Uses of Funds* R5 , R6 , R8 , P6, P8

Strategies

In FY19, HWC will continue to support and expand nontraditional programming such as the annual Criminal Justice Expo held at NHCC. This year, however it will be planned collaboratively with all stakeholders and funded by partners external to HWC. 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

Participation of female students of color in related programs will increase.

Measures

5P1 and 5P2 Nontraditional Participation and Completion will meet the most recent state negotiated targets of 22.00% and 19.25% respectively for FY18 by the end of FY19.

Post-Secondary Required Activities	\$26,738.00
Post-Secondary Permissible Activities	\$8,913.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$35,651.00
Secondary Required Activities	\$14,000.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$14,000.00
Total	\$49,651.00

Goal 2 Objectives 5

Required/Permissive Uses of Funds* R1 , R6 , P13

Strategies

Analysis of Workforce Trends: As a form of technical skill assessment, both colleges 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

At HTC, the average overall rating on employer surveys will remain 3.2 or above on a Likert scale of 1 to 4.

4P1 student placement for the colleges will continue to meet the state performance target of 86.30% for FY18 by the end of FY19.

Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$31,314.00
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$31,314.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$0.00
Total	\$31,314.00

Goal 2 Objectives 6

Required/Permissive Uses of Funds* R2 , P1

Strategies

The assigned advising model developed by MinnState will continue to be utilized to improve retention, transfer and completion. For instance, at NHCC two business and one nursing advisor are co-located across the campus during registration to assist students with course selection and registration. They also perform classroom visits to share registration information with students, as well as embed new technology for student engagement for the newly revamped orientation model.

Outcomes

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

Measures

3P1 Retention and Transfer will meet or exceed the most recent performance target of 31.58% for FY18 by the end of FY19. 2P1 Completion will meet or exceed the most recent performance target of 46.00% for FY18 by the end of FY19.

Post-Secondary Required Activities	\$54,594.00
Post-Secondary Permissible Activities	\$163,783.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$218,377.00

Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$0.00
Total	\$218,377.00

Goal 2 Objectives 7

Required/Permissive Uses of Funds* R5 , R6 , R8 , P6, P8, P13, P17

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.

HTC's Great Lakes grant funding for career experiences and internships will come to an end in FY18, however the Career Experience Coordinator position at HTC will continue and internships will be directly sponsored by the employers who have become partners in this endeavor. As previously, the CEC will develop new career experiences and internships where none currently exist and supplement programs with existing opportunities. In addition to exposure to networking opportunities, all of these internships cultivate both job specific skills and broad, transferrable skills involving many aspects of the industry. This position will also act as a liaison for HTC's new internship scholarship program and emerging apprenticeships connecting companies with students and supporting those students with co-curricular career readiness skills. Finally, this position will provide career-based support to enhance the student employment process at HTC.

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 FY18 by the end of FY19.

Post-Secondary Required Activities	\$58,639.00
Post-Secondary Permissible Activities	\$58,638.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$117,277.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$0.00
Total	\$117,277.00

Goal 2 Objectives 8

Required/Permissive Uses of Funds* R5 , R6 , R8 , R10 , P6, P8, P9-Support the improvement or development of new career and technical education courses and initiatives, including career clusters, career academies, and distance education ? high skill, high wage, high demand, P12, P13, P17

Strategies

HWC will collaboratively support nontraditional student support programming which may include mentoring by business and industry representatives, Lean In Circle support groups, career awareness events, and individual interventions. The Nontraditional Student Support Consultant will be jointly funded by the colleges to research, develop and support programming on the campuses. In addition, the consultant will collaborate with consortium members and attend monthly HWC meetings to investigate and promote mutual programming opportunities. See attachment for full details on FY18 initiatives.

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 FY18 negotiated targets for 5P1 and 5P2 of 22.00% and 19.25% respectively by the end of FY19.

Post-Secondary Required Activities	\$10,000.00
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Post-Secondary Permissible Activities	\$10,000.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$20,000.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$0.00
Total	\$20,000.00

Goal 2 Objectives 9

Required/Permissible Uses of Funds* R5 , R6 , R7 , R8 , P8, P12, P13, P17

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 FY18 by implementing the Healthcare Pathways to Prosperity grant, which is currently funded through June 2018. The partners have sought new P2P funding to continue the program in FY19, and are awaiting decisions by MN DEED. 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 communicate job opening opportunities, as well as dialogue around systems change considerations to adapt and streamline traditional hiring processes, in order to better employ the populations they are seeking. HIRED Career Navigators assist students as they prepare for the best job given their career aspirations, facilitate job placement and advancement, and maintain communication for up to one year to ensure retention success.

-HTC also continues to partner with HIRED to implement the MJSP-Manufacturing grant, which continues until November 2018. M-Powered has adapted the existing CNC and Precision Metal Forming training to focus more intently on CNC skills, as employer partner needs are changing with technology advancements. Another component adjustment is partial online training, implemented to increase computer skills necessary in the field and create a more flexible learning environment for students balancing multiple responsibilities. Students still 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. The partners have sought new P2P funding through MN DEED, to continue M-Powered into FY19, as well as to develop a stronger ramp into the program for the non-traditional college student needing stronger foundational skills in manufacturing.

-The M-Powered and Manufacturing Workfast programs with EMERGE community based nonprofit continues to receive FastTRAC and state WorkForce grants. For FY19, HTC will offer MIG Welding FastTRAC and CNC Machining cohorts with Emerge.

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 FY18.

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 Total	\$0.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$0.00
Total	\$0.00

Goal 2 Objectives 10	
Required/Permissive Uses of Funds*	R1 , R2 , R3, R4, R5 , R6 , R7 , R8 , R9 , R10 , R11 , P1 , P2, P3, P4, P5, P6, P7, P8, P9-Support the improvement or development of new career and technical education courses and initiatives, including career clusters, career academies, and distance education ? high skill, high wage, high demand, P10, P11, P12, P13, P14, P15, P16, P17
Strategies	
RFP/Permissible Process: HWC members will offer RFP/permissible funds for internal college proposals, collaborative proposals with HWC partners, external partners or others as appropriate for proposals pertaining to: --POS, RPOS --High school and college dual credit options --Career and college readiness and transition programming for high school students --Underrepresented students --Tools, textbooks, and technology available for loan to students to ensure equal access --Innovative technologies, software or equipment upgrades --Simulation projects that enhance teaching and learning --Technical skills assessments and TSA prep --Employer partnership development --Graduate assistant internships --Initiatives that support meeting target performance measures --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 recipients will identify related goals, outcomes, and sustainability measures and evaluate results based on Perkins objectives. Initial outcomes will be reported in the following fiscal year.	
Post-Secondary Required Activities	\$30,811.00
Post-Secondary Permissible Activities	\$10,270.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$41,081.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$0.00
Total	\$41,081.00
Goal 2 Objectives 11	
Required/Permissive Uses of Funds*	R4, R5 , R8 , R10 , P1 , P8, P12, P13, P17, R4, R10 , P1 , P8, P9-Support the improvement or development of new career and technical education courses and initiatives, including career clusters, career academies, and distance education ? high skill, high wage, high demand, P12, P13, P17
Strategies	
HWC will continue to utilize and expand the role of the career placement liaisons to help strengthen community partnerships with employers and graduates, cultivate intercampus collaboration with the advising department to better 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. At NHCC, this initiative will be expanded with the advising office during FY19.	
Outcomes	
In FY19, this initiative will result in new networking options and relationships between business and industry, faculty, sister institutions and community members. More specifically, at NHCC the overall goal will be to cultivate additional leadership	

experiences for NHCC alumni in the form of internships.

Measures	
4P1 Placement will remain at or above the most recent negotiated target of 86.30% for FY18 by the end of FY19.	
Post-Secondary Required Activities	\$11,000.00
Post-Secondary Permissible Activities	\$11,000.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$22,000.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$0.00
Total	\$22,000.00

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. Provide programs that are designed to enable the special populations to meet the local adjusted levels of performance [Sec. 134 (b) (8)(B)].
5. Describe how individuals in special populations will not be discriminated against based upon their status. [Sec. 134 (b) (9)]
6. Describe strategies to provide access to high-skill, high-wage or high-demand occupations that lead to self-sufficiency [Sec. 134 (b) (8 C.)]
7. Describe how you ensure that students who participate in such career and technical education programs are taught to the same coherent and rigorous content aligned with challenging academic standards as are taught to all other students [Sec. 134 (b) (3)(D)].

1) HWC implemented a three year nontrad plan in FY18. In FY19 HWC will implement new strategies that were investigated in FY18 as a result of data analysis and industry input. Strategy examples include: Girls in STEM & Manufacturing Occupations Day, summer camps designed to attract students to a nontrad occupation (e.g. male nurses), and supporting the state led workshops for instructors. In addition, the colleges and high schools will work collectively to offer programming that improves awareness of all career pathways, including nontraditional pathways, for transitioning high school students and adult learners.

