MINNESOTA STATE
Career and Technical Education

DEPARTMENT OF EDUCATION

Perkins V Local Application

Strengthening Career and Technical Education
for the 21st Century (Perkins V)

Award Period:	July 1, 2024 – June 30, 2025 (FY25)
Consortium Name:	Hennepin West Consortium www.hennepinwestconsortium.org
Total Award Budget:	$1,718,384.47

Consortium Membership List

In the following table, list the college(s) and all secondary school districts and charter schools in your consortium. Please use the full, legal name for each entity.

Brooklyn Center Community Schools	https://www.bccs286.org/
Osseo Area Schools	https://www.district279.org/
Eden Prairie Schools	https://www.edenpr.org/
Hopkins Public Schools	https://www.hopkinsschools.org/
Intermediate District 287 - Hennepin Technical Pathways	https://www.district287.org/
Lionsgate Academy	http://lionsgate.academy/
Minnetonka Public Schools	https://www.minnetonkaschools.org/
Robbinsdale Area Schools	https://www.rdale.org/
St. Louis Park Schools	https://www.slpschools.org/
Wayzata Schools	https://www.wayzataschools.org/
Hennepin Technical College	https://hennepintech.edu/
North Hennepin Community College	https://nhcc.edu/

Narrative 1: Comprehensive Local Needs Assessment (CLNA)

Submit a completed *Comprehensive Local Needs Assessment (CLNA) Results and Priorities* **document with your application materials.**

NEED A:	This Need is in Element(s):				
1. **Prioritized Need Identified in the CLNA** (copy text from CLNA Results & Priorities into field below):	1 ☐	2 ☐	3 ☒	4 ☐	5 ☐
The CLNA process demonstrated the consortium has performed good research to advance our local consortium needs and priorities. However, we realized we could go further to address questions in this element according to the MN CLNA guide. There is a need to formalize processes to engage CLNA work during the 2nd year of the two-year application.					
2. **Strategies to address need:**					
• Develop an ongoing process to review and update SRPOS.					
3. **Measurable Outcomes (report results in next APR):**					
1. The SRPOS will be revised and updated **in FY25**.					

Narrative 2: Programs of Study (POS)

Submit a completed Programs of Study Spreadsheet (*S-R POS – Funding POS*) with your application materials.

- COMPLETED

Complete the table below for each State-recognized POS and any POS that are being funded. Funded POS must meet two of the three categories (high wage, high skill, in demand). Delete the example entries and insert additional rows as needed.

POS	Type	High Wage Y/N	High Skill Y/N	In Demand Y/N	Prior Year's # of Secondary Concentrators	Prior Year's # of Postsecondary Concentrators
Visual Arts	SR	Y	Y	N	44	57
Information Support & Services	BOTH	Y	Y	Y	296	49
Programming & Software Development	BOTH	Y	Y	Y	169	84
Web & Digital Communication	SR	Y	Y	N	169	4
Construction	BOTH		Y		373	137
Manufacturing Production Process Development	BOTH	Y	Y	Y	255	100
Engineering & Technology	SR	Y	Y	Y	75	51
Facility & Mobile Equipment Maintenance	BOTH	Y	Y	Y	84	123
Therapeutic Services	BOTH	Y	Y	Y	449	209
Teaching/ Training	BOTH	Y	Y	Y	49	47
Early Childhood Development & Services	SR	Y	Y	N	482	11
General Management	BOTH	Y	Y	Y	983	79
Accounting	SR	Y	Y	N	1244	47
Restaurants & Food Beverages Services	BOTH	N	Y	N	1221	20
Marketing Management	BOTH	Y	Y	N	357	13
Administrative Support	Funding	Y	Y	Y	605	94
Professional Sales	Funding	N	Y	Y	377	2
Production	Funding	Y	Y	Y	257	36
Emergency & Fire Management Services	Funding	N	Y	Y	43	42
Legal Services	Funding	Y	Y	Y	0	37

Use the table below to answer questions 1 – 3. Use one table for each CLNA prioritized need. Copy and paste additional tables if more than two priorities will be addressed.

1. Of the consortium's prioritized needs from the *CLNA Results and Priorities*, which one(s) will be addressed in relation to **Programs of Study**?
2. What are the strategies to address these needs?
3. What are the desired measurable outcomes for this strategy? (You will be reporting on these outcomes in the next APR)

NEED A:	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1 ☒	2 ☐	3 ☐	4 ☐	5 ☐

According to ACTE's State Fact Sheet, 49% of MN jobs require more than a HS diploma, but less than a 4-year degree. HWC SDPL 3S1 indicates 52% of students enroll in 4-year institutions, 10% in 2-year institutions, and 2% choose gainful employment. This indicates a performance gap in technical/community college program placement for post-high school graduates. The significant gaps are found among Hispanic, Special Education, English Language Learners and Economically Disadvantaged students. Power BI data indicates decline in the following programs at Hennepin Technical College: Construction, Manufacturing, and Automotive; and programs at North Hennepin Community College Finance, and Health Science. There is a need to improve messaging around the value of 2-year colleges and career pathways.

2. Strategies to address need:

- Provide support for career exploration events, such as career fairs, counselor information events, diverse professional speakers, etc. to explain career pathway opportunities and improve knowledge of career readiness. Target audience guidance counselors, administration, students, and parents.
- Funding support for improved pathway and career scaffolding for POS marketing.
- Design and offer programming to support middle school career exploration in CTE (e.g. Middle school college events).

3. Measurable Outcomes (report results in next APR):

1. As a result of improvement messaging there will be an increase in 3S1 performance indicators to meet the required FY25 determined levels.
2. Reduced the number of students entering postsecondary with a declared undecided major designation.

NEED B:	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1 ☐	2 ☒	3 ☐	4 ☐	5 ☐

Upon review of FY23-24 Articulated College Credit report, secondary P-files, local district data, postsecondary Power BI, ASA CTE Program Inventory data, and RTT data misalignment of SR-POS were uncovered for some qualified programs. Data revealed there is a need to build upon CTE exploratory programming that integrates coherent and rigorous content aligned with challenging academic standards and relevant CTE programs. This would attract and allow students to become concentrators, improve leadership, and employability skills which lead to college programs and employment.

2. Strategies to address need:

- Review SRPOS for misalignment. For example, secondary program approvals in Audio/Video Technology and Film and Visual Arts which are misaligned with Communication Technology.
- Review alignment of secondary courses (including cross curricular) to postsecondary introductory courses.

3. Measurable Outcomes (report results in next APR):

1. The SRPOS will be revised and updated.

NEED C:	This Need is in Element(s):				
1. **Prioritized Need Identified in the CLNA** (copy text from CLNA Results & Priorities into field below):	1 ☐	2 ☒	3 ☐	4 ☐	5 ☐

RTT data demonstrated a mismatch between local economic labor projections compared to what is being offered at districts and colleges. The following areas were identified as in-demand.
- **Therapeutic Services**
- **Information Technology**
- **Engineering**
- **Business**
- **Finance**
- **Manufacturing**

There is a need to continue to support our POS for in-demand programs.

2. Strategies to address need:

- Work with administrators to understand local economic labor projections so this information is considered when making CTE programming decisions.
- Evaluate our programs within our POS for relevancy.
- Provide funding and support that will improve and expand as needed.
- Support secondary field trips to consortium colleges and/or business and industry.
- Provide funding and support to Business POS in NHCC weekend college initiative.

3. Measurable Outcomes (report results in next APR):

1. Consortium secondary district reviews indicate progress made towards implementing/strengthening SRPOS.
2. There will be an increase in enrollment in CTE programs/courses at the secondary level.

NEED D:	This Need is in Element(s):				
1. **Prioritized Need Identified in the CLNA** (copy text from CLNA Results & Priorities into field below):	1 ☐	2 ☒	3 ☐	4 ☐	5 ☐

RTT data demonstrated there is a continued need for employees in the following career clusters: AFNR; Architecture and Construction; Transportation, Distribution and Logistics; and the Human Services career field.

2. Strategies to address need:

- Adding or modifying programs in AFNR.
- Continue to support curriculum modifications in the following career clusters: Architecture and Construction; Transportation, Distribution and Logistics; and the Human Services career field.
- Fund industry standard equipment purchases for the above-mentioned career fields/clusters.

3. Measurable Outcomes (report results in next APR):

1. New secondary program approvals are verified.
2. Development of programs that meet size, scope and quality as well as industry standards.

NEED E:	This Need is in Element(s):				
1. **Prioritized Need Identified in the CLNA** (copy text from CLNA Results & Priorities into field below):	1 ☐	2 ☐	3 ☐	4 ☒	5 ☐

HWC performance measures indicate high participation counts throughout CTE programming, however there is a reduction in CTE concentrators. There is a need to increase HWC partner capacity to strengthen students' interest in order to move them from participant to concentrator within Programs of Study/CTE programs.

2. Strategies to address need:

- Access to workforce development partnerships, industry experts, career assessments, and postsecondary CTE professionals in order to educate learners about high-wage, high-skill and in-demand CTE careers.
- Provide the ability to expand advanced courses so that students have the opportunity to become pathway concentrators which could improve the pipeline to college programs.
- Support efforts that review CTE program alignment from middle school to high school through postsecondary.

3. Measurable Outcomes (report results in next APR):

1. Increase CTE concentrators from FY24 to FY25.
2. Maintain or increase CTE participants from FY24 to FY25

NEED F:	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1 ☐	2 ☐	3 ☐	4 ☒	5 ☐

Data indicates a decrease in student interest to enter into education and training careers. We note diversity among postsecondary and secondary faculty does not match respective student populations. HWC needs to improve understanding and increase capacity of its education and training pathway offerings in order to stimulate student interest.

2. Strategies to address need:

- Explore district barriers & apprehension to expanding teaching & training pathways with qualified CTE instructors.

3. Measurable Outcomes (report results in next APR):

1. Growth in participants in the education pathway at both the secondary and postsecondary levels.
2. Increase CTE Education secondary pathway programs.

NEED G:	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1 ☐	2 ☐	3 ☐	4 ☐	5 ☒

Smaller districts in our consortium struggle with offering CTE programs. Issues include lack of space, resources, and educator talent. There is a need to discuss, research, and develop a potential strategic plan for consortium partners in order to collaborate on programming, shared spaces, resources and/or educator talent among districts in close proximity.

2. Strategies to address need:

- Encourage and support collaborative efforts among HWC districts/colleges interested in partnering to provide increased access to CTE programming for students.
- Support shared CTE teachers between districts and/or utilizing Intermediate District 287 when possible. For example, providing mileage, shared spaces and resources.
- Encourage partnership of CTE and non-CTE educators to integrate academics in CTE programming, and foster collaboration between them.

3. Measurable Outcomes (report results in next APR):

1. Innovative partnerships will result in an increased pathway course participants (FY25) and concentrators (FY26).
2. Increase performance indicator 3S1.
3. An increase in early college participation at postsecondary institutions from FY24 to FY25

NEED H:	This Need is in Element(s):				
1. **Prioritized Need Identified in the CLNA** (copy text from CLNA Results & Priorities into field below):	1 ☐	2 ☒	3 ☐	4 ☐	5 ☐
There is a need to support college and school district efforts for CTE program innovation and changes. The consortium needs access to resources that support knowledge & understanding for appropriate equipment, technology, and instructional materials (including support for library resources) aligned with business and industry needs, including machinery, testing equipment, tools, implements, hardware and software, and other new and emerging instructional materials.					
2. Strategies to address need:					
● Funding to support upgrades to outdated Industry standard equipment including machinery, testing equipment, tools, implements, hardware and software. ● Researching, development and obtainments of new and emerging instructional materials.					
3. Measurable Outcomes (report results in next APR):					
1. Combined HWC equipment list demonstrates industry standard equipment was purchased to meet the needs in the SRPOS/POS. 2. Relevant curriculum materials were purchased with endorsement from the regional advisory board.					

4. Provide additional narrative to address the following:

   a. Identify any new courses, programs, or programs of study in development within your consortium. POS in development can be reported on the POS Funding Tab of the POS Spreadsheet, but should not be listed as a State-recognized POS until all seven required elements are in place.

   - St. Louis Park is exploring a new education partnership with NHCC.
   - St. Louis Park is exploring a new dental partnership with HTC.
   - Intermediate District 287 is adding courses in Emergency Medical Careers.
   - Intermediate District 287 is adding new courses in Information Technology (Support and Services).
   - Eden Prairie and Robbinsdale High Schools are working to move Computer Science courses from the science department to CTE.
   - Brooklyn Center has a new construction pathway.
   - Brooklyn Center will be partnering with HTC in the Transportation, Distribution and Logistics as well as Health Sciences career clusters.
   - Wayzata is expanding the Therapeutic Services pathway to include nursing.
   - NHCC is in year 2 of a revised nursing curriculum.
   - NHCC is continuing to expand the Education pathway to include special education with Osseo Area Schools.
   - HTC is adding an AI/Machine Learning diploma in the Programming and Software Development pathway.