The colleges will expand the role and responsibilities of the Nontraditional Student Support Consultant in order to extend programming into other career pathways for nontraditional students. For example, NHCC will offer programming that increases the number of females enrolled in computer science and engineering pathways, as well as work with paralegal and law enforcement faculty to increase retention and completion rates. In FY19, this person will also begin working with the nursing program to further expand support programming for male students.

At HTC, strategies will range from individual interventions with singleton nontrad students primarily in trades areas, to collective awareness and support programming, to potential development of nontrad scholarship offerings.

The colleges will also further consider potential support in FY19 of the Nontrad Consultant's involvement in the national IWITTS Training Institute and will continue to support local and online training such as the IWITTS STEM Success telesummit that is offered annually free of charge.

2) HWC will continue to support programs and services that promote access and opportunities for special population student groups. For example, the colleges offer programming such as TRIO Student Support Services and Upward Bound, veterans' services, tutoring, access services, Supplemental Instruction, intrusive and assigned advising, Honors and PTK programs, early middle college ALC options, nontraditional programming, and Customized Training collaborations with HIRED and EMERGE. The secondary offers programs and initiative including: Strive, STEM Equity Pipeline, Special Education, Achievement Specialists, ELL programs as well as organizations that mentor students such as "Women in Engineering". Ongoing access to professional development opportunities will be encouraged and supported by all consortium members. The high schools will provide marketing materials that will be available to all members.

3) School districts will continue to provide Achievement and Data Specialists who target and design programs to meet student performance needs. Examples of programs are: ACT Readiness Workshops for students, MCIS test preparation, and ALC's.

Instructors are required to write performance reports based on their PLC student data to assist in increased student performance. CTE directors will provide Perkins data to administration and PLC's to modify, review and create programming.

In FY19, NHCC will continue to provide leadership and career exploration opportunities for CTE special population students through student club activities and initiatives. For example in FY18, a Bioscience and Medical club was formed for students enrolled in STEM career pathways. This club offers students opportunities to visit four year college campuses and attend presentations with professionals that currently work in a variety of STEM careers, as well as to network and access paid summer internships. Additionally in FY19, NHCC plans to hire two retention and access specialist positions that will provide outreach to the community, provide workshops on how to be successful in college, meet regularly with students that are at risk, and work with faculty and student services staff to strengthen the relationships interdepartmentally.

In FY18, the collaborative relationship between NHCC Access Services and Lionsgate Academy increased the number of students with ASD who enrolled in the college. Because of the increased enrollment, NHCC expanded the role and responsibilities of peer tutors to include teaching time management strategies and D2L navigation tips, in addition to implementing Sonocent notetaking technology, in an effort to increase retention and completion for these students.

During FY18 at HTC, State Perkins leadership funds supported the Interview Intensive program which was designed to train students with ASD in effective job interviewing techniques, as well as train staff on strategies to assist these students with gaining employment. Pending further State funding, the program will continue in FY19.

5) Both colleges are open enrollment institutions that comply with the Office of Civil Rights federal and state laws and policies, as well as MN State Perkins monitoring audits. 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%.

All Minnesota State colleges are required to employ a director of diversity and equity, as well as a director of access or disability services. Additionally, each college identifies and assigns a person to oversee Title IX and VI compliance. This person is charged with promoting and highlighting the various policies and procedures that are in place to ensure students know how and who to report to regarding any discrimination they may experience.

Secondary schools are prohibited from denying access to any program under the guidance of Title I & Title IX. Paraprofessionals and course modifications are provided for CTE courses when appropriate. Educating students on career options begins in middle school or earlier in some districts. A student 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. POS in CTE are designed to inform students of the potential entry and exit points in education and careers.

5) All students in HWC are provided with access to career information including data on high skill, high wage or high demand occupations. Additional programs that assist with this initiative include: mentorship programs, Youth Extended Services, internships, WBL, MNPOS, job boards, and career resource centers.

HWC will continue to support Real Time data, advisory committees, professional development, and resource materials such as MCIS for teachers and students. The new partnership with Twin West will provide new teacher and student opportunities including student leadership and teacher externship programs.

The Career Experience Coordinator position at HTC will continue to develop new career experiences and internships where none currently exist and supplement programs with existing opportunities. In addition to exposure to networking opportunities, all of these internships cultivate both job specific skills and broad, transferrable skills involving many aspects of the industry and can be sought by any HTC student, the large majority of whom fit into one or more special populations categories. This position will also act as a liaison for HTC's new internship scholarship program and emerging apprenticeships connecting companies with students and supporting those students with co-curricular career readiness skills. Finally, this position will provide career-based support to enhance the student employment process at HTC for all students.

6) Although secondary CTE programs do not have CTE state standards, frameworks are provided to guide curriculum development and ensure high quality programs. All CTE programs must participate in a five year program approval process that assesses quality and components of each CTE program. All approved programs must have licensed CTE teachers and active advisory committees. Although not required, programs should include some form of student leadership and WBL. Academic standards are incorporated into CTE courses as appropriate. Professional development is provided for teachers in order to ensure that students who participate in CTE programs are taught to the same coherent and rigorous content.

As open enrollment institutions, the colleges provide accommodations if requested to level the playing field for students with disabilities who are otherwise qualified based on the essential requirements of programs.

7) 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. Accommodations may be made for access to programs and curriculum, but these do not override the essential requirements of the courses.

Goal 3 Budget: Improve Service to Special Populations

Goal 3 Objectives

Goal 3 Objectives 1	
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	
<p>HWC leadership is in phase 2 of a three-year plan to improve services to special populations. Phase 1, in FY18, was a year of investigating practices and barriers. The investigation uncovered the reality that teachers, counselors and administrators continue to need training on working with & understanding needs of special populations. Based on phase 1, HWC will continue to participate in State training opportunities (CTE Works, webinars, etc.). Active memberships will be encouraged with ACTE and MACTA as they provide non-traditional training in ways to attract students to CTE programs. On the consortium level, guests will be invited to monthly meetings to aide in strategy development. Teachers will be encouraged to participate in training that analyzes/interprets data and reach out to programs that are successful in attracting non-traditional students.</p>	
Outcomes	
<p>Teachers, administrators and counselors will utilize the data for professional conversation and reflections. A strategic plan is developed to improve programming for non-traditional students in CTE. Best practices will be shared with consortium stakeholders.</p>	
Measures	
<p>6S1 and 6S2 measures will be met or improved from FY18 by 1%.</p>	
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 Total	\$0.00
Secondary Required Activities	\$10,000.00
Secondary Permissible Activities	\$8,000.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$18,000.00
Total	\$18,000.00
Goal 3 Objectives 2	
Required/Permissive Uses of Funds*	R3, R5 , R6 , R8 , P1 , P9-Support the improvement or development of new career and technical education courses and initiatives, including career clusters, career academies, and distance education ? high skill, high wage, high demand, P11, P12, P17
Strategies	
<p>Consortium leaders, administrators, and teachers will continue to review, assess and compare data to previous years to determine where the problems/barriers are for special populations. This will guide decisions such as: attracting and retaining students, program improvement, closing the achievement gap, and credit recovery programs. Secondary programs will utilize the non-traditional specialist hired by the colleges as a resource.</p>	
Outcomes	
<p>Experiential learning and programming opportunities will improve for special population. A better understanding of the barriers will drive the improvement strategies.</p>	
Measures	
<p>6S1 and 6S2 measures will be met or improved by 1% from FY18.</p>	
Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible	\$0.00

Activities	
Post-Secondary Admin Cost	\$0.00
Post-Secondary 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 Total	\$10,000.00
Total	\$10,000.00

Goal 3 Objectives 3

Required/Permissive Uses of Funds*	R4, R5 , R8 , R10 , P9-Support the improvement or development of new career and technical education courses and initiatives, including career clusters, career academies, and distance education ? high skill, high wage, high demand, P12
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Strategies

New for FY19, Hennepin Technical College will be increasing the number of early middle colleges on campus. The college will continue to partner with District 287 for the Hennepin Gateway to College program, which is part of a national network of early middle college programs. The college is also adding early middle college programs in partnership with Osseo Area Schools, Wayzata Schools and Bloomington Public Schools. Students in the four early middle college programs will take college courses for high school and college dual credit on the Hennepin Technical College campuses. Students in all four programs will be offered a supplemental curriculum through tutoring center visits that are built into their schedules between classes.

To improve 2P1 and 3P1 outcomes, the colleges will continue to offer expanded tutoring options to enrolled CTE special population students, underrepresented students, 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 by .05 percentage points. This includes economically disadvantaged, race/ethnicity subgroups, and students with disabilities.

Post-Secondary Required Activities	\$312,000.00
Post-Secondary Permissible Activities	\$78,000.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$390,000.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$0.00
Total	\$390,000.00

Goal 3 Objectives 4

Required/Permissive Uses of Funds*	R4, R6 , R8 , P12
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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.

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

Goal 3 Objectives 5

Required/Permissive Uses of Funds* R3, R5 , R8

Strategies

Professional development has become a major focus of both college's strategic plans. Funding options are available through bargaining units, college dollars, and various grant funds. For Perkins personnel, opportunities of significant duration will be provided for personnel such as CTE Advisors, Perkins Directors, LRC CLA's, Career Services personnel, peer tutors, and others as appropriate. The goal of significant professional development is to enhance the evolution of positions as the needs of students, programs and business and industry evolve.