- HTC is developing a Dental Hygiene award in the Therapeutic Service pathway.
- HTC has added a Data Center Technician award in the Information Technology career cluster.
- HTC is developing a Construction Electrician award in the Construction pathway.
- HTC has recognized the entry barrier in the Information Technology cluster. The Computer Literacy assessment will be removed from the program course prerequisites. This will be replaced with module learning to be utilized as needed.

b. How will students, including members of special populations, learn about CTE course offerings and how do you ensure access?

All districts provide information about CTE programs in their registration guides and through the guidance process. At the secondary level, there are no restrictions to who can enroll in CTE. CTE supports special education and ELL programs.
At the post-secondary level, information is provided during admission processes, during advising sessions. Promotional materials are shared in the community and campuses. Services and resources are available for special populations to ensure their access and success in CTE programs. Postsecondary recognized an opportunity to improve this messaging during entry orientations and initial career exploration resources (Improvements are found in N3 and N11).

NOTE: Consortia must identify at least six State-recognized programs of study that represent at least four different career fields and with no more than one brokered with institutions outside the consortium. Review the Minnesota Perkins V Operational Guide for more information.

Narrative 3: Collaboration with local workforce development boards and other local workforce agencies

Use the table below to answer questions 1 – 3. Use one table for each CLNA prioritized need. Copy and paste additional tables if more than two priorities will be addressed.

1. Of the consortium's prioritized needs from the *CLNA Results and Priorities*, which one(s) will be addressed in relation to collaboration with **local workforce development boards or other local workforce agencies**?
2. What are the strategies to address these needs?
3. What are the desired measurable outcomes for this strategy? (You will be reporting on these outcomes in the next APR)

NEED A:	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1 ☐	2 ☐	3 ☐	4 ☒	5 ☐

Diversity among staff in colleges and districts indicates the CTE instructor population does not match the student population. There is a need to improve the education and training cluster to stimulate interest in education occupations, in particular from under-represented and non-traditional populations.

2. Strategies to address need:

- Co-fund events with the Minneapolis Regional Chamber and HWC to inform HWC educators, staff, leaders and students on evolving priorities with CTE careers.
- Stimulate the NHCC teaching pathway by working with secondary partners to understand barriers and increase interest.

3. Measurable Outcomes (report results in next APR):

4. ==Improve Education & Training pathway student concentrators in special populations classification by at least 1% in FY25 reporting.==

NEED B:	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1 ☐	2 ☐	3 ☐	4 ☒	5 ☐

Perkins V legislation indicates there is a need to collaborate with local work development boards to ensure educators are current in industry needs.

2. Strategies to address need:

- Co-fund events with the Minneapolis Regional Chamber and HWC to inform HWC educators, staff, leaders and students on evolving priorities with CTE careers such as the Educator Externship for CTE professional development and understanding of careers.
- Provide industry keynote speakers at HWC events/meetings, talent symposium, regional advisory committee, and ACC meetings.
- Partnership development and economic outlook/trends through continued Regional Advisory Committee meetings and Talent Symposium events.

3. Measurable Outcomes (report results in next APR):

NEED C:	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1 ☐	2 ☒	3 ☐	4 ☐	5 ☐

There is a need for the consortium to support college and school district efforts for CTE program innovation and changes. This requires providing access to resources that provide knowledge and understanding of business and industry needs. This would include knowledge of relevant machinery, testing equipment, tools, hardware, software, and other useful instructional materials.

2. Strategies to address need:

- Access to real time analysis of current labor market trends and projections.
- Continue connections and partnerships with at least one local workforce development organization to co-fund activities that improve all aspects of the industry.
- Support local and regional advisory committee events and participation.
- Support transportation for planned college events in partnership with local workforce development organizations.
- Reorganize personnel at NHCC to improve CTE engagement and innovation.

3. Measurable Outcomes (report results in next APR):

1. ~~Report usage data of RTT~~
2. ~~Contracts and programs with local workforce development boards continue to be carried out.~~
3. **Host one new event and/or career exploration event at the postsecondary level based on high-demand occupational areas identified from labor market resources in FY25**

NEED D:	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1 ☐	2 ☐	3 ☒	4 ☒	5 ☐

HWC has analyzed the requirements set forth by MN State and MDE for approved CTE programs/programming, which require an integrated network of partners in order for CTE teachers/staff to understand all aspects of a given industry. By leveraging workforce development entities and career resource tools, HWC partners can provide consistent and focused support that meets requirements to maintain a network of industry knowledge and connections. There is a need to provide access to entities that can adequately address the unique needs of the twelve consortium partners.

2. Strategies to address need:

- Partner with a local workforce development board to:
  - Provide career exploration opportunities.
  - Provide a Regional Advisory Board that brings together education and business representatives.
  - Host an annual Talent Symposium event that brings together educators, civic, and business
  - leaders to address our region's workforce challenges.
  - Engage HWC CTE professionals and support personnel at workforce development board networking events.
- Provide access to career exploration tools supporting students with undecided future career goals

3. Measurable Outcomes (report results in next APR):

1. ~~Attendance at HWC events will be reviewed for impact.~~
2. ~~Usage rates where applicable, will be reported.~~

3. **Decrease the number of undecided adult-learner designations entering into postsecondary by 5% for FY25**
4. **Recruit 5 new employers to engage in consortium events (Educator Externship, Regional Advisory Board Meetings, Talent Symposium**

5. Describe how your consortium, in collaboration with local workforce development boards and other local workforce agencies, one-stop delivery systems, and other partners, will provide:
   a. Career exploration and career development coursework, activities, or services including an organized system of career guidance and academic counseling.

      HWC utilizes the MPLS Regional Chamber of Commerce to offer the following services:
      Provide career exploration opportunities through Elevate Futures
      - Connect educators through the Elevate Futures platform to local businesses interested in skills-based volunteerism, such as guest speaking, mock interviews, field trips, job shadowing and internships.
      - Facilitate discussions with education teams, school administration and key student groups to ensure the highest level of engagement and utilization.
      - Provide dedicated staff to provide these services, as well as ongoing communication with consortium team members through the HWC monthly meetings to provide reports for data informed decision making.
      - Additional services based on capacity and demand from the partners – may include Virtual Career Fairs, additional educator professional development, business leaders' panels, etc.
      Provide a Regional Advisory Board that brings together education and business representatives.
      - Connect and align education with industry trends.
      - Provide opportunities to build relationships with local companies to encourage career-connected learning opportunities for students.
      - Help private-sector companies build relationships with their future workforce.
      - Create opportunities for districts to share best practices.
      Host an annual Talent Symposium event that brings together educators, civic, and business leaders to address our region's workforce challenges.
      - Invite business and industry representatives, elected officials, and other stakeholders to this event
      - Provide outcomes and actionable information from the event.
      - Directory of employer participant contact information will be shared with consortia leaders.
      Engage HWC CTE professionals and support personnel at workforce development board networking events.

b. Career information related to high-skill, high-wage, or in-demand industry sectors or occupations as identified by the comprehensive local needs assessment. HWC contracts with Real Time Talent to provide consortium level access to labor market resources such as Lightcast, TalentNeuron:Recruit and TalentNeuron:Plan. Some consortium partners leverage funds to support access to the YouScience Careers platform to offer career exploration assessments. Research indicates when using the intersectionality of a students interests & aptitudes, there is an increased awareness of CTE occupations. Both entities provide training sessions on best practices when leveraging these resources.

c. Pre-Employment Transition Services (Pre-ETS) with Vocational Rehabilitation Services (DEED VRS) and adult education programs

HWC partners with GPS Education to offer pre-employment training and support, which includes Talk Hiring & R2E programs that provide interview preparation. At the secondary level, we include in our program support to transition disabled students. NHCC provides an i-Prep program; i-Prep is a flexible, self-paced internship prep program open to all students. Students design their own program from a curated list of skill-building experiences, workshops, and special events. HTC is in the early stages of developing a registered apprenticeship program (RAP). This program will place the college as the first or one of the first academic RAP sponsors with Apprenticeship Minnesota. Efforts will be formalized college wide for WBL efforts.

HWC also partners with GPS education to assist with offering career development through job shadows, internships, and apprenticeships. GPS Education has also helped us to arrange field trips for career exploration

Workforce Center Collaboration

Enter information into this table as it applies to your consortium. This table does not self-tabulate. Add totals from Postsecondary Subtotal (line 3) and Secondary Subtotal (line 6) and enter that figure in Total (line 7). If there is no total or dollar amount in a line, enter Zero (0) in the corresponding spot.

	Workforce Center Collaboration	Total
1.	(POSTSECONDARY) Total Perkins funds used in collaboration with Workforce Centers	$23,000
2.	(POSTSECONDARY) Estimated expenditure/in-kind contributions used in collaboration with Workforce Centers	0
3.	**Postsecondary Subtotal**	$23,000
4.	(SECONDARY) Total Perkins funds used in collaboration with Workforce Centers	$34,000
5.	(SECONDARY) Estimated expenditures/in-kind contributions used in collaboration with Workforce Centers	0
6.	**Secondary Subtotal**	$34,000
7.	**TOTAL**	**$57,000**

Narrative 4: Integrated Academic and Technical Skills

Use the table below to answer questions 1 – 3. Use one table for each CLNA prioritized need. Copy and paste additional tables if more than two priorities will be addressed.

1. Of the consortium's prioritized needs from the *CLNA Results and Priorities*, which one(s) will be addressed in relation to **Integrated Academic and Technical Skills**?
2. What are the strategies to address these needs?
3. What are the desired measurable outcomes for this strategy? (You will be reporting on these outcomes in the next APR)

NEED A:		This Need is in Element(s):				
1. **Prioritized Need Identified in the CLNA** (copy text from CLNA Results & Priorities into field below):		1 ☐	2 ☒	3 ☐	4 ☐	5 ☐
Upon review of FY23-24 Articulated College Credit report, secondary P-files, local district data, postsecondary Power BI, ASA CTE Program Inventory data, and RTT data misalignment of SR-POS were uncovered for some qualified programs. Data revealed there is a need to build upon CTE exploratory programming that integrates coherent and rigorous content aligned with challenging academic standards and relevant CTE programs. This would attract and allow students to become concentrators, improve leadership, and employability skills which lead to college programs and employment.						
2. **Strategies to address need:**						
- Create program equity within the consortium partners to increase opportunities for students. - Provide funding for CTSO. - Fund MCIS or similar opportunities for career exploration. - Utilize technical skill assessments.						
3. **Measurable Outcomes (report results in next APR):**						
1. The SRPOS and Funding Priorities Template will document certification and industry recognized credentials. 2. An additional CTE course is developed and piloted in a district with limited/exploratory CTE programming. 3. Increase the number of YouScience Industry Recognized technical skills assessments by 20% in FY25 by adding one more curricular program area.						

4. Provide additional narrative to address the following:
   a. How will your consortium improve both the academic and technical skills of students in CTE programs?
      - By strengthening the academic and career and technical components of such programs

        Currently, HWC meets the required performance indicators in these areas. However, we are actively working to maintain this by providing CTE courses that include math and reading academic skills within their curriculum. For example, math competencies have been increased in construction courses as well as culinary. We continue to provide funds to support technical skill assessments and certifications. Examples include: YouScience Industry Recognized Certifications, Adobe, Microsoft Office, NCLEX Nursing certification.

- Through integration of coherent and rigorous content aligned with challenging academic standards and relevant CTE programs

  Consortium partners ensure all Perkins supported CTE programming meet MDE CTE Program frameworks for approval. Early college opportunities, such as PSEO by Contract and Concurrent Enrollment, are required to meet NACEP Standards for accreditation to allow the offering of dual enrollment opportunities. Perkins supported Articulated College Credit programming manages agreement standards that are updated to the most current postsecondary CTE course objectives, which are discussed with discipline specific faculty experts, and affirmed during the Fall term of the academic year.
  Postsecondary institutions are required to maintain accreditation through the Higher-Learning Commission, which sets standards for offering academic and technical skills training, in conjunction with Minnesota State College & University policies and procedures. Postsecondary Perkins leaders support CTE programming requirements by providing relevant labor market information, data, and knowledge to administration and faculty during decision making processes around improvement and expansion of CTE programming.

- To ensure learning in subjects that constitute a well-rounded education (as defined in section 8101 of the Elementary and Secondary Education Act of 1965)

  The consortium supports a well-rounded education through a variety of course activities and programs in different CTE disciplines. Examples are:
  - Career exploration resources and events
  - CTSO leadership experiences
  - WBL opportunities
  - Early college credit opportunities
  - Integrate academic and technical skills to improve programming
  - Mentorship programming in support of non-traditional careers
  - Trauma informed pedagogy embedded within curriculum designs for high-intensity careers

Narrative 5: Special Populations

Use the table below to answer questions 1 – 3. Use one table for each CLNA prioritized need. Copy and paste additional tables if more than two priorities will be addressed.

1. Of the consortium's prioritized needs from the *CLNA Results and Priorities*, which one(s) will be addressed in relation to **Special Populations**?
2. What are the strategies to address these needs?
3. What are the desired measurable outcomes for this strategy? (You will be reporting on these outcomes in the next APR)

NEED A:	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1 ☒	2 ☐	3 ☐	4 ☐	5 ☐

According to ACTE's State Fact Sheet, 49% of MN jobs require more than a HS diploma, but less than a 4-year degree. HWC SDPL 3S1 indicates 52% of students enroll in 4-year institutions, 10% in 2-year institutions, and 2% choose gainful employment. This indicates a performance gap in technical/community college program placement for post-highschool graduates. The significant gaps are found among Hispanic, Special Education, English Language Learners and Economically Disadvantaged students. Power BI data indicates decline in the following programs at Hennepin Technical College: Construction, Manufacturing, and Automotive; and programs at North Hennepin Community College Finance, and Health Science. There is a need to improve messaging around the value of 2-year colleges and career pathways.

2. Strategies to address need:

- Support the expansion of college/local district's capacity for career pathway events and programming to include messaging to and designed around identified special populations that include local community and partners with college/local district outreach departments.

3. Measurable Outcomes (report results in next APR):

1. As a result of improvement messaging there will be increased 3S1, and 4S1 performance indicators for special populations ==by 2%== to meet the required FY25 determined levels.
2. ~~Improve Perkins PowerBI three-year trend analysis on performance, participation and concentration of special populations to .~~

NEED B:	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1 ☒	2 ☐	3 ☐	4 ☐	5 ☐

The 4S1 (nontraditional students) metric meets the state determined level of performance. However, there has been a decline from 2022 (34%) to 2023 (25%). There were significant gaps in reading (2S1) and math (2S2) for the economically disadvantaged and special education populations. Overall, there is a need to work with the specified special populations groups to improve performance gaps in reading, math, and non-trad enrollment.

2. Strategies to address need:

- Support curriculum writing to continue to integrate academic standards into CTE programs.
- Explore new methods of integration of the standards into CTE programs.
- Provide support for economically disadvantaged and special education (e.g., tutor, materials).

3. Measurable Outcomes (report results in next APR):

1. ==Increase indicators 2S1 and 2S2 for economically disadvantaged individuals and special education by 2% in FY25.==

NEED C:	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1 ⊠	2 ☐	3 ☐	4 ☐	5 ☐

HWC reviewed State Determined Performance Levels, district strategic plans, SLEDS, and minutes from monthly HWC meetings. We noticed an increase (3-year trend) in secondary student special population participation in:
- **Health Sciences**
- **Business, Management and Administration - most popular pathway at secondary**
- **Marketing**

Conversely, postsecondary partners have seen participation declines in the above clusters since FY21. One consequence of these reduction has resulted in HTC ending:
- **Health Unit Coordinator program (FY24)**
- **Home Health Aide program (FY24)**
- **Medical Assistant program (FY25)**

To compound this issue, MinnState Equity Scorecard ratings for postsecondary institutions indicate a widening gap in student success over a 3-year trend in all races except Hispanic when compared to the Caucasian student population.

There is a need to support improvement to programming pipelines to support special populations continuation into postsecondary pathways, and improve upon success (2P1).

2. Strategies to address need:

- The following programs will be revamped with an emphasis on special population success.
  - NHCC is finalizing nursing curriculum updates (year 3) shifting from the MANE curriculum.
  - HTC is adding a new award in the Health Sciences cluster - Dental Hygiene (FY26)
  - Secondary to expand beyond CNA offerings, or explore "what's next?".
  - HTC is finalizing Business programming improvement (year 3).
- Secondary will explore alternative programming options resulting in certifications/micro-credentials in collaboration with consortium colleges.

3. Measurable Outcomes (report results in next APR):

1. Increase by 1.5% or maintain enrollment from FY24 to FY25 of special populations within the stated career clusters.
2. Health Science programming expanded at the secondary level (listed by school/program) to 1 or more partners in FY26.
3. Improve HTC Business student enrollment by 2% in FY25 and FY26
4. ~~Improvement to postsecondary MinnState Equity Scorecard ratings.~~

NEED D:	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1 ☐	2 ☐	3 ☐	4 ☐	5 ⊠

There is a need for HWC partners to recommend solutions to identified barriers of underrepresented students face in enrolling in CTE programs/programming.

2. Strategies to address need:

- Work within local districts/colleges to list barriers and provide recommended solutions. Example barriers could include:
  - CTSO can be cost prohibitive for ELL students.
  - WBL transportation can be prohibitive for student participation.
  - Students are required to take remedial classes and cannot fit CTE into their schedule.
- Solutions could include:
  - Improve communication with ELL.
  - Find solutions supporting WBL transportation.
  - Create alternative remedial options to remove barriers to entry and access.

3. Measurable Outcomes (report results in next APR):

1. ~~HWC monthly meeting agenda will reflect discussion on WBL barriers & potential solutions~~	
2. 1 or more postsecondary Access services CTE professionals will attend at least one special populations conference focused on supporting CTE in FY25.	

NEED E:	This Need is in Element(s):				
	1	2	3	4	5
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	☐	☐	☐	☐	☒

Secondary and postsecondary institutions need to broaden their outreach efforts and increase resources specifically targeting families of identified CTE underrepresented student populations.

2. Strategies to address need:

- Colleges will continue to focus outreach efforts to align with the MinnState Equity 2030 Framework.
- Create promotion materials to ensure underrepresented populations are supported.
- Professional development for access service staff to gain exposure to best practices in providing CTE support.
- Continue to fund, support, and build capacity for supporting special populations (e.g., single parents, Be Bold Break the Mold) & their basic needs

3. Measurable Outcomes (report results in next APR):

1. ~~Postsecondary MinnState Equity Scorecard ratings will reflect improvements.~~
2. ~~Promotional materials will be implemented by FY26.~~

3. 1 or more postsecondary access services CTE professionals will attend at least one special populations conference focused on supporting CTE in FY25.

4. Provide at least 1 event for single parents pursuing CTE programs at postsecondary institution(s) in FY25.

NEED F:	This Need is in Element(s):				
	1	2	3	4	5
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	☐	☐	☐	☐	☐ X

Based on HWC's changing student demographics, there is a need to review and modify curriculum to ensure it is relevant to the culture of the student population.

2. Strategies to address need:

- Provide support for curriculum writing following professional development (N8) to ensure teaching practices are inclusive of all students.
- Culturally relevant resources are relatable to the student population.

3. Measurable Outcomes (report results in next APR):

1. ~~HWC monthly meeting agenda items will include district share outs on culturally relevant training and/or curriculum projects.~~

2. ~~Provide one training session for HWC partners in FY25 related to culturally relevant topics~~

3. Expand Trauma Informed pedagogy training from HTC Social Worker to one program in the Therapeutics Services pathways at HTC by FY26.

4. Provide additional narrative to address the following:

   a. How will you address the barriers to access and success for special populations within CTE programs identified in your CLNA?

Tutoring and support will be provided at the secondary level to ensure special populations are successful in CTE. For example, special education paras are utilized in CTE classes. Districts provide support for economically disadvantaged students through special funding, which enables them to participate in programs such as CTSOs. Equipment and materials are adapted to meet the needs of our special populations (e.g., smaller tools for women in construction, materials in various languages, etc.).

Tutoring and support are provided at the post-secondary level. For example, NHCC will launch a student parent support group with built-in support for single parents. Post-secondaries provide support for economically disadvantaged students through special funding, which enables them to participate and be successful in CTE courses (e.g., Campus Food Cupboard, Emergency Grants).

b. How will you prepare special populations for high-skill, high-wage, or in-demand occupations that will lead to self-sufficiency?

Special populations' needs are prioritized in our WBL efforts that expose special populations to careers at a young age. For example, GPS Education supports all student groups by finding solutions to remove barriers, such as transportation issues.

c. What new initiatives will you develop to better prepare CTE participants for non-traditional fields?

After one year of piloting a non-traditional position shared between both colleges, talent within that position chose to be employed at one postsecondary institution going forward. This has required the other institution to leverage a qualified CTE faculty to advance the Be Bold Break Mold mentoring program. Programming in support of males entering non-traditional careers has begun to wane. Funds will be redirected to support a redesign and pilot of new programming supporting non-traditional males. The colleges will continue to include our secondary partners in non-traditional events and expand where possible.

d. How will you ensure members of special populations will not be discriminated against and have equal access to CTE?

HWC actively discourages discrimination at all levels. Our CLNA data suggests we are not actively discriminating against any group. Programs are offered and policies are in place to provide equity and access for all. Please refer to the answers listed above.

Support staff, such as; social workers, access services, and other support professionals to improve knowledge of special population needs to fully participate in CTE programs & Programs of Study. Their efforts will include;

- Continue development of trauma-informed skills programming for HTC faculty/staff to best respond to the communities and students they serve.
- Foster new community relationships and strengthen existing ones that aid postsecondary faculty/staff efforts to address student access barriers.
- Aid, develop, and improve HTC's Hunger-Free Campus Initiative, Campus Assessment Referral & Education (CARE) Teams, and child care resources targeting special populations
- Aid and develop support for Student Parent Support Group initiative at NHCC.

Narrative 6: Work-Based Learning

Use the table below to answer questions 1 – 3. Use one table for each CLNA prioritized need. Copy and paste additional tables if more than two priorities will be addressed.

1. Of the consortium's prioritized needs from the *CLNA Results and Priorities*, which one(s) will be addressed in relation to **Work-based Learning**?
2. What are the strategies to address these needs?
3. What are the desired measurable outcomes for this strategy? (You will be reporting on these outcomes in the next APR)

NEED A:	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1 ☐	2 ☐	3 ☒	4 ☐	5 ☐

After assessment of the FY21-24 HWC WBL Youth Apprenticeship Program, the HWC performance indicator 5S3 jumped from 4% to 12%. This known best practice, leveraging of a WBL solutions provider, indicates there is a need to continue increasing consortium capacity for offering WBL to youth in SR-POS, POS, and other CTE clusters due to increased CTE student interest. Supported by Perkins V legislation Sec 134.e.3 and Sec 135. b.5.E

2. Strategies to address need:

- Continue to develop a centralized WBL program for HWC by utilizing a work-based learning solutions provider to assist with:
  - Career Pathways Solutions - supporting education's capacity needs
  - Expansion Solutions - designing programming for impact and scale
  - Governance Solutions - providing WBL expertise for growth strategy & data reporting
  - Sustainability Solutions - to address future impact and sustainability needs

3. Measurable Outcomes (report results in next APR):

1. Increase in Performance Indicator 5S3.
2. New or improved apprenticeship/internship offerings at postsecondary institutions.
3. Secured braided funding sources

NEED B:	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1 ☐	2 ☒	3 ☐	4 ☐	5 ☐

Based on SLEDS data, legislative actions and anecdotal evidence (district leader conversations, industry partners, and informative opinion outlets), there is a need to capitalize on renewed support (local, state, federal) for authentic work experiences through experiential learning.

2. Strategies to address need:

- Collaborate with GPS Education, Minneapolis Regional Chamber, advisory committees, and other local businesses & industries in order to:
  - o Continuing to offer authentic work experiences in the high-demand areas of: Health Sciences: Information Technology; Business, Management, and Administration; Hospitality and Tourism; Transportation, Distribution, and Logistics; Architecture and Construction; STEM; Finance; Marketing; and Manufacturing.
  - o Improve career investigation, career readiness, and career attainment in CTE areas at the postsecondary level through internships, apprenticeships, and other modes of experiential learning opportunities at both NHCC and HTC.
  - o Host an annual Talent Symposium bringing business, industry & education together to improve Minnesota's talent pipeline in high-skill, high-wage, and in-demand careers.
  - o Improve upon efforts and strategies that address hiring of special populations and prepare employers to support the needs of special population employees.
  - o Encourage district leaders to engage in ACTE-SPED populations exposure to HWC's Youth Apprenticeship initiative.
  - o Engage Vocational Rehabilitation staff to support ACTE-SPED & 18-21yr old transition disabled individuals.
  - o Investigate access barriers, such as transportation, for special populations to more fully engage in WBL with the possibility of braided funding.

3. Measurable Outcomes (report results in next APR):

1. ~~Increase the number of new participants in HWC's externship for instructors~~
2. **Increase CTE professional engagement at Educator Externship by 5 new participants in FY25**
3. ~~Regional Advisory Board agenda & participation reports~~
4. **Increase CTE professional engagement at Regional Advisory Committee by 5 new participants in FY25**
5. ~~HWC WBL data dashboard reports~~
6. **Increase 5S1 SDPL from it's baseline of 10% to 12.75% in FY25**

NEED C:	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1 ☐	2 ☐	3 ☐	4 ☐	5 ☒

HWC has been expanding its WBL opportunities since FY21. There is a need to implement solutions for identified barriers that underrepresented students in CTE face when participating in WBL, apprenticeships, and internships.