Outcomes

CTE Advisors, Perkins Directors, LRC CLA's, Career Services personnel, 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.

Additionally, beginning fall semester, NHCC will have two new Diversity and Equity Success Specialists. These positions will provide outreach and retention initiatives and best practice strategies will provide support for historically marginalized student groups.

Measures

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.

Three or more CTE student services staff will attend up to two trainings that highlight strategies for working with special populations.

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 Total	\$0.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$0.00
Total	\$0.00

Goal 3 Objectives 6

Required/Permissive Uses of Funds* R5 , R8 , R10

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.

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

1,600 low income students will receive information on health insurance, health care access, or health benefits programs via VISTA-supported projects.

Post-Secondary Required Activities	\$2,250.00
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Post-Secondary Permissible Activities	\$0.00
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Post-Secondary Admin Cost	\$0.00
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Post-Secondary Reserve	\$0.00
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Post-Secondary Total	\$2,250.00
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Secondary Required Activities	\$0.00
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Secondary Permissible Activities	\$0.00
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Secondary Admin Cost	\$0.00
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Secondary Reserve	\$0.00
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Secondary Total	\$0.00
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Total	\$2,250.00
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Goal 3 Objectives 7

Required/Permissive Uses of Funds*	R2 , R3, R5 , R6 , P1 , P5, P12, P16
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Strategies

Regionally, HWC will partner with Twin West to develop a leadership workshop for students designed to engage special populations. The non-trad specialist at the colleges will assist the consortium in developing a STEM occupations workshop targeting females. Other strategies include: promotional materials, mentor-mentee programs, guest speakers that can relate to non-trad students, career orientation workshops, job shadows, career interest assessments, resume and portfolio development, peer mentoring, school stores and work-based learning seminars that are geared toward special populations to access high-skill, high-wage or high demand careers.

Outcomes

Special populations services will be improved and increased as a result of better trained administrators, guidance counselors and teachers. Students will have the ability to experience All Aspects of the Industry to make informed career choices. Outreach to students and parents will assist with better career planning.

Measures

6S1 and 6S2 measures will be met or improved by 1% from FY18.

Post-Secondary Required Activities	\$0.00
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Post-Secondary Permissible Activities	\$0.00
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Post-Secondary Admin Cost	\$0.00
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Post-Secondary Reserve	\$0.00
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Post-Secondary Total	\$0.00
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Secondary Required Activities	\$10,000.00
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Secondary Permissible Activities	\$7,400.00
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Secondary Admin Cost	\$0.00
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Secondary Reserve	\$0.00
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Secondary Total	\$17,400.00
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Total	\$17,400.00
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Goal 3 Objectives 8

Required/Permissive Uses of Funds*	R3, R5 , R8 , R10 , P8, P13, P17
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Strategies

HWC will collaboratively support nontraditional student support programming which may include mentoring by business and industry representatives, Lean In Circle support groups, career awareness events, and individual interventions. The Nontraditional Student Support Consultant will be jointly funded by the colleges to research, develop and support programming on the campuses. In addition, the consultant will collaborate with consortium members and attend monthly HWC meetings to investigate and promote mutual programming opportunities. See attachment for full details on FY18 initiatives.

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 FY18 negotiated targets for 5P1 and 5P2 of 22.00% and 19.25% respectively by the end of FY19.

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 Total	\$0.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$0.00
Total	\$0.00

Goal 3 Objectives 9

Required/Permissible Uses of Funds* R4, R5, R8, P12

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.

Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$27,807.00
Post-Secondary Total	\$27,807.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$0.00
Total	\$27,807.00

Goal 3 Objectives 10

Required/Permissible Uses of Funds* R1, R5, R8, R9, P4, P6

Strategies

During FY19, NHCC will pilot a test prep program which will prepare high-achieving STEM and Nursing students from underrepresented groups. The collaboration between NHCC and Bemidji State will assist students that are co-enrolled in AS and BS degrees in a variety of STEM programs, as well as NCLEX test takers. There is a well-documented pattern of disparity for low

income and minority students. The college believes that without this test prep project, many underserved students would be unable to access private-sector test preparation services that have a proven record for assisting with successful transition into advanced STEM degree programs. Offering this service will potentially positively impact 1P1 results.

At HTC, interventions to improve NCLEX results for all nursing students, and especially those in special population categories, will include college funding to pay tuition for an online NCLEX prep course for students enrolled in NURS 2380 Transition to Practice. A face to face NCLEX prep course will also be offered in the summer of 2018 at HTC, and particular course delivery interventions will be implemented for students who are granted an appeal for lack of success in NURS 2375, Medical Surgical Nursing II. Future changes may include higher score expectations on proctored exams and quizzes for Nursing courses, as well as cut scores instituted for the HESI entrance exam.

Outcomes

-At NHCC, student transition between two and four year STEM and Nursing programs for special populations will increase.

-At HTC, nursing students who fall into one or more special population categories will access intervention strategies in preparation for taking the NCLEX.

Measures

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

Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$6,000.00
Post-Secondary Total	\$6,000.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$0.00
Total	\$6,000.00

Goal 3 Objectives 11

Required/Permissive Uses of Funds* R3, R5 , R8 , R10 , P17

Strategies

In FY18, Hennepin Technical College collaborated with the State and with autism experts on a pilot project to improve job placement outcomes for autistic students on the Brooklyn Park and Eden Prairie campuses. The project provided one-on-one lessons designed specifically for students with autism to improve their communication proficiency in job interviews. The project also provided staff and faculty in-service training on how to support the unique learning needs of autistic students as they progress through coursework and on to a job search.

This project met with a number of obstacles including the dissolution of Autism Works, the organization that was originally involved. But by the end of FY18, students were beginning to access services and professional development was offered to staff. The project will continue pending further state funding.

Outcomes

Students will improve their level of job interview skills based on pre and post training survey data.

Measures

Baseline will be established for improvement between pre and post training survey scores.

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 Total	\$0.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$0.00
Total	\$0.00

Goal 3 Objectives 12

Required/Permissive Uses of Funds* R5 , R6 , R8 , R10 , P12, P13, P17

Strategies

In FY19, both colleges will continue to be active members of the Minnesota Association of Higher Education and Disability (MnAHEAD) and NHCC will also collaborate extensively with the Minnesota Business Leadership Network (MNBLN). MNBLN members provide students with specialized career fairs hosted by the Business Leadership Network and through student participation with MNBLN's mentoring program. The mentoring program runs for three months during the spring and pairs college students with disabilities with volunteer mentors from many of Minnesota's largest employers. During their weekly sessions, mentors and mentees work on career planning, interviewing strategies and ideas for how and when to discuss accommodations with a potential employer. Students at North Hennepin have been involved in both of these major efforts. As a fringe benefit, individual employers, such as Mayo Clinic, have chosen to come to speak with all students at North Hennepin. Students with disabilities were encouraged and did participate in this employer visit.

Outcomes

NHCC will continue to collaborate with these two business partners to increase work readiness and employment advocacy skills for college students with disabilities. In FY19, additional partners will participate and host a reverse job fair for area high school students with disabilities.

Measures

At least one consortium high school member will attend the reverse job fair.

In FY19, baseline data will be determined to identify the number of students with disabilities who are included in 4P1 Placement.

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 Total	\$0.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$0.00
Total	\$0.00

Goal 3 Objectives 13

Required/Permissive Uses of Funds* R3, R5 , R8

Strategies

In FY19, NHCC will continue to 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

20 faculty and/or staff will attend one of the two seminars being offered.

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 Total	\$0.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$0.00
Total	\$0.00

Goal 3 Objectives 14

Required/Permissive Uses of Funds* R1 , R2 , R3, R4, R5 , R6 , R7 , R8 , R9 , R10 , R11 , P1 , P2, P3, P4, P5, P6, P7, P8, P9-Support the improvement or development of new career and technical education courses and initiatives, including career clusters, career academies, and distance education ? high skill, high wage, high demand, P10, P11, P12, P13, P14, P15, P16, P17

Strategies

RFP/Permissible Process: HWC members will offer RFP/permissible funds for internal college proposals, collaborative proposals with

HWC partners, external partners or others as appropriate for proposals pertaining to:

- POS, RPOS
- High school and college dual credit options
- Career and college readiness and transition programming for high school students
- Underrepresented students
- Tools, textbooks, and technology available for loan to students to ensure equal access
- Innovative technologies, software or equipment upgrades
- Simulation projects that enhance teaching and learning
- Technical skills assessments and TSA prep
- Employer partnership development
- Graduate assistant internships
- Initiatives that support meeting target performance measures
- 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 recipients will identify related goals, outcomes, and sustainability measures and evaluate results based on Perkins objectives. Initial outcomes will be reported in the following fiscal year.