2. Strategies to address need:

- Seek funding sources that may be leveraged to remove the following barriers to engaging in WBL:
  - o Transportation
  - o Parental engagement & support of their student
  - o demands on postsecondary single parent or single expecting parent
- Research and provide strategies to administration attempting to remove barriers for economically disadvantaged groups

3. Measurable Outcomes (report results in next APR):

1. Meet proposed SDPL 5S3 of 12.79%, and 21.59% for SDPL 3P1 by end of FY26.

2. Improve WBL participation by 5% by race and genders seeking nontraditional careers by end of FY26.
3. Pilot one new or improved apprenticeship/internship offerings at the postsecondary level by end of FY25.

4. Provide additional narrative to address the following:

a. Describe the current work-based learning opportunities provided to students enrolled in CTE programs at the secondary and postsecondary levels.

HWC secondary school districts offer WBL opportunities in both CTE and special education for their individual districts based on their institutional capacity.

Postsecondary institutions offer on-the-job training ==through two initiatives.== NHCC's Xperience Project, which supports adult-learner internships. ==**Early data from FY24 Xperience Project (our internship program) has indicated a need to improve experiential learning offerings at NHCC; additional funding is being set aside to provide capacity for this work. This is a NHCC Career services/strategic partnerships initiative and is not powered by an external WBL solutions provider.**==

Many of HTC's CTE program areas individually support efforts of adult-learners looking for internship & job-shadow opportunities, but many do not rise to the level of formal apprenticeship training. As of FY24 there are only two US DOL registered apprenticeship programs offered to students through the Automation Robotics Engineering program, where all others are managed by customized training services.

To build more WBL opportunities to meet the demand of ~~310~~ 365 interested FY25 secondary students across 8 different career clusters, ==a 247% increase from FY24. The consortium secondary, in conjunction with postsecondary collaborative funds,== partners with GPS Education Partners to provide:
- Career Pathways Solutions - supporting education's capacity needs
  - Refine school strategy, leveraging 2023/24 data to co-design future recruitment
  - Differentiate career pathway offerings across schools (aligned with relevant instruction)
  - Continue targeted recruitment strategies that support diverse participation
- Expansion Solutions - designing programming for impact and scale
  - Convene and train additional companies to support an increasing number of interns and equip them for interactions with diverse populations
  - Continue to assess each intern's sense of belonging (measuring inclusive experiences for diverse youth)
  - Explore regional ecosystem, identifying/designing supports for equitable access to internship opportunities for diverse populations
  - Build awareness/exploration activities as an on-ramp to internships in select pathways
  - Co-design replicable processes that support off-ramps to post-secondary consortium partners

- o Incorporate advanced skills checklists (validated by post-secondary faculty) into performance evaluations so that students can secure post-secondary credit for learning in the internship
    - o Increase business awareness of college programming by applying post-secondary expertise to the work environment
- Governance Solutions - providing WBL expertise for growth strategy & data reporting
    - o Project management and evaluation
    - o Support HWC's Regional Advisory Board
    - o Support efforts to secure additional funding to off-set costs not covered by Perkins' grant
- Sustainability Solutions - to address future impact and sustainability needs
    - o Design individualized school-level strategy and tools that amplify ownership/execution of Work-based Learning
    - o Co-create a framework of project funding to support a shift from design and development (program build costs) to on-going support for sustainable execution

Phase 2 of this WBL initiative will be for postsecondary to align and build capacity for the graduating youth apprentices by offering adult-learner apprenticeships programming. NHCC is working towards this effort through their internal Xperience Project. HTC is leveraging Apprenticeship MN and their partnership with GPS to build out their adult-learner Registered US DOL Apprenticeship Program named HTC-Works!

b. Describe how your consortium will partner with employers to develop or expand work-based learning programs for all CTE students, including special populations, at both the secondary and postsecondary levels.

HWC has expanded WBL opportunities to include 8 different pathways, and partners with the MPLS Regional Chamber of Commerce to access their vast network of employers interested in offering WBL opportunities. Once identified, the consortium's GPS Education partners work with employer representatives to onboard, establish recruitment norms focused toward special populations access, and provide mentorship training so that they are prepared for youth/adult-learners interested in meeting the employer's needs.

c. Describe how your consortium will invest financial resources to increase work-based learning opportunities at the secondary and postsecondary levels.

The consortium leverages Perkins funds to further develop the HWC WBL Youth Apprenticeship program efforts. In FY22-24, Perkins funding supported 100% of this initiative. In FY25-26, the consortium projects Perkins funding will support 66% or less, through the procurement of outside funding sources. In FY24, the consortium began working to secure braided funds to build capacity and support

the sustainability of this initiative. FY25, both secondary and postsecondary have received subgrantee funding from Dept of Labor & Industry, and DEED competitive grants respectively. These funds will help shift contracted agreement costs and fill needs that would be considered unallowable by Perkins federal regulations. HWC has also begun the process of pursuing Congressionally Directed Spending dollars from MN's senate and house representatives in support of WBL initiatives for FY25-FY26, with approval/denial announcement anticipated in October. There is an ultimate goal for Perkins funds to provide little to no funding to sustain a robust WBL Apprenticeships starting in FY27.

Hennepin West Education Consortium   Hennepin West Education Consortium and 012424_DRAFT%202 4-26%20HWC%20Ser (Click Icon to View Doc)
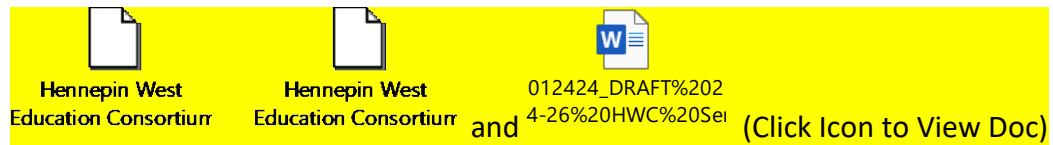
NOTE: In Minnesota, work-based learning serves as a program quality indicator at the secondary level. Data for this indicator is collected from students enrolled in a Work Experience course (course code 97) that provides at least 40 hours of work experience. Experiential learning activities such as career fairs and job shadows are not captured in the performance indicator data.

Narrative 7: Early Postsecondary Credit Opportunities

Use the table below to answer questions 1 – 3. Use one table for each CLNA prioritized need. Copy and paste additional tables if more than two priorities will be addressed.

1. Of the consortium's prioritized needs from the *CLNA Results and Priorities*, which one(s) will be addressed in relation to **Early Postsecondary Credit Opportunities**?
2. What are the strategies to address these needs?
3. What are the desired measurable outcomes for this strategy? (You will be reporting on these outcomes in the next APR)

NEED A:	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1 ☐	2 ☒	3 ☐	4 ☐	5 ☐
Upon review of FY23-24 Articulated College Credit report, secondary P-files, local district data, postsecondary Power BI, ASA CTE Program Inventory data, and RTT data misalignment of SR-POS were uncovered for some qualified programs. Based on this data, there is a need to review dual credit opportunities for alignment and modifications within SR-POS.					
2. Strategies to address need:					
• Compare SR-POS to the dual credit opportunities available and determine a plan for realignment. • Complete vendor review of ACC agreements for accuracy and program placement.					
3. Measurable Outcomes (report results in next APR):					
1. ~~Updated changes to SR-POS document and report on dual credit courses~~ 2. ~~Program approvals and program inventory data changes~~ 3. ~~Completion of ACC agreements review and action items are reported~~ 4. Increase the number of school districts aligning dual credit opportunities connected to HWC postsecondary institutions for the 15 identified SR-POS by 1 or more partnership by FY25.					

NEED B:	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1 ☒	2 ☐	3 ☐	4 ☐	5 ☐
According to ACTE's State Fact Sheet, 49% of MN jobs require more than a HS diploma, but less than a 4-year degree. HWC SDPL 3S1 indicates 52% of students enroll in 4-year institutions, 10% in 2-year institutions, and 2% choose gainful employment. This indicates a performance gap in technical/community college program placement for post-highschool graduates. The significant gaps are found among Hispanic, Special Education, English Language Learners and Economically Disadvantaged students. Power BI data indicates decline in the following programs at Hennepin Technical College: Construction, Manufacturing, and Automotive; and programs at North Hennepin Community College Finance, and Health Science. There is a need to improve messaging around the value of 2-year colleges and career pathways.					
2. Strategies to address need:					

- Support to events drawing district counselors, career readiness coordinators, and other high school professionals directly affecting student post-graduation career planning to postsecondary institutions.
- Fund independent review of early college departments at the postsecondary institutions to identify barriers in messaging, improve offerings, and better align sequencing for high school students' schedules.
- Provide funding supporting creation of promotional materials that market (digital & print) early opportunities for high school students to earn CTE college credits.

3. Measurable Outcomes (report results in next APR):
1. ~~Early College programming Independent Review results~~ 2. ~~Promotional materials are developed highlighting early college credit opportunities.~~ 3. <mark>Create one activity in FY25 that focuses on improving knowledge of at least one high-demand postsecondary CTE program for counselors, career readiness coordinators, etc.</mark> 4. ~~List of Perkins support events drawing counselors, career readiness coordinators, etc. in support of CTE.~~ 5. <mark>Indicate progress towards completion (50%+) of 1 or more recommended action items provided from an Independent Review report by FY26.</mark>

NEED C:	This Need is in Element(s):				
1. **Prioritized Need Identified in the CLNA** (copy text from CLNA Results & Priorities into field below):	1 ☐	2 ☐	3 ☐	4 ☐	5 ☒

There is a need for HWC district leaders to recommend solutions to providing equitable access to dual credit options for their respective students.

2. Strategies to address need:
• Collaborate with postsecondary partnership specialists to assist with improvements and expansion of CTE dual enrollment opportunities for secondary districts that help ensure equal access for all students (ref. Mn System Procedure 3.5.1). • HWC postsecondary funding support for CTE pathways staff to help concurrent enrollment faculty/instructors stay current with NACEP policies, track required documentation, support accreditation processes, and leverage institutional data to improve CTE early college offerings and pathways. • Provide Articulated College Credit (ACC) opportunities to bridge the gap not served by traditional PSEO and Concurrent Enrollment programming which impacts the "middle" student by providing the opportunity to enroll in a college level course at the high school. • Provide counselors, teachers, parents, and students with information regarding credit for prior learning to understand how CTE experiences such as youth apprenticeships, ACC, WBL has the potential for college credits. • Capacity building for additional CTE aligned concurrent enrollment offerings at NHCC.

3. Measurable Outcomes (report results in next APR):
1. Dual credit opportunities are improved to ensure equal access within our secondary districts.

4. Provide additional narrative to address the following:

   a. What opportunities are available and/or are being developed for CTE students to earn postsecondary credit while still in high school?

   HWC supports the creation and programming offering in the following areas that allow students to earn college credit while still attending high school:
   - Articulated College Credit for when CTE students become an official student of records at HWC postsecondary institutions

- NACEP accredited Concurrent Enrollment programming dedicated to CTE pathways
- College In the Schools with a qualified and CTE credentialed college provided faculty
- PSEO by contract as a direct agreement between HWC secondary districts and a postsecondary institution
- Traditional PSEO is offered at both postsecondary institutions but is not supported with secondary Perkins funding.

Narrative 8: Support to Professionals

Use the table below to answer questions 1 – 3. Use one table for each CLNA prioritized need. Copy and paste additional tables if more than two priorities will be addressed.
1234

1. Of the consortium's prioritized needs from the *CLNA Results and Priorities*, which one(s) will be addressed in relation to **Support to Professionals**?
2. What are the strategies to address these needs?
3. What are the desired measurable outcomes for this strategy? (You will be reporting on these outcomes in the next APR)

NEED A:	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1 ☐	2 ☐	3 ☐	4 ☒	5 ☐
There is a need to increase licensed CTE staff by assisting them in earning CTE licensure. The goal is to have CTE teachers that are teaching with an OFP (Out of Field Permission) to become fully CTE licensed as well as recruit teachers from other academic areas.					
2. Strategies to address need:					
• Recruit from other content areas to be CTE licensed (Social studies teacher be CTE Licensed. • Continue to support CTE licensure and endorsements through Lake Country Service Cooperative. • Explore CTE licensure feasibility at NHCC. • Encourage CTE Teacher Induction Program (TIP) program.					
3. Measurable Outcomes (report results in next APR):					
1. Report the number of teachers attaining CTE licensure and additional CTE endorsements. 2. Changes in secondary program approvals would suggest an increase in CTE instructors.					

NEED B:	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1 ☐	2 ☐	3 ☐	4 ☒	5 ☐
There is a need to work with the Teacher Induction Programs (TIP) and other similar entities to improve the messaging around CTE Teacher retention.					
2. Strategies to address need:					
• Encourage teachers to participate in programs like TIP. • Support community building among CTE teachers by encouraging district professional learning centers (PLC). • Educate teachers on the value of professional organizations.					
3. Measurable Outcomes (report results in next APR):					
1. Number of HWC district participants in a TIP. 2. At least one PLC activity is offered in each HWC district. 3. Retention rates of secondary and postsecondary CTE professionals from FY24 to FY25.					