Post-Secondary Required Activities	\$27,062.00
Post-Secondary Permissible Activities	\$9,021.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$36,083.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$0.00
Total	\$36,083.00

Goal 3 Objectives 15

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

Strategies

Strategies will be developed for special population retention in CTE programs and implemented in FY20. Strategies will include communications to stakeholders, understanding and eliminating barriers, utilizing proven promotional materials and providing on-going trainings.

Outcomes

Retention of special population students will be improved. Stakeholders will make informed decisions to guide students.

Measures

6S1 and 6S2 will be met or improve. Perkins enrollment data will show a correlational shift in enrollment to increased involvement by special populations based on our strategies.

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 Total	\$0.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$0.00
Total	\$0.00

Goal 3 Objectives 16	
Required/Permissible Uses of Funds*	R2 , R5 , R8
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	
In FY19, 1500 students will download this audio notetaking software for use.	
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 Total	\$0.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary 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)]

1) HWC offers a variety of flexible scheduling options to meet the needs of our student population. Online courses will continue to increase at high schools. All districts offer PSEO, however the advanced placement opportunities listed in 2B are provided through CTE and provide flexibility by allowing students to stay at their home high school. Additionally, students have access to Intermediate District 287 and neighboring district programming.

The colleges also offer a variety of ways that students can access coursework such as hybrid, online, classroom capture, face to face, as well as 4-year transfer options with co-located universities. These course options are offered days, evenings, and weekends.

New for FY19, Metropolitan State will offer 4-year degree completion options in organizational and individualized studies located at HTC EPC. Additionally, NHCC will continue to expand concurrent enrollment offerings with internal and external partners. For example, NHCC will offer nutrition with Wayzata High School, as well as Arabic with Wellstone International. Additionally, the college will be applying for accreditation for concurrent enrollment. Regarding university partnerships, NHCC will be adding Professional Communication courses with Metro State which will be located on NHCC's campus. In FY19, the college will add Data Science, Cyber Security, and Accounting with Metro State, and Information Systems with St. Cloud State University.

2A) Currently, there are nine approved POS with one approved RPOS in Accounting and a second RPOS in Programming and Software Development, which will be completed in FY19 upon state approval. The process for identifying new POS's will be based on state DEED data, input from business advisory members, and the common programs available between the colleges and high schools.

2B) HWC will continue to provide and expand early college credit opportunities through ACC, CE, PLTW, CIS, AP, IB, and CLEP exams. HTC will offer early middle college options located on both campuses. At EPC, options will include Gateway to College and additional programs with Bloomington and Wayzata districts. At BPC, Osseo ALC students will have early middle college options offered collaboratively between the ALC and college campus locations.

3) Secondary schools continue to follow the direction of the World's Best Workforce Plan by integrating Personal Learning Plans. Resources are provided for professional development for teachers, guidance counselors and administrators in addition to resources for students such as MCIS. In addition, high schools offer experiential learning such as mentorships, internships and apprenticeships.

The colleges provide a variety of ways to enhance student transition between high school and college, as well as two to four year transition assistance. High school to college transitions include options for advanced standing such as PSEO, CE and articulation and various early middle college options. Two year to four year transitions involve the development of articulation agreements with universities, and individual advising services for students who plan to continue onto a bachelor's degree.

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.

5) 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, secondary districts broker with Century College for college credit opportunities in Cyber Security. Postsecondary partners provide additional CE and ACC opportunities through brokering to neighboring districts external to HWC based on the geographical areas served by the colleges.

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 MNVA 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.

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

Goal 4 Objectives

Goal 4 Objectives 1	
Required/Permissive Uses of Funds*	R1 , R3, R11 , P9-Support the improvement or development of new career and technical education courses and initiatives, including career clusters, career academies, and distance education ? high skill, high wage, high demand, P17
Strategies	
<p>HWC will develop POS that emphasizes ACC, TSA, and other early college credit opportunities (CE, PLTW, CIS, AP, IB, and CLEP exams) to improve transition from high school to college. Through MNPOS, each pathway provides an early college credit opportunity in high school that transitions to college.</p> <p>As outlined in Goal 3, HTC will continue to partner with District 287 for the Hennepin Gateway to College program, which is part of a national network of early middle college programs. Gateway will be moving to EPC which will also house new early middle college programs with Wayzata and Bloomington. BPC will work closely with Osseo Schools ALC which is centered just down the road from the campus to deliver an early middle college option. Students in the four programs will take college courses for high school and college dual credit on the campuses. Students in all four programs will be offered a supplemental curriculum through tutoring center visits that are built into their schedules between classes.</p>	
Outcomes	
<p>Early college options allow students to begin a pathway while in high school and develop a stronger interest in that given pathway. In addition, college credits earned in high school provide time and financial savings for the student.</p>	
Measures	
<p>Perkins measure 5S1 will be met or improved by 1%.</p> <p>HTC will seek data on measures of success from the early middle college programs to report at the conclusion of FY19.</p>	
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 Total	\$0.00
Secondary Required Activities	\$22,000.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$22,000.00
Total	\$22,000.00
Goal 4 Objectives 2	
Required/Permissive Uses of Funds*	R3, R6 , R10 , R11 , P1 , P8, P9-Support the improvement or development of new career and technical education courses and initiatives, including career clusters, career academies, and distance education ? high skill, high wage, high demand, R1 Academic Integration , R2 Programs of Study, R10 Collaboration, R11 Articulation, P10 Student Transition, R1 Academic Integration , R2 Programs of Study, R10 Collaboration, R11 Articulation, P10 Student Transition, R1 Academic Integration , R2 Programs of Study, R10 Collaboration, R11 Articulation, P10 Student Transition, R1 Academic Integration , R2 Programs of Study, R10 Collaboration, R11 Articulation, P10 Student Transition, R1 Academic Integration , R2 Programs of Study, R10 Collaboration, R11 Articulation, P10 Student Transition
Strategies	
<p>HWC will continue to foster career academies across our member districts based on needs assessment of industry. SLEDS and Real Time supporting data will be analyzed to determine student transitions to determine future programming decisions. Through investigation of districts, other consortia and national programs, best practices will be utilized as well as brokering outside of the HWC. Fully developed academies will include transitions to postsecondary and/or careers.</p>	
Outcomes	
<p>Students that explore career pathways will be better prepared because of their prior learning experiences and successfully transition to postsecondary and/or related careers.</p>	
Measures	
<p>Perkins measures 4S1 and 5S1 will be met or improved by 1%.</p>	
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 Total	\$0.00
Secondary Required Activities	\$13,000.00
Secondary Permissible Activities	\$10,000.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$23,000.00
Total	\$23,000.00

Goal 4 Objectives 3

Required/Permissive Uses of Funds* R4, R6 , R10 , R11 , P2, P3

Strategies

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.

For FY19, the consortium will use new and existing dual enrollment agreements to support our POS's in Health Care, Nutrition and Hospitality. An example of this is the nutrition course which will be offered between NHCC and Wayzata HS. This course is a requirement for several pathways including Nursing and Dietetics and is a college requirement for many pathways into postsecondary education.

In FY19, the HWC colleges will work specifically on the following agreements with high school partners both internal and external to HWC, as well as agreements with 4-year institutions:

NHCC will continue to expand concurrent enrollment offerings with internal and external partners. In addition to the nutrition course to be offered between NHCC and Wayzata, the college will offer Arabic with Wellstone International. Additionally, NHCC will be applying for accreditation for concurrent enrollment. NHCC will also continue to offer concurrent enrollment options to consortium and non-consortium high schools in the following areas: Graphic Design, CSCI, Accounting, CIS, Sales and Promotion and Entrepreneurship. For the University partnerships, NHCC will be adding Professional Communication courses with Metro state which will be located on NHCC's campus. In FY19, the college will add Data Science, Cyber Security, and Accounting with Metro State, and Information Systems and Software Engineering with St. Cloud State University.

In FY19, the Academic Dean of General Education at HTC will oversee developing CE agreements with high schools and articulations with 4-year colleges.

The following CE agreements are planned for FY19:

- Prior Lake/Lakeville MNCAPS: Business courses
- Wayzata HS: Business, IT and Woodworking
- Forest Lake HS: Landscape/Horticulture
- Buffalo HS: Landscape/Horticulture, Child Development, Auto Mechanics, Engineering CAD, Woodworking, Business, Accounting
- Roseville HS: Auto Mechanics, Marine/Motorsports and Woodworking

The following CE agreements are also probable for FY19:

Burnsville HS: Auto Mechanics, Marine/Motorsports, Carpentry

Possible new relationships for FY19:

- Academy for Sciences and Agriculture (AFSA): Landscape/Horticulture
- Edison HS: Business
- Gateway/ISD 287

Regarding two-year to four-yr agreements, HTC continues to develop opportunities for degree and diploma graduates to transfer seamlessly into 4-yr degree programs via articulation agreements:

-HTC had 87 approved agreements as of April 2018

-in process are new block agreements that lead in from several HTC programs to one specific degree at a university. Examples include block agreements with Metro State for degrees in Organization Administration and Information Assurance.