NEED C:	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1 ☐	2 ☐	3 ☐	4 ☒	5 ☐

Diversity among staff in colleges and districts indicates the CTE instructor population does not match the student population. There is a need to improve education and training pathways & faculty pedagogies to help stimulate student interest in education occupations, efforts to include under-represented and non-traditional students.

2. Strategies to address need:

- Analyze other consortia strategies such as "Be a Teacher, Change the World."
- Continue to support "Why Teach" at NHCC.
- Continue to support expansion of the Teaching and Training pathway.
- Develop additional opportunities for high school students to mentor younger students.
- NHCC explores partnerships with secondary schools for concurrent enrollment.
- Allocate resources and opportunities for CTE staff to engage in culturally relevant teaching practices.
- Increase access and engagement with BIPOC education professionals and other underrepresented groups into education as a field.

3. Measurable Outcomes (report results in next APR):

1. Other consortium strategies are discussed in the HWC monthly meetings.
2. Concurrent Enrollment offerings increase with two-year colleges.
3. New secondary program approvals in the teaching and training pathway.

NEED D:	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1 ☐	2 ☐	3 ☒	4 ☒	5 ☐

HWC has analyzed the requirements set forth by MN State and MDE for approved CTE programs/programming, which require an integrated network of partners in order for CTE teachers/staff to understand all aspects of a given industry. By leveraging workforce development entities and career resource tools, HWC partners can provide consistent and focused support that meets requirements to maintain a network of industry knowledge and connections. There is a need to provide access to entities that can adequately address the unique needs of the twelve consortium partners.

2. Strategies to address need:

- Provide access to various career exploration tools that meet the unique needs of consortium partners
- Offer a multi-day program for educators/CTE support professionals to engage directly with 3-5 businesses in their CTE area of interest or specialization.
- Provide alternative opportunities for CTE professionals to hear from industry experts
- Promote & support continuing education & other professionals development attendance for CTE professionals and non-CTE support staff working directly with CTE students.

3. Measurable Outcomes (report results in next APR):

1. Provide usage numbers of career exploration tools leveraged
2. Number of participants engaging in the teacher externships.
3. List of CTE relevant conferences and professional development opportunities support by consortium dollars

4. Provide additional narrative to address the following:
   a. Describe the specific actions your consortium will take to support the recruitment and preparation of education professionals, including individuals from groups underrepresented in the teaching profession.

HWC will provide programs to support recruitment and retention with an intentional focus on underrepresented populations within the education profession. Examples include developing and/or supporting programs like Why Teach at NHCC, "Be a Teacher, Change the World" campaigns, concurrent enrollment programs in education, expanded programs at the secondary level, and increasing engagement with BIPOC education professionals and other under-represented groups into education as a field.

b. Describe the specific actions your consortium will take to retain, train, and develop education professionals and ensure applicable certification, credential, and licensure requirements are met.

HWC will develop, train and retain education professionals by providing support to prospective and current CTE teachers through the Lakes Country Service Cooperative and Teacher Induction Programs (TIP). NHCC is looking to expand our education program by offering an avenue for CTE licensure. In addition, we will provide access to career exploration tools such as:
- Elevate Futures
  - Work with the Minneapolis Regional Chamber of Commerce to provide training of the Elevate Futures platform functionality (www.elevatefutures.com) to increase student and educator understanding of all aspects of CTE career occupations.
  - Provide curriculum and lesson plans for career exploration, financial literacy, and work readiness that utilize tools on the Elevate Futures platform.
- YouScience Aptitude & Career Discovery
  - Provide postsecondary career counselors access to career aptitude assessments as an additional resource for interest assessments of undecided adult-learners. Research indicates when student aptitude is considered in addition to their interests, there is an increased awareness of CTE occupations.
  - Provide secondary instructors career aptitude and discovery tools for student career guidance.
- Additional Resources
  - MCIS
  - Other

The consortium will leverage its partnership with the Minneapolis Regional Chamber of Commerce to invite industry speakers during articulated college credits meeting affirmations. We will promote opportunities for professional's growth and engagement at National, State, and Local CTE organizations, such as but not limited to; ATCE, MDE, MN State, MACTA, MnACTE, NAPE. Funding will be leveraged to support attendances at conferences and workshops such as; CTE Works! Summit, Professional Learning Centers, & ACC meetings.

Narrative 9: Performance Gaps

Use the table below to answer questions 1 – 3. Use one table for each CLNA prioritized need. Copy and paste additional tables if more than two priorities will be addressed.

1. Of the consortium's prioritized needs from the *CLNA Results and Priorities*, which one(s) will be addressed in relation to **Performance Gaps**?
2. What are the strategies to address these needs?
3. What are the desired measurable outcomes for this strategy? (You will be reporting on these outcomes in the next APR)

NEED A:	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1 ☐ X	2 ☐	3 ☐	4 ☐	5 ☐
The 4S1 (nontraditional students) metric meets the state determined level of performance. However, there has been a decline from 2022 (34%) to 2023 (25%). There were significant gaps in reading (2S1) and math (2S2) for the economically disadvantaged and special education populations. Overall, there is a need to work with the specified special populations groups to improve performance gaps in reading, math, and non-trad enrollment.					
2. Strategies to address need:					
- Provide curriculum modification funding to embed reading and/or applied mathematics in FACS and Construction curriculum. - Encourage the utilization of tutors for CTE students where gaps exist.					
3. Measurable Outcomes (report results in next APR):					
1. Curriculum modifications reflect alignment with math and reading standards. 2. Improvements to 2S1 and 2S2 overall and within special populations.					

4. Provide additional narrative to address the following **if not already addressed in the table above**:

   a. What specific student group(s) were identified as having significant disparities or performance gaps?

   HWC meets our performance indicators. However, when disaggregating the data, we see additional needs for economically disadvantaged, black student populations, Hispanic student populations, and special education populations.

   b. What specific actions will the consortium take at both the secondary and postsecondary level to eliminate these disparities or close performance gaps?

   Tutoring and support are provided at the secondary level to ensure special populations are successful in CTE. For example, special education paras are utilized

in CTE classes. Districts provide support for economically disadvantaged students through special funding, which enables them to participate in programs such as a CTSO.

NHCC postsecondary leader will aid administration in launching a new student parent support group with built-in support for a single parent initiative that bolsters current tutoring & support resources for adult-learners. Other support being bolstered at HTC can be found in Nar5, by which funds will provide an opportunity for access services leadership to learn of best practices supporting special populations.

Narrative 10: Consortium Governance

Use the table below to answer questions 1 – 3. Use one table for each CLNA prioritized need. Copy and paste additional tables if more than two priorities will be addressed.

1. Of the consortium's prioritized needs from the *CLNA Results and Priorities*, which one(s) will be addressed in relation to **Consortium Governance**?
2. What are the strategies to address these needs?
3. What are the desired measurable outcomes for this strategy? (You will be reporting on these outcomes in the next APR)

NEED A:	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1 ☐	2 ☐	3 ☒	4 ☐	5 ☐

During HWC monthly meetings it has been discovered some consortium Perkins leaders are not being engaged during decision making processes in order to represent the CTE/Perkins side of the conversation. Institutions seem to be focused on pursuing path/strategic plans that benefit their sole institutions/district. The districts/colleges that have engaged these professionals have made quicker progress towards innovations and improvements to their CTE programming. There is a need to develop action plans that impress upon administrators the value of Perkins leader's involvement in the CTE decision making process.

2. Strategies to address need:

- CTE representatives to share their local strategic plans at the monthly HWC meetings.
- Encourage CTE representatives to attend school board meetings and/or read the minutes.
- Communicate and advocate Perkins related concepts, vernacular, and intentions of funding and support with administration.
- Update the HWC Policy and Procedure Manual.
- Offer opportunities where principals, deans, and leaders are being engaged in the Perkins annual process and meetings so that they are fully aware of Perkins and the HWC consortium.
- Analyze other consortia strategies to engage constituents in regard to Perkins V. (e.g., Promotional materials)

3. Measurable Outcomes (report results in next APR):

1. ~~HWC monthly meetings agendas indicate~~
   - ~~Local strategic plan discussions~~
   - ~~Development of aligned strategies to those strategic plans.~~
   - ~~Links to any created promotional materials.~~
2. ~~Postsecondary personnel activities report (PARs)~~
3. **Boost HWC district leader advocacy by 10% within local district decisions making processes, results indicated through a pre/post survey of HWC leaders.**
4. **Consortium approves an updated HWC Policy and Procedures to include onboarding and advocacy processes in FY25.**

NEED B:	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1 ☐	2 ☐	3 ☒	4 ☐	5 ☐

Secondary P files and local district data, postsecondary Power BI and ASA CTE Program Inventory data and RTT data were analyzed. This process uncovered misalignment of SR-POS qualified programs. HWC needs to rectify misalignment of SR-POS that have been identified as well as issues yet to be identified.

2. Strategies to address need:

- Include a data workshop during one of the monthly meetings to understand Perkins V data reported from the state of MN to eliminate errors in reporting.

3. Measurable Outcomes (report results in next APR):
1. HWC monthly meeting agenda reflects MDE training session(s) to improve reporting & accuracy.

4. Provide additional narrative to address the following:
   a. Describe your consortium's formal governance structure, including:
      ● How the consortium leadership is organized,
      ● Processes used for making financial decisions,
      ● Processes and structures in place to ensure secondary and postsecondary collaboration, and
      ● Communication systems in place to ensure all consortium members are continually informed.
      ● Note any areas of governance that are being developed or improved.

   HWC has a policy and procedure guide which outlines leadership organization, financial processes, secondary and postsecondary collaboration, and communication systems. HWC has a maintained website that improves communication and provides resources to consortium members and partners. We have monthly meetings that provide space for strategic planning, business, and offer training and resources to consortium members. In addition to hosting regional advisory boards twice a year, business and industry are included in our monthly meetings. Individualized training is provided to new consortium members as needed. MDE and MinnState representatives are involved in HWC meetings when support is needed. https://hennepinwestconsortium.org/wp-content/uploads/2022/09/HWC-Policy-Procedure-Manual-May122016.docx-1.pdf

Narrative 11: Reserve Funds

Reserve funds can be used to address Performance Gaps or to develop or improve Programs of Study or CTE Programs.

Use the table below to answer questions 1 – 3. Use one table for each CLNA prioritized need. Copy and paste additional tables if more than two priorities will be addressed.

1. Of the consortium's prioritized needs from the *CLNA Results and Priorities*, which one(s) will be addressed in relation to **Reserve Funds**? For each need identified, check the box for the associated Reserve Category (Performance Gaps, Develop or Improve POS/CTE programs).
2. What are the strategies to address these needs?
3. What are the desired measurable outcomes for this strategy? (You will be reporting on these outcomes in the next APR)

NEED A:	This Need is in Element(s):				
1. **Prioritized Need Identified in the CLNA** (copy text from CLNA Results & Priorities into field below):	1 ☐	2 ☒	3 ☐	4 ☐	5 ☐

RTT data demonstrated there is a continued need for employees in the following career clusters: AFNR; Architecture and Construction; Transportation, Distribution and Logistics; and the Human Services career field.
Reserve Category: ☐ Performance Gaps   ☒ Develop or Improve POS/CTE programs
2. Strategies to address need:
● Expand and support of new CTE program offering aligning with the stated career fields 　○ NHCC to add a new program and award in Public Administration 　○ NHCC to support and improve the Paralegal program 　○ HTC to add a new program & award for Construction Electrician 　○ HWC secondary will develop or enhance POS as needed and seek program approvals as needed
3. Measurable Outcomes (report results in next APR):
1. New secondary program approvals are verified. 2. Development of programs to meet proper size, scope and quality to meet local industry needs and standards.

NEED B:	This Need is in Element(s):				
1. **Prioritized Need Identified in the CLNA** (copy text from CLNA Results & Priorities into field below):	1 ☐	2 ☒	3 ☐	4 ☐	5 ☐

CLNA conversations at HTC discovered success rates of Emergency Medical Vehicle Service (EMVS) student's National Registry of Emergency Medical Technicians (NREMT) certification is on a 3-year downward trend (<50%). In response, the program has added FISDAP, an online tool for EMS & Healthcare Education for the FY24 spring cohort. There is a need expressed by the EMT program faculty to review and research assessment results from FISDAP in order to make data driven decisions to improve programming.
Reserve Category: ☒ Performance Gaps   ☐ Develop or Improve POS/CTE programs
2. Strategies to address need:

- Provide funding to support independent review and analysis of FISDAP assessment to guide EMVS programing improvements

3. Measurable Outcomes (report results in next APR):

1. List of changes enacted by the EMVS program to improve NREMT success rates
2. NREMT success rate from FY24 to FY25

NEED C:	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1 ☐	2 ☒	3 ☐	4 ☐	5 ☐

RTT data demonstrated a mismatch between local economic labor projections compared to what is being offered at districts and colleges. The following areas were identified as in-demand.
- **Therapeutic Services**
- **Information Technology**
- **Engineering**
- **Business**
- **Finance**
- **Manufacturing**

The HWC need is to continue to support our POS for in-demand programs.