Outcomes

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

Measures

Both colleges 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, as well as new programming with various four year partners.

In FY19, 95% of students participating in a concurrent enrollment course with NHCC will successfully pass with a C or higher. 3P1 retention and transfer data will meet the most recent negotiated target of 31.58% for FY18 by the end of FY19.

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 Total	\$0.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$0.00
Total	\$0.00

Goal 4 Objectives 4

Required/Permissive Uses of Funds*	R1 , R2 , R3, R4, R5 , R6 , R7 , R8 , R9 , R10 , R11 , P1 , P2, P3, P4, P5, P6, P7, P8, P9-Support the improvement or development of new career and technical education courses and initiatives, including career clusters, career academies, and distance education ? high skill, high wage, high demand, P10, P11, P12, P13, P14, P15, P16, P17
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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 partners or others as appropriate for proposals pertaining to:

- POS, RPOS
- High school and college dual credit options
- Career and college readiness and transition programming for high school students
- Underrepresented students
- Tools, textbooks, and technology available for loan to students to ensure equal access
- Innovative technologies, software or equipment upgrades
- Simulation projects that enhance teaching and learning
- Technical skills assessments and TSA prep
- Employer partnership development
- Graduate assistant internships
- Initiatives that support meeting target performance measures
- 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 recipients will identify related goals, outcomes, and sustainability measures and evaluate results based on Perkins objectives. Initial outcomes will be reported in the following fiscal year.

Post-Secondary Required Activities	\$3,750.00
Post-Secondary Permissible Activities	\$1,250.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00

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

Goal 4 Objectives 5

Required/Permissible Uses of Funds* R1 , R3, R8 , R10 , R11

Strategies

HWC will continue to examine data and support the utilization of career resources such as MCIS, Real Time Talent, and CTEcreditMN.com to support successful student transitions to college and careers. Student leadership and real world connections will be introduced through Twin West and other programs. Additional instructor preparation through externships and professional development will further successful student transitions.

Outcomes

As a result, HWC professionals will be more effective in the advising and counseling functions to assist students in planning their career pathway and any remediation needed to be successful in their pathway. CTE will assist guidance counselors, students and parents with the development of PLP as it relates to early college options.

Measures

HWC secondary will meet the negotiated targets of 3S1, 4S1, and 5S1 or improve by at least 1%.

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 Total	\$0.00
Secondary Required Activities	\$18,000.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$18,000.00
Total	\$18,000.00

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]

5.1 In FY18, HWC's monthly meetings and annual summer retreat were restructured to include all five required goal areas of the grant. The FY18 restructure ensured that consortium members have time for reflection, offering feedback and building consensus on the grant writing process, budgeting, program planning and consortium operations. In FY19, the consortium will continue to utilize this process.

5.2 HWC analyzes and uses multiple data sources regarding program improvement and academic and technical outcomes, which will improve data driven dialogue and implementation of curriculum modifications. HWC annually allocates funds to support the required state TSA initiatives that evaluate student learning. In FY18, HWC developed a new partnership with Twin West Chamber of Commerce, which provides economic and business data that highlights technical, academic and professional skills, as well as employment trends. In addition, a variety of examples of other program improvement resources are used that include advisory boards, Real Time data, CTEcreditMN.com reports, program evaluations, Higher Learning Commission monitoring visits, Noel Levitz student survey results and SLEDS data.

5.3 HWC includes representation from ten local school districts and two colleges. Monthly, HWC meets to brainstorm collaborative programming and services while updating members on trends that impact student retention and completion rates. In addition, Twin West, college deans, faculty, specialists, secondary principals and teachers are invited and incorporated into meeting agendas as appropriate for consortium goals. HWC hosts a summer retreat to develop consortium goals and outcomes annually, and to provide a variety of professional development activities for the members.

5.4 Regularly, the secondary and postsecondary leadership meets to discuss budgeting for collaborative projects, professional development opportunities, as well as individual partnering projects. HTC and NHCC Perkins Directors also meet annually with college leadership to align the Perkins funding with student and academic affairs strategic plans. The consortium high schools utilize a budget request form that includes rationale for proposed expenditures that meet Perkins goals.

5.5 In FY19, in order to continually improve our collaborative relationships with stakeholders, HWC plans to host a fall workforce development retreat which focuses on how the consortium meets the goals and outcomes for CTE programming and services, and to facilitate discussions with business and industry to identify the needs of the workforce. In FY19, HWC plans to invite community members such as legislators, superintendents, principals, college presidents, workforce development agencies, Adult Basic Education, and local community members to engage discussion about Minnesota's workforce needs and demands. Additionally, HWC will sustain collaborative relationships with advisory board committees, MNACTE, MACTA, and ACTE.

The two colleges continue to seek opportunities to collaborate on initiatives that mutually benefit each college. For example, the Nontraditional Student Support Consultant is contracted by both colleges to improve recruitment and completion of nontraditional students as defined by Perkins.

5.6 HWC reviewed the State Plan to further develop the vision for CTE in multiple areas such as workforce development, programs of study, articulated college credit, concurrent enrollment programming, technical skills assessments, online course offerings, joint advisory board partnerships, and innovative CTE initiatives across the consortium. Moreover, HWC's monthly meeting agendas are structured to involve districts, colleges and community partners in discussing and refining our CTE vision. As described in 5.5, additional outreach strategies and initiatives are being planned for FY19. Also, all HWC members promote and participate in state planned meetings and professional development activities.

Goal 5 Budget: Sustain the Consortium of Secondary and Postsecondary Institutions

Goal 5 Objectives

Goal 5 Objectives 1	
Required/Permissive Uses of Funds*	R3, R10 , P1 , P3, P5
Strategies	
HWC will continue to collaborate and sustain partnerships through advisory committees, monthly meetings, a community outreach retreat and investigation of other consortium models.	
Outcomes	
A community outreach retreat will be planned collaboratively by all stakeholders. Additionally, business and industry will be engaged in program development through support of mentoring, OJT opportunities, student organizations, curriculum advising and equipment donation. These connections will further assist consortium partners to improve curriculum at all levels including meeting the needs of business and industry.	
Measures	
Community outreach symposium will result in at least one additional partnership activity such as new mentors, judges for student competitions and improved POS.	
Post-Secondary Required Activities	\$35,651.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$35,651.00
Secondary Required Activities	\$19,000.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$19,000.00
Total	\$54,651.00
Goal 5 Objectives 2	
Required/Permissive Uses of Funds*	R1 , R2 , R3, R4, R5 , R6 , R8 , R10 , R11
Strategies	
HWC will use data sources to analyze and plan program improvement. Data source examples: Real Time Talent, TSA, CTEcreditMN.com (ACC reports), Twin West, advisory committee input, DEED labor market data, SLEDS, EPM 11 Perkins data, ISRS, Office of Civil Rights and Perkins monitoring visit findings, MARSS, Perkins P files, local district data, college strategic plans, Graduate Follow-Up, National Student Clearinghouse, as well as Noel Levitz, CCSSE, SENSE, and other student services survey data.	
Outcomes	
HWC will improve data driven dialogue and provide effective tools for evaluating curriculum and student success.	
Measures	
HWC will implement program improvement such as incorporating TSA and ACC and adding or sunsetting courses/programs as necessary.	
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 Total	\$0.00
Secondary Required Activities	\$13,000.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$13,000.00

Total	\$13,000.00
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Goal 5 Objectives 3	
Required/Permissible Uses of Funds*	R3, R4
Strategies	
In support of the CTE vision, professional development will be encouraged and provided to enhance teaching strategies, POS development and continuous program improvement.	
Outcomes	
CTE vision awareness and involvement by stakeholders (e.g. teachers, parents, students, administration, deans etc.) will increase. All CTE programs will be improved or enhanced.	
Measures	
CTE Best Practices will be implemented through quality and expanded programming such as adding or revising existing POS's.	
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 Total	\$0.00
Secondary Required Activities	\$1,000.00
Secondary Permissible Activities	\$9,000.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$10,000.00
Total	\$10,000.00

Goal 5 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
Strategies	
RFP/Permissible Process: HWC members will offer RFP/permissible funds for internal college proposals, collaborative proposals with HWC partners, external partners or others as appropriate for proposals pertaining to:	
<ul style="list-style-type: none"> --POS, RPOS --High school and college dual credit options --Career and college readiness and transition programming for high school students --Underrepresented students --Tools, textbooks, and technology available for loan to students to ensure equal access --Innovative technologies, software or equipment upgrades --Simulation projects that enhance teaching and learning --Technical skills assessments and TSA prep --Employer partnership development --Graduate assistant internships --Initiatives that support meeting target performance measures --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 recipients will identify related goals, outcomes, and sustainability measures and evaluate results based on Perkins objectives. Initial outcomes will be reported in the following fiscal year.	

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 Total	\$0.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$0.00
Total	\$0.00

Goal 5 Objectives 5

Required/Permissive Uses of Funds* R1 , R5 , R8 , R10

Strategies

HWC leadership team will continue to make recommendations on career events (e.g. new girls STEM event) that highlight high wage, high skill or high demand careers. We will rely on input regarding the needs of the consortium and industry to design appropriate events.

Outcomes

Student interest will increase in a variety of pathways which will have the potential to ensure a pipeline for employment.

Measures

Measures 5S1 and 4P1 will be met or improved by 1%. The P files will be analyzed to determine the impact on secondary course enrollment.

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 Total	\$0.00
Secondary Required Activities	\$5,000.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$5,000.00
Total	\$5,000.00

Goal 5 Objectives 6

Required/Permissive Uses of Funds* P5, P15, R5 Professional Development , R10 Collaboration, R5 Professional Development , R10 Collaboration

Strategies

HWC will invite guests to consortium meetings to share information on relevant initiatives. Guest may include college deans, faculty, staff, principals, teachers and additional leadership.

Outcomes

All aspects of education and employment opportunities in CTE will be enhanced through networking and collaboration. Meeting productivity and activities will be improved.

Measures

Increased engagement by employers, colleges, schools and districts will be reflected in the HWC minutes.

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 Total	\$0.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00

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

Goal 5 Objectives 7

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

Strategies

The summer retreat will continue to allow a self-assessment which provides HWC with a strategic roadmap for FY19.

Outcomes

The summer retreat will provide tools to prepare and improve CTE directors' ability to meet the challenges throughout the school year of FY19.

Measures

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

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

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 Total	\$0.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$500.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$500.00
Total	\$500.00

Goal 5 Objectives 8

Required/Permissive Uses of Funds* R4, R6

Strategies

NHCC will collaborate with local consortium high schools to financially support the ongoing implementation and administration of a variety of technical skills assessments, as they relate to our five state approved POS's and two RPOS's.

Outcomes

Transition from consortium high schools to the colleges will be supported and will improve.

Measures

2S1 negotiated targets will be met or improved by 2%.

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

Goal 5 Objectives 9

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

Strategies

HWC will continue to support and update www.hennepinwestconsortium.org and WebEx as tools for collaboration, planning, management and communications.

Outcomes

Consistent information will be provided to all our partners. The website model will be shared with consortia in MN.

Measures

HWC website and contents will be replicated by other consortia.

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 Total	\$0.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$500.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$500.00
Total	\$500.00

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? Yes

Budget Goal 1

Row	Post-secondary Required Activities	Post-secondary Permissible Activities	Post-secondary Admin Cost	Post-secondary Reserve	Post-secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Admin Cost	Secondary Reserve	Secondary Total	Row Total
Goal 1 Total	\$28,996.00	\$0.00	\$22,648.00	\$14,111.00	\$65,755.00	\$219,735.98	\$35,000.00	\$0.00	\$34,699.37	\$289,435.35	\$355,190.35

Budget Goal 2

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Admin Cost	Post-Secondary Reserve	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Admin Cost	Secondary Reserve	Secondary Total	Row Total
Goal 2 Total	\$191,782.00	\$262,604.00	\$31,314.00	\$0.00	\$485,700.00	\$64,000.00	\$5,700.00	\$0.00	\$0.00	\$69,700.00	\$555,400.00

Budget Goal 3

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Admin Cost	Post-Secondary Reserve	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Admin Cost	Secondary Reserve	Secondary Total	Row Total
Goal 3 Total	\$351,312.00	\$92,021.00	\$0.00	\$33,807.00	\$477,140.00	\$30,000.00	\$15,400.00	\$0.00	\$0.00	\$45,400.00	\$522,540.00

Budget Goal 4

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Admin Cost	Post-Secondary Reserve	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Admin Cost	Secondary Reserve	Secondary Total	Row Total
Goal 4 Total	\$3,750.00	\$1,250.00	\$0.00	\$0.00	\$5,000.00	\$53,000.00	\$10,000.00	\$0.00	\$0.00	\$63,000.00	\$68,000.00

Budget Goal 5

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Admin Cost	Post-Secondary Reserve	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Admin Cost	Secondary Reserve	Secondary Total	Row Total
Goal 5 Total	\$45,651.00	\$0.00	\$0.00	\$0.00	\$45,651.00	\$38,000.00	\$10,000.00	\$0.00	\$0.00	\$48,000.00	\$93,651.00

Goal Totals

Row	Post-Secondary	Post-Secondary	Post-Secondary	Post-Secondary Reserve	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Admin Cost	Secondary Reserve	Secondary Total	Row Total
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	Required Activities	Permissible Activities	Admin Cost								
Goal Total	\$621,491.00	\$355,875.00	\$53,962.00	\$47,918.00	\$1,079,246.00	\$404,735.98	\$76,100.00	\$0.00	\$34,699.37	\$515,535.35	\$1,594,781.35

Secondary Supplemental Budget Sheet

Description	File Name	File Size
Budget for HWC Secondary FY19	Copy of HennepinWestFY18-19Allocation.xlsx	53 KB
Budget for HWC Secondary FY19	Copy of HennepinWestFY18-19Allocation.xlsx	53 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	\$8,000.00
(POSTSECONDARY) Estimated expenditures/in-kind contributions used in collaboration with WorkForce Centers	\$65,000.00
Totals	\$78,000.00

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:* 39.0%

Coordinator Budget:* \$50,777.00

Post-Secondary

Total percentage of time for Coordinators of Perkins:* 70.0%

Coordinator Budget:* \$76,000.00

Perkins Dollars

Perkins-Funded Positions

Person's Name	Position	File Folder # (secondary)	Amount	Upload Position Description
HTC Employee 1	Perkins Director--partially college funded		\$31,314.00	HTC Position 1.doc
HTC Employee 2	CLA2--partially reserve funded		\$42,104.00	HTC Position 2, FY18.docx
HTC Employee 3	CLA2--partially college funded		\$47,900.00	HTC Position 3.pdf
HTC Employee 4	CLA2--partially college funded		\$50,922.00	HTC Position 4.pdf
HTC Employee 5	CLA2--partially college funded		\$21,892.00	HTC Position 5.doc
HTC Employee 6	CLA2--intermittent		\$18,972.00	HTC Position 6.doc
HTC Employee 7	CLA2--partially college funded		\$53,234.00	HTC Position 7.pdf
HTC Employee 8	CLA2--partially college funded		\$53,234.00	HTC Position 8.pdf
HTC Employee 9	CLA2--partially college funded		\$37,873.00	HTC Position 9, FY18.doc
HTC Employee 10	Stdt Serv Sr/Tutor--partially college funded		\$55,407.00	HTC Position 10.pdf
HTC Employee 11	Career Experience Coordinator		\$77,572.00	HTC Position 11.doc
NHCC Director of Perkins and Peer Tutoring	Director of Perkins Collaboration and Consortium		\$93,950.00	Collaboration.doc
NHCC Advisor 1	Nursing Advisor (14% college funded & 86% Perkins)		\$70,485.00	MnSCUAP2-LeahKlimek.pdf
NHCC Advisor 2	Business Advisor (14% college funded 86%Perkins)		\$73,946.00	MnSCUAP2-MalaUgargol.pdf
NHCC Advisor 3	Business Advisor (14% college funded 86%Perkins)		\$73,946.00	MnSCUAP2-MariaYang.pdf
Secondary Perkins Consortium Director	HWC Secondary Director	376325	\$50,777.00	SecondaryPerkinsGrantCoordinator.docx
			\$853,528.00	

Improvement Plan Action Steps

Indicator Number (i.e. 1S1 or 2P1)	Action Steps to improve the performance	Resources Needed	Timeline	Person(s) Responsible	How will progress be documented?	Sub-populations or groups where gap exists:	Describe any contextual factors that might contribute to this gap:	Further Information
1P1 ? Technical Skill attainment	<p>As nursing faculty and students develop strategies to improve teaching and learning of the recently revamped curriculum at both colleges, we believe 1P1 Technical Skill Attainment will improve for the next reporting year primarily due to recent improvement in NCLEX test results. NCLEX testers accounted for 42.67%, or 218 out of 511 total testers in FY16, and an overwhelming 67.65%, or 230 out of 340 total testers in FY17, which is the most recently available full-year data.</p> <p>Going forward, recent interventions at the colleges are expected to continue to positively affect the data. For the past two years, NHCC and ABE have collaborated to offer TEAS test prep coursework for students wanting to enroll in the nursing program. Other possible new initiatives involve second year nursing students mentoring and tutoring first year students, as well as potential utilization of alumni for NCLEX prep. HTC's nursing department feels that changing the program to two semesters and allowing students to take each course only once will contribute to increases in their NCLEX pass rate. One additional notable change at HTC for FY18 is the implementation of HESI exams throughout the program, starting with an entrance exam and ending with a live review for NCLEX included in the final course of the program.</p> <p>All of this points to an increase in 1P1 for FY18. However the following describes some other factors involved in TSA results at the colleges which are unknowns at this point, though not specifically performance improvement strategies.</p> <p>After NCLEX, the next largest pools of testers (Peace</p>	Data from college Nursing Departments.	By quarter or semester.	Nursing Deans/DON's, Sara Laviolette, Cynthia Muna	Results will be incorporated into Perkins reporting as applicable.	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.	The two colleges have different missions. NHCC is designed more for transfer and HTC is designed more for employment following completion of programs.	<p>Next to the students themselves, the primary stakeholders in this process are the nursing programs that hope to produce a viable, well-trained workforce for health care facilities. These programs are held to a standard of percent of students passing and the consequences for not meeting that standard are dire. Thus the programs have a vested interest in seeing that their students are successful all the way through to the completion of the NCLEX.</p> <p>HWC colleges receive 1P1 information directly from the State, however NCLEX data is available sooner on a quarterly basis directly from the college Nursing Departments. It is this data and the overwhelming number of nursing testers that helps with 1P1 prediction, despite other variable factors described earlier.</p>

Officers and EMS) were not accessible for FY17, so were not included in the FY17 1P1 actual performance data. It is not yet known if they will be available for FY18. The effect of this may be significant. For example, the FY16 reporting year included the Peace Officers License Exam pool of 162 testers, of which 140 passed for a rate of 86.36% which pulled the average up. The EMS group of 39 testers, 30 of which passed, contributed a rate of 76.92% which was slightly higher than the overall that year. However, these larger pools of testers that tended to come in above the overall average are not included in the most recently available 1P1 performance data for FY17, which collectively stands at 70.88%.