Reserve Category: ☒ Performance Gaps   ☒ Develop or Improve POS/CTE programs

2. Strategies to address need:

- New CTE program offering aligning with the stated career fields
  - Intermediate District 287: Information Technology - Support and Services new Pathway
  - Intermediate District 287: Emergency Medical Careers pathway
  - Eden Prairie will work to develop a Biomedical program and submit for program approval
  - Secondary teachers will seek out of field permission licenses and work toward fill licensure
- Improvement to CTE programs of study
  - Move Computer Science courses from the science department to CTE.
  - HTC Information Technology - Data Center Technician expansion
  - Funding support to Industry standard testing resources & equipment
  - ~~Funding support to improve access and equity of entering students during CTE orientation processe~~s

3. Measurable Outcomes (report results in next APR):

1. New secondary program approvals are verified.
2. Development of programs to meet proper size, scope and quality to meet local industry needs and standard
3. Improve capacity of Welding program equipment by 5 students by end of FY25 at postsecondary level.

4. Provide additional narrative to address the following:
   a. Identify the specific performance indicator(s) or student population gap(s) that will be addressed with Reserve funds.

   Specific performance indicators for secondary and postsecondary will not be addressed due to overall success across the consortium. However, success rates for EMVS students NREMT attainment from FY24 to FY25 will be compared and reports by HTC.

b. Identify the specific program and/or program of study that will be addressed with Reserve funds, including whether the focus is expansion or development of a new program and/or program of study at the secondary or postsecondary level.

Human Services
- Intermediate District 287: Adding Emergency Medical Careers programming
- NHCC: Support to Public Administration and support/improve Paralegal

Information Technology
- Intermediate District 287: Information Technology - Support and Services new Pathway
- Eden Prairie and Robbinsdale High Schools are working to move Computer Science courses from the science department to CTE.
- HTC: Data Center Safety certification required for entry into the new Data Center Technician pathway & award

Architecture and Construction
- HTC: Development of new Construction Electrician pathway to begin fall of FY26

Other
- HTC: To improve college orientation delivery and messaging to improve placement, preparations and knowledge of entering CTE adult-learners. This effort is to provide supplemental funding to this initiative in order to ensure CTE pathways, information, focuses and priorities are properly addressed during digital orientation improvements in alignment the HTC's FY25-28 strategic plan to reduce the number of adult-learners with an undecided major designation.

Perkins-Funded Positions

Submit the following with your application materials:
- Completed *Perkins-Funded Positions* spreadsheet
- Position descriptions for every position partially or fully funded by Perkins

Required Documentation

These required documents must be submitted with your Perkins V Local Application:
1. Statements of Assurance (Statements of Assurance should be combined and uploaded as one single PDF)
2. CLNA Results & Priorities document
3. S-RPOS - Funding POS spreadsheet
4. Combined Secondary Postsecondary Budget spreadsheet
5. Consortium Consolidated Equipment Inventory
6. Perkins Funded Positions spreadsheet
7. Position Descriptions for each position partially or fully funded by Perkins
8. Improvement Plan (Only required for those consortia on an improvement plan)

PERKINS V
COMPREHENSIVE LOCAL NEEDS ASSESSMENT (CLNA) RESULTS & PRIORITIES

To be submitted with the FY25 Local Application (award period: July 1, 2024 – June 30, 2025)

Consortium Name:	Hennepin West Consortium

Purpose of the CLNA Results and Priorities

The purpose of the *CLNA Results and Priorities* is to highlight the key needs identified in your extensive CLNA process. This document addresses the following:

- Key partners involved in the CLNA process.
- Specific needs identified in your CLNA as they relate to each of the required elements.
- Rationale for the specific needs identified.
- Prioritizing needs for each element.

Version: 2-5-2024

Briefly describe the process used to complete the CLNA (type your summary in the space below):

HWC chose to complete the CLNA by the following processes:
- Held Monthly Meeting & Reviewed 17 Pathways (all 15 POS were reviewed)
  - Showcased the PowerBI Data & MDE Accountability Measures & P-Files
  - CLNA Subcommittees (3 partners per committee)
- Each Partner district/institutional rep was tasked to meet with their district leads to:
  - Explains CLNA
  - Potential future needs
  - District CTE strategic plans
  - Complete the same concepts with their own advisory boards
  - Review student data within their respective districts/institutions
  - College Input from leadership & college strategic planning
- Heald bi-annual Regional Advisory boards.
  - 2 in FY24
  - 2 in FY23
- Leveraged Real Time Talent to
  - Review metro labor market data provided by state
  - partnered with Southwest Metro Consortium to zero in on 8 pathways
    - Southwest Metro Pathways: Agribusiness; Marketing; Information Technology; Law & Public Safety
    - Hennepin West Pathways: Arts, A/V, & Communications; Architecture & Construction; Transportation (Aviation); Energy Careers
- Partnering Entity Input - General Information
  - Minneapolis Regional Chamber - Developed and managed industry led Regional Advisory Board meeting, keynote speakers, and connection with local businesses
  - GPS Education Partners - Connected consortiums with local business, assisted in determining needs of local employers, advanced WBL best practices in order to establish future youth apprenticeship needs.
- Various Data Sources Examined
  - RTT Reports
  - SLEDs
  - PowerBI Perkins Reporting
  - MDE Perkins Reports
  - EMSI Reports
  - HTC Strategic Planning
  - Elevate Futures indicating job openings within the state
  - Postsecondary 4-year Strategic Plans & any independent analysis
  - HTC Strategic Enrollment Management 3-year report-out

What the Perkins V law says about consultation in the needs assessment process (Section 134):

In conducting the comprehensive local needs assessment, and developing the local application, an eligible recipient shall involve a diverse body of representative groups, including, at a minimum:

- Representatives of Career and Technical Education programs in a local educational agency or educational service agency, including teachers, career guidance and academic counselors, principals and other school leaders, administrators, and specialized instructional support personnel and paraprofessionals;
- Representatives of Career and Technical Education programs at postsecondary educational institutions, including faculty and administrators;
- Representatives of the State board or local workforce development boards and a range of local or regional businesses or industries;
- Parents and students;
- Representatives of special populations[1];
- Representatives of regional or local agencies serving out-of-school youth, homeless children and youth, and at-risk youth (as defined in section 1432 of the Elementary and Secondary Education Act of 1965);
- Representatives of Indian Tribes and Tribal organizations in the State, where applicable; and,
- Any other individuals that the eligible agency may require the eligible recipient to consult.

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[1] *The Perkins V law defines special populations as individuals with disabilities; individuals from economically disadvantaged families, including low-income youth and adults; individuals preparing for nontraditional fields; single parents, including single pregnant women; out-of-workforce individuals; English learners; homeless individuals; youth who are in, or who have aged out of, the foster care system; and youth with a parent who is on active duty in the military.*

Please indicate the key partners involved in the completion of this needs assessment:

Name	Title	Group Represented
Maria Vittone	Nontraditional Student Support Specialist	Gender seeking Nontraditional careers
HTC Executive Council	VP of Finance & Operations / VP of Academic & Student Affairs	College Administration
Kelli Parpart	Asst Superintendent	Osseo Area Schools
Tyler Shepard	Vice Principal	Wayzata Public Schools
Abhi Brar	Director of Teaching and Learning	Wayzata Public Schools
Jessica Dahlman	Counselor-Department Head	Wayzata Public Schools
Salinee Hough	High School Counselor (District Lead)	Robbinsdale
Wayzata Health Science Advisory Board	11 community members from industry	Plymouth/Wayzata
Cheri Gengler	VP of Talent & Workforce, Mpls Regional Chamber	Workforce Development board
Erin Olson	Senior Director of Strategic Research, Real Time Talent	Labor Market Analyst
HWC District/College Partners	Local & Regional Advisory Boards	Workforce
HWC District Partners	Guidance Counselors	Individual Districts Guidance
Mandy Janssen, Russell Martiny, Julie Thiem, Andy Hepburn	GPS Education Partners	Workforce Development
Tim O'Neil	Twin Cities Metro Regional Analyst, Department of Employment and Economic Development (DEED)	Twin Cities Metro Area
Adesewa Adesiji	Workforce Strategy Consultant – Metro Area (Minnesota Department of Employment and	Twin Cities Metro Area

Name	Title	Group Represented
	Economic Development)	
Eden Prairie - Eagle Voice	Student Survey Platform	Student Input
St. Louis Park District	Children First/SLP Career Pathways Advisory Board	Director of Children First, St. Louis Park High School Counselor, CTE Coordinator, member of SLPHS Career Pathways Board, and Data Specialist for SLP District and Children First partners

ELEMENT #1: STUDENT PERFORMANCE ON REQUIRED PERFORMANCE INDICATORS

Refer to the **Guidance to Assess Element One** section of *Minnesota's Comprehensive Local Needs Assessment Guide*.

- Performance Indicator data can be found in these sources:
  - Secondary Secure Reports
  - Postsecondary PowerBI Reports
  - Annual Consortium Indicator Report on the Perkins Consortia webpage

In the following table, list the needs identified in the CLNA for Element #1. Place needs in order by priority with the highest priority listed first in the table. High priority needs are expected to be addressed in the application.

Performance Indicator		Year 1 Goal	Year 1 Actual	Goal Met	Year 2 Goal	Year 2 Actual	Goal Met	Year 3 Goal	Year 3 Actual	Goal Met	Year 4 Goal
1S1	Four-year Graduation Rate	53.9	92.93	Y	53.96	91.11	Y	54.07	94.03	Y	54.29
2S1	Academic Proficiency: Reading / Language Arts	12.59	77.02	Y	12.64	70.46	Y	12.74	68.85	Y	12.94
2S2	Academic Proficiency: Mathematics	11.02	61.75	Y	11.04	56.81	Y	11.09	58.09	Y	11.19
3S1	Post-program Placement	48.26	78.31	Y	48.32	75.31	Y	48.43	63.58	Y	48.67
4S1	Non-traditional Program Concentration	11.39	37.93	Y	11.44	33.96	Y	11.52	25.73	Y	11.69
5S3	Program Quality: Work-based Learning	4.09	4.64	Y	4.11	7.96	Y	4.13	12.29	Y	4.18
1P1	Postsecondary Placement	89.01	90.66	Y	82.6	89.47	Y	82.6	92.2	Y	82.60
2P1	Earned Recognized Postsecondary Credential	44.7	49.48	Y	41.2	47.41	Y	41.2	53.36	Y	41.20
3P1	Non-traditional Program Concentration	15.91	18.64	Y	15.04	20.20	Y	15.04	20.06	Y	15.04

PRIORITIZED NEEDS
Element 1: Student Performance on Required Performance Indicators

E1-Need A

According to ACTE's State Fact Sheet, 49% of MN jobs require more than a HS diploma, but less than a 4-year degree. HWC SDPL 3S1 indicates 52% of students enroll in 4-year institutions, 10% in 2-year institutions, and 2% choose gainful employment. This indicates a performance gap in technical/community college program placement for post-highschool graduates. The significant gaps are found among Hispanic, Special Education, English Language Learners and Economically Disadvantaged students. Power BI data indicates decline in the following programs at Hennepin Technical College: Construction, Manufacturing, and Automotive; and programs at North Hennepin Community College Finance, and Health Science. There is a need to improve messaging around the value of 2-year colleges and career pathways.

E1-Need B

The 4S1 (nontraditional students) metric meets the state determined level of performance. However, there has been a decline from 2022 (34%) to 2023 (25%). There were significant gaps in reading (2S1) and math (2S2) for the economically disadvantaged and special education populations. Overall, there is a need to work with the specified special populations groups to improve performance gaps in reading, math, and non-trad enrollment.

E1-Need C

HWC reviewed State Determined Performance Levels, district strategic plans, SLEDS, and minutes from monthly HWC meetings. We noticed an increase (3-year trend) in secondary student special population participation in:
- **Health Sciences**
- **Business, Management and Administration - most popular pathway at secondary**
- **Marketing**

Conversely, postsecondary partners have seen participation declines in the above clusters since FY21. One consequence of these reduction has resulted in HTC ending:
- **Health Unit Coordinator program (FY24)**
- **Home Health Aide program (FY24)**
- **Medical Assistant program (FY25)**

To compound this issue, MinnState Equity Scorecard ratings for postsecondary institutions indicate a widening gap in student success over a 3-year trend in all races except Hispanic when compared to the Caucasian student population.

There is a need to support improvement to programming pipelines to support special populations continuation into postsecondary pathways, and improve upon success (2P1).

ELEMENT #2: PROGRAM SIZE, SCOPE, AND QUALITY TO MEET THE NEEDS OF ALL STUDENTS

Refer to the **Guidance to Assess Element Two** section of *Minnesota's Comprehensive Local Needs Assessment Guide.*

Minnesota defines size, scope and quality at the consortium level as follows:

Size: Parameters/resources that affect whether the program can adequately address student learning outcomes. This includes:
- Number of students within a program
- Number of instructors/staff involved with the program
- Number of courses within a program
- Available resources for the program (space, equipment, supplies)

Scope: Programs of Study are part of, or working toward, inclusion within a clearly defined career pathway with multiple entry and exit points. (The goal of six State-Recognized Programs of Study offered within a consortium is a component of the full Perkins V plan.)
- Programs of Study are aligned with local workforce needs and skills.
- Postsecondary programs connect with secondary career and technical education via articulation agreements and/or dual credit, etc.
- Programs develop not only specific work-based skills, but also broadly applicable employability skills.

Quality: A program must meet two out of the following three criteria: The program develops (1) high-skilled individuals, (2) individuals who are competitive for high-wage jobs, and (3) individuals who are trained for in-demand occupations.
- **High-skilled**: Programs that result in industry-recognized certificates, credentials, or degrees.
- **High-wage**: High-wage is anything that is above the median wage for all occupations ($47,986 based on 2021 data from Minnesota Department of Employment and Economic Development).
- **In-demand**: Occupations that are identified in DEED's Occupation in Demand index and/or through the Comprehensive Local Needs Assessment

In the following table, list the needs identified in the CLNA for Element #2. Place needs in order by priority with the highest priority listed first in the table. High priority needs are expected to be addressed in the application.

PRIORITIZED NEEDS
Element 2: Program Size, Scope, and Quality to meet the needs of all students

E2-Need A

RTT data demonstrated a mismatch between local economic labor projections compared to what is being offered at districts and colleges. The following areas were identified as in-demand.
- **Therapeutic Services**
- **Information Technology**
- **Engineering**
- **Business**
- **Finance**
- **Manufacturing**

The HWC need is to continue to support our POS for in-demand programs.

E2-Need B

There is a need to support college and school district efforts for CTE program innovation and changes. The consortium needs access to resources that support knowledge & understanding for appropriate equipment, technology, and instructional materials (including support for library resources) aligned with business and industry needs, including machinery, testing equipment, tools, implements, hardware and software, and other new and emerging instructional materials.

E2-Need C

Upon review of FY23-24 Articulated College Credit report, secondary P-files, local district data, postsecondary Power BI, ASA CTE Program Inventory data, and RTT data misalignment of SR-POS were uncovered for some qualified programs.
Data revealed there is a need to build upon CTE exploratory programming that integrates coherent and rigorous content aligned with challenging academic standards and relevant CTE programs. This would attract and allow students to become concentrators, improve leadership, and employability skills which lead to college programs and employment.

E2-Need D

RTT data demonstrated there is a continued need for employees in the following career clusters: AFNR; Architecture and Construction; Transportation, Distribution and Logistics; and the Human Services career field

E2-Need E

Based on SLEDS data, legislative actions and anecdotal evidence (district leader conversations, industry partners, and informative opinion outlets), there is a need to capitalize on a renewed support (local, state, federal) for authentic work experiences through experiential learning.

E2-Need F

Upon review of FY23-24 Articulated College Credit report, secondary P-files, local district data, postsecondary Power BI, ASA CTE Program Inventory data, and RTT data misalignment of SR-POS were uncovered for some qualified programs.
Based on this data, there is a need to review dual credit opportunities for alignment and modifications within SR-POS.

E2-Need G

CLNA conversations at HTC discovered success rates of Emergency Medical Vehicle Service (EMVS) student's National Registry of Emergency Medical Technicians (NREMT) certification is on a 3-year downward trend (<50%). In response, the program has added FISDAP, an online tool for EMS & Healthcare Education for the FY24 spring cohort. There is a need expressed by the EMT program faculty to review and research assessment results from FISDAP in order to make data driven decisions to improve programming.

ELEMENT #3: PROGRESS TOWARDS IMPLEMENTATION OF CTE PROGRAMS OF STUDY

Refer the **Guidance to Assess Element Three** section of _Minnesota's Comprehensive Local Needs Assessment Guide._

Definition and Guidelines for SR-POS : https://www.minnstate.edu/system/cte/programs/index.html

In the following table, list the needs identified in the CLNA for Element #3. Place needs in order by priority with the highest priority listed first in the table. High priority needs are expected to be addressed in the application.

PRIORITIZED NEEDS Element 3: Progress towards implementation of CTE Programs of Study
E3-Need A **HWC has analyzed the requirements set forth by MN State and MDE for approved CTE programs/programming, which require an integrated network of partners in order for CTE teachers/staff to understand all aspects of a given industry. By leveraging workforce development entities and career resource tools, HWC partners can provide consistent and focused support that meets requirements to maintain a network of industry knowledge and connections. There is a need to provide access to entities that can adequately address the unique needs of the twelve consortium partners.**
E3- Need B **During HWC monthly meetings it has been discovered some consortium Perkins leaders are not being engaged during decision making processes in order to represent the CTE/Perkins side of the conversation. Institutions seem to be focused on pursuing path/strategic plans that benefit their sole institutions/district. The districts/colleges that have engaged these professionals have made quicker progress towards innovations and improvements to their CTE programming. There is a need to develop action plans that impress upon administrators the value of Perkins leader's involvement in the CTE decision making process.**
E3-Need C **After assessment of the FY21-24 HWC WBL Youth Apprenticeship Program, the HWC performance indicator 5S3 jumped from 4% to 12%. This known best practice, leveraging of a WBL solutions provider, indicates there is a need to continue increasing consortium capacity for offering WBL to youth in SR-POS, POS, and other CTE clusters due to increased CTE student interest. Supported by Perkins V legislation Sec 134.e.3 and Sec 135.b.5.E**
E3-Need D **The CLNA process demonstrated the consortium has performed good research to advance our local consortium needs and priorities. However, we realized we could go further to address questions in this element according to the MN CLNA guide. There is a need to formalize processes to engage CLNA work during the 2nd year of the two-year application.**
E3-Need E **Secondary P files and local district data, postsecondary Power BI and ASA CTE Program Inventory data and RTT data were analyzed. This process uncovered misalignment of SR-POS qualified programs. HWC needs to rectify misalignment of SR-POS that have been identified as well as issues yet to be identified.**

ELEMENT #4: IMPROVING RECRUITMENT, RETENTION, AND TRAINING OF CTE PROFESSIONALS, INCLUDING UNDERREPRESENTED GROUPS

Refer to the **Guidance to Assess Element Four** section of *Minnesota's Comprehensive Local Needs Assessment Guide*.

In the following table, list the needs identified in the CLNA for Element #4. Place needs in order by priority with the highest priority listed first in the table. High priority needs are expected to be addressed in the application.

PRIORITIZED NEEDS Element 4: Improving recruitment, retention, and training of CTE professionals, including underrepresented groups
E4-Need A **HWC has analyzed the requirements set forth by MN State and MDE for approved CTE programs/programming, which require an integrated network of partners in order for CTE teachers/staff to understand all aspects of a given industry. By leveraging workforce development entities and career resource tools, HWC partners can provide consistent and focused support that meets requirements to maintain a network of industry knowledge and connections. There is a need to provide access to entities that can adequately address the unique needs of the twelve consortium partners.**
E4-Need B **Diversity among staff in colleges and districts indicates the CTE instructor population does not match the student population. There is a need to improve education and training pathways & faculty pedagogies to help stimulate student interest in education occupations, efforts to include under-represented and non-traditional students.**
E4-Need C **There is a need to increase licensed CTE staff by assisting them in earning CTE licensure. The goal is to have CTE teachers that are teaching with an OFP (Out of Field Permission) to become fully CTE licensed as well as recruit teachers from other academic areas.**
E4- Need D **There is a need to work with the Teacher Induction Programs (TIP) and other similar entities to improve the messaging around CTE Teacher retention.**
E4-Need E **Perkins V legislation indicates there is a need to collaborate with local work development boards to ensure educators are current in industry needs.**
E4-Need F **Data indicates a decrease in student interest to enter into education and training careers. We note diversity among postsecondary and secondary faculty does not match respective student populations. HWC needs to improve understanding and increase capacity of its education and training pathway offerings in order to stimulate student interest.**
E4-Need G **HWC performance measures indicate high participation counts throughout CTE programming, however there is a reduction in CTE concentrators. There is a need to increase HWC partner capacity to strengthen students' interest in order to move them from participant to concentrator within Programs of Study/CTE programs.**

ELEMENT #5: PROGRESS TOWARDS EQUAL ACCESS TO CTE PROGRAMS FOR ALL STUDENTS

Refer to the **Guidance to Assess Element Five** section of *Minnesota's Comprehensive Local Needs Assessment Guide.*

In the following table, list the needs identified in the CLNA for Element #5. Place needs in order by priority with the highest priority listed first in the table. High priority needs are expected to be addressed in the application.

PRIORITIZED NEEDS Element 5: Progress towards equal access to CTE programs for all students
E5-Need A **There is a need for HWC district leaders to recommend solutions to providing equitable access to dual credit options for their respective students.**
E5-Need B **Secondary and postsecondary institutions need to broaden their outreach efforts and increase resources specifically targeting families of identified CTE underrepresented student populations.**
E-5 Need C **HWC has been expanding its WBL opportunities since FY21. There is a need to implement solutions for identified barriers that underrepresented students in CTE face when participating in WBL, apprenticeships, and internships.**
E5-Need D **Based on HWC's changing student demographics, there is a need to review and modify curriculum to ensure it is relevant to the culture of the student population.**
E5-Need E **Smaller districts in our consortium struggle with offering CTE programs. Issues include lack of space, resources, and educator talent. There is a need to discuss, research, and develop a potential strategic plan for consortium partners in order to collaborate on programming, shared spaces, resources and/or educator talent among districts in close proximity.**
E5-Need F **There is a need for HWC partners to recommend solutions to identified barriers of underrepresented students face in enrolling in CTE programs/programming.**

Position Number	Position Title	Name (FirstName LastName)	% of Time with Perkins Responsibilities	Secondary, Postsecondary, or Both	Date of Initial Position Funding (MM/DD/YYYY)	Total Budget Amount	Funded thru Basic, Reserve, or Both	Narrative(s) in Which Funding Reported	Notes on Position Creation, Changes in Funding %, Changes in Responsibilities, etc.
Ex	Perkins Grant Coordinator	Alex Bell	100%	Postsecondary	7/1/2011	$67,500	Basic	10	No change from previous two-year plan
Ex	CTE Partnership Specialist	Janice Young	75%	Both	9/1/2021	$43,000	Basic	2, 6	Increase from 50% in previous plan; support from Perkins grant will conclude at the end of this two-year grant
Ex	Data and Accountability Specialist	Bill Sabin	10%	Secondary	9/1/2023	$6,200	Reserve	11	New position focused on addressing performance gaps
1	Director of K-12 Partnerships & Perkins Grant	Lindsey Gutsch	50%	Postsecondary	4/1/2024	$59,000	Basic	7, 10	New position created to better align Perkins and K-12 Partnerships at NHCC
2	Director of Career Services & Internships	Gina Schmidt	40%	Postsecondary	5/15/2024	$48,000	Basic	6	New position created to emphasize WBL and career exploration at NHCC
3	Director of University & Workforce Partnerships	Maria Vittone	40%	Postsecondary	5/15/2024	$44,000	Basic	3	New position created to support special populations and workforce collaborations
4	Assistant Director of Integrated Services & Weekend College	Nou (Sunny) Vang	50%	Postsecondary	1/1/2022	$50,000	Basic	2	No change from previous plan; support from Perkins Grant will conclude at the end of FY25
5	Secondary Perkins Grant Coordinator	Jean Rakun	50%	Secondary	7/1/2008	$70,000	Basic	10, 7, & 2	No change from previous plan
6	Perkins & Pathways Coodinator	Jason Jones	100%	Postsecondary	8/20/2019	$120,000	Basic	7, 10	No change from previous plan
7	Social Worker	Brittani Sensor	100%%	Postsecondary	7/1/2023	$94,300	Basic	5	No change from previous plan; support from Perkins Grant will conclude at the end of FY26
8									
9									
10									
11									
12									
13									
14									
15									
16									
17									
18									
19									
20									

For Office Use Only:
DO NOT REMOVE THESE ROWS
FROM YOUR FINAL REPORT

Enter allocation amounts you received in your State letter in the YELLOW cells in columns B and C:	Basic	Reserve	Sec/PS Subtotals
Secondary Allocation:	**$676,436.69**	**$68,306.10**	**$744,742.79**
Postsecondary Allocation:	**$905,335.58**	**$68,306.10**	**$973,641.68**
Total Consortium Allocation:	**$1,581,772.27**	**$136,612.20**	**$1,718,384.47**

INSERTING ADDITIONAL ROWS

To insert additional rows on any of the four "Funding" tabs (to ensure that embedded formulas continue to work):

1. Right-click on the row number of a empty row in the section for which additional rows are needed.

2. From the popup menu, select "Copy"

3. Right-click the same row again

4. From the popup menu, select "Insert Copied Cells"

DATA ENTRY

Data entry on the four "Funding" tabs includes the following reminders:

1. Do NOT change any information in rows 1 - 3.

2. Cells highlighted in YELLOW require data entry.

3. Dollar amounts entered beginning in row 4 do NOT require including amounts after the decimal point.

4. Do NOT make any entries in cells highlighted in GREEN or BLUE. These cells have formulas.

SUMMARY SPREADSHEET

Amount reported on the Summary Spreadsheet will auto-populate from other tabs in this Workbook. DO NOT enter any data on this spreadsheet.