Some unknowns and discrepancies between state and college reporting on Nocti results also require further examination, plus every year there is a potential for some new test results to be included in overall Nocti data making this difficult to predict as well. For example we know that at HTC, accounting students resumed taking the Nocti Accounting Basic test in FY18 and these new results will be included in the overall 1P1 for the colleges for FY18. However, based on the percent passing the Nocti Basic Accounting test in past years, we expect these results to pull the average up.

Regarding 1P1 going forward beyond the FY18 reporting year, both colleges have received more recent quarterly results that are increasing at NHCC but decreasing at HTC. The bulk of NHCC nursing testers take the NCLEX in early spring and their results for the first quarter of 2018 was 94.12% passing for the 51 first time testers, and 90.57% passing for all 53 first time plus repeat testers.

For HTC, NCLEX results declined to 25 people passing out of the 37 who took the exam in the first quarter of 2018, for a pass rate of 67.57%. This data will not be included in 1P1 until FY19. Per conversations with the

	<p>HTC nursing faculty, interventions will begin immediately. They include: college funding to pay tuition for an online NCLEX prep course for students enrolled in NURS 2380 Transition to Practice. A face to face NCLEX prep course will also be offered this summer at HTC, and particular course delivery interventions will be implemented for students who are granted an appeal for lack of success in NURS 2375, Medical Surgical Nursing II. Future changes may include higher score expectations on proctored exams and quizzes for Nursing courses, as well as cut scores instituted for the HESI entrance exam.</p>							
<p>1S1 ? Academic Attainment in Reading/ Language Arts</p>	<p>Step 1: Train teachers on how to improve the reading within their course content.</p> <p>Step 2: Develop partnerships with reading and achievement specialists in our districts.</p> <p>Step 3: Provide funds for materials and training.</p> <p>Step 4: Provide opportunities for instructors, coordinators and administrators to investigate programs that are successful in incorporating new and different reading strategies in our consortium districts.</p>	<p>CTE technical reading materials Stipends for faculty including mileage Conference fees Substitute teachers</p>	<p>July 1, 2018 through June 30, 2019</p>	<p>CTE coordinators and department leaders</p>	<p>Improvement in 1S1 measure and instructor PLC reports.</p>	<p>Economically disadvantaged, ELL, Racial Diversity, Disabilities</p>	<p>Financial resources provided for instructional materials and instructional materials, administration in some schools and CTE course elimination in some districts. Student prior preparation and support systems may be lacking.</p>	<p>Stakeholders are students, community, parents, instructors, school system and businesses. The Perkins P files were analyzed and discussed at the consortium leadership team meetings. The Perkins CTE leadership attended training at their local districts and additional local, state and national workshops/conferences and made recommendations for improvement.</p>
<p>1S2 ? Academic Attainment in Math</p>	<p>Step 1: Train teachers on how to improve math within their course content.</p> <p>Step 2: Develop partnerships with math and achievement specialists in our districts.</p> <p>Step 3: Provide funds for materials and training.</p> <p>Step 4: Investigate and plan potential courses that integrate math concepts or design a CTE math course such as business statistics or financial algebra, etc.</p> <p>Step 5: Provide opportunities for instructors, coordinators and administrators to investigate programs that are successful in incorporating new and different reading strategies in our consortium districts.</p>	<p>Math resources including time to meet with academic partners, text books and other CTE math resources, visits to other school districts and professional development. Stipends for faculty including mileage Conference fees Substitute teachers</p>	<p>July 1, 2018 through June 30, 2019</p>	<p>CTE coordinators and department leaders</p>	<p>Improvement in Perkins measure 1S2 and PLC reports.</p>	<p>Economically disadvantaged, ELL, Racial Diversity, Disabilities</p>	<p>Financial resources provided for instructional materials and instructional materials, administration in some schools and CTE course elimination in some districts. Student prior preparation and support systems may be lacking.</p>	<p>Stakeholders are students, community, parents, instructors, school system and businesses. The Perkins P files were analyzed and discussed at the consortium leadership team meetings. The Perkins CTE leadership attended training at their local districts and additional local, state and national workshops/conferences and made recommendations for improvement.</p>

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: *	80.00%
Actual Performance: *	70.88%
General strategies planned to improve performance:	
<p>As nursing faculty and students develop strategies to improve teaching and learning of the recently revamped curriculum at both colleges, we believe 1P1 Technical Skill Attainment will improve for the next reporting year primarily due to recent improvement in NCLEX test results. NCLEX testers accounted for 42.67%, or 218 out of 511 total testers in FY16, and an overwhelming 67.65%, or 230 out of 340 total testers in FY17, which is the most recently available full-year data.</p> <p>Going forward, recent interventions at the colleges are expected to continue to positively affect the data. For the past two years, NHCC and ABE have collaborated to offer TEAS test prep coursework for students wanting to enroll in the nursing program. Other possible new initiatives involve second year nursing students mentoring and tutoring first year students, as well as potential utilization of alumni for NCLEX prep. HTC's nursing department feels that changing the program to two semesters and allowing students to take each course only once will contribute to increases in their NCLEX pass rate. One additional notable change at HTC for FY18 is the implementation of HESI exams throughout the program, starting with an entrance exam and ending with a live review for NCLEX included in the final course of the program.</p> <p>All of this points to an increase in 1P1 for FY18. However the following describes some other factors involved in TSA results at the colleges which are unknowns at this point, though not specifically performance improvement strategies.</p> <p>After NCLEX, the next largest pools of testers (Peace Officers and EMS) were not accessible for FY17, so were not included in the FY17 1P1 actual performance data. It is not yet known if they will be available for FY18. The effect of this may be significant. For example, the FY16 reporting year included the Peace Officers License Exam pool of 162 testers, of which 140 passed for a rate of 86.36% which pulled the average up. The EMS group of 39 testers, 30 of which passed, contributed a rate of 76.92% which was slightly higher than the overall that year. However, these larger pools of testers that tended to come in above the overall average are not included in the most recently available 1P1 performance data for FY17, which collectively stands at 70.88%.</p> <p>Some unknowns and discrepancies between state and college reporting on Nocti results also require further examination, plus every year there is a potential for some new test results to be included in overall Nocti data making this difficult to predict as well. For example we know that at HTC, accounting students resumed taking the Nocti Accounting Basic test in FY18 and these new results will be included in the overall 1P1 for the colleges for FY18. However, based on the percent passing the Nocti Basic Accounting test in past years, we expect these results to pull the average up.</p> <p>Regarding 1P1 going forward beyond the FY18 reporting year, both colleges have received more recent quarterly results that are increasing at NHCC but decreasing at HTC. The bulk of NHCC nursing testers take the NCLEX in early spring and their results for the first quarter of 2018 was 94.12% passing for the 51 first time testers, and 90.57% passing for all 53 first time plus repeat testers.</p> <p>For HTC, NCLEX results declined to 25 people passing out of the 37 who took the exam in the first quarter of 2018, for a pass rate of 67.57%. This data will not be included in 1P1 until FY19. Per conversations with the HTC nursing faculty, interventions will begin immediately. They include: college funding to pay tuition for an online NCLEX prep course for students enrolled in NURS 2380 Transition to Practice. A face to face NCLEX prep course will also be offered this summer at HTC, and particular course delivery interventions will be implemented for students who are granted an appeal for lack of success in NURS 2375, Medical Surgical Nursing II. Future changes may include higher score expectations on proctored exams and quizzes for Nursing courses, as well as cut scores instituted for the HESI entrance exam.</p>	
Comments or context for actual performance (optional):	
<p>The final negotiated target for 1P1 Technical Skill Attainment for FY17 was 83.00% and for FY18 is 80.00%, however the most recently available actual performance decreased from 76.69% in FY16 to 70.88% in FY17. We believe the primary reason for this was that NCLEX results, which have the most significant impact on 1P1 due to the number of testers, had not increased enough by the end of FY17 to move the overall 1P1 results in the right direction, increasing slightly from 74.77% to 76.96% passing the NCLEX over those two fiscal years. In addition, key results from the next largest groups of testers were excluded from the FY17 70.88% performance figure due to unforeseen issues with the State's access to this data. We do predict an increase by the end of FY18 since the NCLEX results reported by the colleges at the end of each calendar are the same numbers used by the state to calculate</p>	

NCLEX rates for the fiscal year which ends six months later. Therefore, we would expect NHCC's NCLEX rate to be 85.93% and HTC's to be 78.57% for FY18 reporting by the state, and as stated earlier, the NCLEX group represents the majority of testers.