Rows 47-52 allow you to compare your budget request totals to the allocation amounts entered above on this Instructions tab.

1. If the amount reported on the "Budget Over/Short" row is $0...your request is equal to your allocation. This is the goal--Congratulations!

2. If the amount reported on the "Budget Over/Short" row is shown in **BLACK** text in a white background cell--your request does not yet total the amount of your allocation. Return to the four "Funding" tabs to **increase** your requests as needed to reach the goal of $0 yet to be allocated.

3. If the amount reported on the "Budget Over/Short" row is shown in **RED** text in a **RED** background cell--your request has exceeded the amount of your allocation. Return to the four "Funding" tabs to **decrease** your requests as needed to reach the goal of $0 yet to be allocated.

STEP-BY-STEP INSTRUCTIONS FOR COMPLETION OF THE BUDGET WORKBOOK	
STEP #1	Enter the Secondary and Postsecondary Basic and Reserve totals from your consortium allocation letter in the yellow cells above.
	Enter Budget Line Items on the **Basic Funding SEC 428** Worksheet. A. Enter the consortium name in cell A1. B. Select appropriate UFARS code using arrow to the right of the cell. C. Enter a description of the item.

STEP #2	D. Enter the dollar amount under the appropriate Narrative column (#1-10). D. If budgeting an amount for administrative costs, not to exceed 5% of basic award, (ex: general office support costs related to grant administration, not grant programming and services to schools), enter the amount in the yellow cell at the bottom of column L. F. At the bottom of each Narrative column, identify which uses of funds are represented in the amounts budgeted--by typing an "X" in the box across from each applicable question. If no amounts are budgeted for a narrative, check the box for "Not applicable."
STEP #3	Enter Budget Line Items on the **Reserve Funding SEC 475** worksheet. A. Select appropriate UFARS code using arrow to the right of the cell. B. Enter a description of the item. C. Enter the dollar amount under the appropriate column. If you enter an amount in column F, enter the new POS being developed/funded in cell F4. D. If budgeting an amount for administrative costs, not to exceed 5% of basic award, (ex: general office support costs related to grant administration, not grant programming and services to schools), enter the amount in the yellow cell at the bottom of column G. F. At the bottom of each Narrative column, identify which uses of funds are represented in the amounts budgeted--by typing an "X" in the box across from each applicable question. If no amounts are budgeted for a narrative, check the box for "Not applicable."
STEP #4	Complete the **Budget Narrative SEC** worksheet Follow instructions on the worksheet.
STEP #5	Enter Budget Line Items on the **Basic Funding POSTSEC** worksheet. A. Enter the item name. B. Enter a description of the item. C. Enter the dollar amount under the appropriate column. D. If budgeting an amount for administrative costs, not to exceed 5% of basic award, (ex: general office support costs related to grant administration, not grant programming and services to schools), enter the amount in the yellow cell at the bottom of column L. F. At the bottom of each Narrative column, identify which uses of funds are represented in the amounts budgeted--by typing an "X" in the box across from each applicable question. If no amounts are budgeted for a narrative, check the box for "Not applicable."
STEP #5	Enter Budget Line Items on the **Reserve Funding POSTSEC** worksheet. A. Enter the item name. B. Enter a description of the item. C. Enter the dollar amount under the appropriate column. D. If budgeting an amount for administrative costs, not to exceed 5% of basic award, (ex: general office support costs related to grant administration, not grant programming and services to schools), enter the amount in the yellow cell at the bottom of column G. F. At the bottom of each Narrative column, identify which uses of funds are represented in the amounts budgeted--by typing an "X" in the box across from each applicable question. If no amounts are budgeted for a narrative, check the box for "Not applicable."
STEP #6	Look at Rows 48 and 50 of the Summary Worksheet; dollar amounts should be zero. If there is a positive or negative amount listed, recheck the amounts you entered previously on the Basic and Reserve funding tabs.
STEP #7	Upload your completed budget spreadsheet to your state application Sharepoint site.

(1) DO NOT enter in Green or Blue cells. (2) Insert rows as needed above the green "Subtotal" rows. (3) You may DELETE unused, unshaded rows but DO NOT delete any Green or Blue shaded rows. (4) ENTER info in YELLOW cells.

UFARS Code	Brief Item Description (Provide detail on Budget Narrative tab)	Narrative 1: CLNA	Narrative 2: Programs of Study (POS)	Narrative 3: Partnerships, WIOA, Etc.	Narrative 4: Integrated Acad/Tech Skills	Narrative 5: Special Populations	Narrative 6: Work - Based Learning	Narrative 7: Early College	Narrative 8: Support for Professionals	Narrative 9: Performance Gaps	Narrative 10: Governance	TOTAL
												$0.00
												$0.00
												$0.00
												$0.00
												$0.00
												$0.00
100's Personnel/Salary SUBTOTAL		$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
												$0.00
												$0.00
												$0.00
												$0.00
												$0.00
												$0.00
200's Personnel/Non-Salary SUBTOTAL		$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
303 Federal Subawards and Subcontracts - Amount up to $25,000	Providing technical skill assessments, support intergration of academic skills to simprove student learning. Support for work base learning, Support to professional through conferences and training, o and projects support by leadership, externships for professionals, articulate college credit support and support career materials and exploration activities, advancement of early college, advisory board support, work with partners to support industry and career exploration,			$39,500.00	$43,415.00	$6,399.00	$60,350.00	$40,500.00		$1,360.00	$47,976.00	$239,500.00
304 Federal Subawards and Subcontracts - Amount over $25,000	field trip for Pos, curriculum writing, equipment for approved programs supported by grant, support CTSOs, updating and aligning standards to approved program, transportation to business for career exploration, professional development, and consortium governance.		$212,161.85				35000		$125,985.00		$6,508.00	$379,654.85
366 Travel, Conventions and Conferences	Professional Develop conferences for new teachers including Tip and Macta Fellowship								$1,660.00			$1,660.00
360 Transportation Contracts With Private or Public Carriers Including federal up to $25,000)	Transportation for WBL activities						$4,000.00					$4,000.00
303 Federal Subawards and Subcontracts - Amount up to $25,000	District 287 subs from outside of the district			$2,000.00								$2,000.00
SUBTOTAL		$0.00	$212,161.85	$41,500.00	$43,415.00	$6,399.00	$99,350.00	$40,500.00	$127,645.00	$1,360.00	$54,484.00	$626,814.85
401 Supplies and Materials - Non Instructional	Meeting Supplies for advisory boards meetings at 287			$500.00								$500.00
430 Supplies and Materials - Non-Individualized Instructional	Career Materials for Students				$1,800.00							$1,800.00
												$0.00
												$0.00
												$0.00
												$0.00
400's Supplies/Material SUBTOTAL		$0.00	$0.00	$500.00	$1,800.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$2,300.00
530 Other Equipment Purchased	Equipment for Health Science programs		$13,500.00									$13,500.00
												$0.00
												$0.00
												$0.00
												$0.00
												$0.00
500's Capital/Equipment SUBTOTAL		$0.00	$13,500.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$13,500.00
895 Federal and Nonpublic Indirect Cost [Chargeback]--No more than 5% of Total (Enter amount in YELLOW cell at right)											$33,821.84	$33,821.84
2024-2025 Proposed Budget		$0.00	$225,661.85	$42,000.00	$45,215.00	$6,399.00	$99,350.00	$40,500.00	$127,645.00	$1,360.00	$88,305.84	$676,436.69

Place an "X" in the cells to the right to identify which use(s) of funds
from Section 135 of Perkins V are supported under each narrative:

	Narrative 1	Narrative 2	Narrative 3	Narrative 4	Narrative 5	Narrative 6	Narrative 7	Narrative 8	Narrative 9	Narrative 10
Provide career exploration and career development activities through an organized, systematic framework designed to aid students, including in the middle grades, before enrolling and while participating in a CTE program, in making informed plans and decisions about future education and career opportunities.		X			X		X			
Provide professional development for teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals.		X						X		
Provide within CTE the skills necessary to pursue careers in high-skill, high-wage, or in-demand industry sectors or occupations.			X		X	X	X		X	
Support integration of academic skills into CTE programs and programs of study.				X	X					
Plan and carry out elements that support the implementation of CTE programs and programs of study that result in increasing student achievement on performance indicators.	X	X								X
Develop and implement evaluations of the activities carried out with funds under this part, including evaluations necessary to complete the local needs assessment and the local APR report.										X
Not applicable.										

Hennepin West Consortium   Reserve Funding--Secondary   Budget for innovations in up to two (2) of the categories below

(1) DO NOT enter in Green or Blue cells. (2) Insert rows as needed above the green "Subtotal" rows. (3) You may DELETE unused, unshaded rows but DO NOT delete any Green or Blue shaded rows. (4) ENTER info in YELLOW cells.

UFARS Code	Brief Item Description (Provide detail on Budget Narrative tab)	Performance Gaps	Develop or Improve Programs of Study/ CTE Programs	TOTAL
			Emergency & Fire Management Services **Legal Services**	
185 Other Salary Payments (licensed or certified)	curriculum writing for new programs or expanded programs at 287		$6,873.00	$6,873.00
				$0.00
				$0.00
				$0.00
100's Personnel/Salary SUBTOTAL		$0.00	$6,873.00	$6,873.00
210 FICA/Medicare	Benefits for 287 staff writing curriculum		$526.00	$526.00
218 TRA (Teachers Retirement Association)	287 staff writing curriculum benefits		$601.00	$601.00
				$0.00
				$0.00
				$0.00
200's Personnel/Non-Salary SUBTOTAL		$0.00	$1,127.00	$1,127.00
303 Federal Subawards and Subcontracts - Amount up to $25,000	Lake Country work with 287 instructors on licensing		$3,500.00	$3,500.00
303 Federal Subawards and Subcontracts - Amount up to $25,000	Other HWC districts developing programs or improving programs in their districts-curriculum, test writing, adding technical skill assements and licensure.		$39,190.79	$39,190.79
				$0.00
				$0.00
				$0.00
300's Services/Subawards SUBTOTAL		$0.00	$42,690.79	$42,690.79
				$0.00
				$0.00
				$0.00
				$0.00
				$0.00
400's Supplies/Materials SUBTOTAL		$0.00	$0.00	$0.00
530 Other Equipment Purchased	Equipment needed for Hardware and software course at 287 to develop the courses		$14,200.00	$14,200.00
				$0.00
				$0.00
				$0.00
				$0.00
				$0.00
				$0.00
500's Capital/Equipment SUBTOTAL		$0.00	$14,200.00	$14,200.00
895 Federal and Nonpublic Indirect Cost [Chargeback]--No more than 5% of Total (Enter amount in YELLOW cell at right)				$3,415.31
2024-2025 Proposed Budget		$0.00	$64,890.79	$68,306.10

Place an "X" in the cells to the right to identify which use(s) of funds from Section 135 of Perkins V are supported with budgeted amounts in each column:

	Performance Gaps	POS/CTE Programs
Provide career exploration and career development activities through an organized, systematic framework designed to aid students, including in the middle grades, before enrolling and while participating in a CTE program, in making informed plans and decisions about future education and career opportunities.		
Provide professional development for teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals.		Health Science, Computer Science Programming
Provide within CTE the skills necessary to pursue careers in high-skill, high-wage, or in-demand industry sectors or occupations.		Construction. IT, Health Science
Support integration of academic skills into CTE programs and programs of study.	x	Construction
Plan and carry out elements that support the implementation of CTE programs and programs of study that result in increasing student achievement on performance indicators.	x	Information Support, Health Science, Programming, Construction,
Develop and implement evaluations of the activities carried out with funds under this part, including evaluations necessary to complete the local needs assessment and the local APR report.		
Not applicable.		

SECONDARY Narrative for Perkins V Application

*Describe how your consortium plans to use your Perkins award on **Personnel expenditures (100s and 200s).** Narrative for <u>each expenditure</u> requested should include: (1) item/expenditure requested; (2) budget amount requested; (3) identification of which narrative(s) requested item is applied to; and (4) need identified in CLNA addressed with the expenditure.*

*