Improvement Report 2

Indicator Not Met:*	1S1 ? Academic Attainment in Reading/ Language Arts
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Negotiated Performance: *	69.32
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Actual Performance: *	59.60
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General strategies planned to improve performance:

HWC is promoting academic standards in all CTE courses to close the achievement gap and help students excel in reading. We have assessed data in regard to the sub-populations and have shared how districts are striving to improve instruction to all CTE students with an emphasis on special populations. The secondary data based on each high school demonstrates a pattern of low achievement in a variety of special populations. For example Brooklyn Center High school tested a total of 58 students with a pass rate of 24.14%. As we analyze the results in the sub populations it evident that strategies need to be developed in economically disadvantaged, disabilities and ELL. Of the 58 students at Brooklyn Center, 50 students fell into the category of economically disadvantaged and only 24% passed, 10 students are in the category of disabilities with 40% passing. 8 students are in the ELL category with a 0% pass rate. Out of 10 districts, only two districts met and surpassed the target. Both of those districts have a low population of ELL, economically disadvantaged and students with disabilities compared to the other districts.

Strategies will be focused on working with students identified in our sub populations. CTE materials will be purchased to integrate additional technical reading into the classroom. Professional development is provided by local districts and through professional organizations/conferences for instructors to support incorporation of reading strategies in CTE. All HWC secondary CTE directors will be encouraged to participate in the state training for special populations and reading strategies. In addition, CTE instructors will continue to work with other specialized departments in their district to individually help students.

Comments or context for actual performance (optional):

Test results demonstrate a wide range of performance in our consortium for 1S1. Our lowest performing school has a 24.14% pass rate with our highest school with a pass rate of 78.14%. There are factors out of the confines of what we as a district or consortium can control including student attitude for a low stakes test, parents opting their student out of the test, and at times the delivery of the test through MCA.

Improvement Report 3

Indicator Not Met:*	1S2 ? Academic Attainment in Math
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Negotiated Performance: *	55.30
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Actual Performance: *	48.04
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General strategies planned to improve performance:

HWC is promoting academic standards into all CTE courses to close the achievement gap and help students excel in math. We have assessed data in regard to the sub-populations and have shared how districts are striving to improve instruction to all CTE students with an emphasis on special populations. The secondary data based on each high school demonstrates a pattern of low achievement in a variety of special populations. For example Osseo area high schools tested a total of 1013 students with a pass rate of 37.22%. As we analyze the results in the sub populations it evident that strategies need to be developed for economically disadvantaged, disabilities, and ELL. Of the 1013 students at Osseo Area Schools, 482 students fell into the category of economically disadvantaged and only 19% passed, 95 students are in the category of disabilities with 24% passing. 63 students are in the ELL category with a 9.52% pass rate. In addition, there were 216 African American with a 14% pass rate versus the 505 Caucasian students which had a pass rate of 52%, 167 Asian students had a pass rate of 33%.

Out of 10 districts, only three districts met and surpassed the target. These three districts have a low population of ELL, economically disadvantaged, students with disabilities and ethnic diversity compared to the other districts. 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 encouraged 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.

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.

Comments or context for actual performance (optional):

Test results demonstrate a wide range of performance in our consortium for 1S2. Our lowest performing school has a 14.29% pass rate with our highest school with a pass rate of 74.58%. There are factors out of the confines of what we as a district or consortium can control including student attitude for a low stakes test, parents opting their student out of the test, and at times the delivery of the test through MCA.

Improvement Report 4

Indicator Not Met:*	3P1 ? Student retention or transfer
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Negotiated Performance: *	31.58%
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Actual Performance: *	31.58%
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General strategies planned to improve performance:

With the changes in federal and state governments, it is difficult to predict what will happen with either 2P1 Completion or 3P1 Retention and Transfer. Generally, we feel that the improving economy and more robust job outlook has 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 the colleges feel it is in their best interest to equally promote all potential successful student outcomes including retention, transfer and completion.

Comments or context for actual performance (optional):

31.58% is the actual performance for this indicator for the most recent available reporting year of FY17 as well as the negotiated target for FY18. This indicator has continued mostly to decrease over the past five reporting years. We feel the most significant factor in not meeting the target for 3P1 Retention and Transfer is related to the significant increase in 2P1 Completion. According to the data, 2P1 has increased over that same set of five reporting years from 35.46% in FY13, to 39.01% in FY14, to 44.41% in FY15, to 46.29% in FY16, to 46.86 in FY17. 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."

Improvement Report 5

Indicator Not Met:*	5P2 ? Nontraditional completion
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Negotiated Performance: *	19.25%
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Actual Performance: *	17.71%
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General strategies planned to improve performance:

Going forward, the colleges intend to promote both 5P1 Nontrad Participation and 5P2 Nontrad Completion through the following strategies:

Through the foreseeable future, we expect to continue to hire a Nontraditional Student Support Consultant for the purpose of researching, developing and implementing programming to support nontraditional students at HTC BPC, HTC EPC and NHCC and to raise awareness of nontrad career options through collaboration with local high school districts. This programming may include mentoring by business and industry representatives, career awareness events, Lean In Circle support groups, and individual interventions with students. Highlights from FY18 included a Criminal Justice, Law Enforcement and Paralegal Career Expo at NHCC and a Women's 'Herstory' event at HTC named 'Unconventional Jobs/Unstoppable Women'.

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 where feasible, programming will be inclusive of all nontrad students.

For the past three years, NHCC began to recruit and educate females of color in grades 9-12 regarding career opportunities available to them in policing, paralegal, criminal justice, FBI, SWAT and other law enforcement programs. During FY19, this program will be sustained by five community partners such as Brooklyn Park and Minneapolis police departments, the FBI, and additional local stakeholders.

During FY19, the collaborative partners for the Criminal Justice and Law Enforcement annual programming will include five members of the HWC consortium to be determined in the spring of FY19. Additionally, the Brooklyn Park Police Department, local police union members, SWAT teams, FBI and other law enforcement constituents were involved in this program. During FY18, over 200 students participated in this event.

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 improvement that is consistent, sustainable, and on a large enough scale to affect these measures. Furthermore, three year cohort data makes it difficult to zero in on effective practices and cause and effect. However, our consultant has continued to research best practices and has enthusiastically implemented many ideas that are new to our campuses. Thus we feel we have the best shot in years at affecting this data through support programming. See attached report for full details.

At NHCC, FY17 data reflects 92 females compared to 40 males were enrolled in the Criminal Justice career pathway, while 31 females and 78 males were enrolled in the Law Enforcement career pathway. We believe, in FY19, NHCC will begin to see an increase in nontraditional enrollment and completion data for females due to the three years of nontraditional programming in the Law Enforcement career pathway.

Statement of Assurances & Certifications

Description	File Name	File Size
BCHS Assurances	Brooklyn Center Statement of Assurances FY19.pdf	139 KB
EPHS Statement of Assurances	Eden Prairie FY19 Statement of Assurances.pdf	634 KB
NHCC statement of assurance FY19	fy19statementofassurancepres McDonald.pdf	341 KB
Hopkins Assurances FY19	Hopkins FY19 Statement of Assurances.pdf	707 KB
HTC FY19 Statement of Assurance	HTC StatementofAssuranceFY19.pdf	126 KB
District 287 Statement of Assurances	Intermediate District 287 Statement of Assurances FY19.pdf	128 KB
Lionsgate Statement of Assurances	Lionsgate FY19 Statement of Assurances.pdf	141 KB

Minnetonka Statement of Assurances	Minnetonka FY19 Statement of Assurances.pdf	59 KB
Osseo Statement of Assurances	Osseo FY19 Statment of Assurances.pdf	146 KB
Robbinsdale Assurances FY19	Robbinsdale FY19 Statement of Assurances.pdf	263 KB
St. Louis Park Assurances FY19	St. Louis Park FY19 Statement of Assurances.pdf	142 KB
Wayzata Schools Assurances FY19	Wayzata FY19 Statement of Assurances.pdf	277 KB

Attachments

Description	File Name	File Size
Report on nontraditional student support in FY18 which will continue in FY19	Maria Vittone Carl D Perkins Final Report 2018.docx	18 KB
Report on nontraditional student support in FY18 which will continue in FY19	Maria Vittone Carl D Perkins Final Report 2018.docx	18 KB
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

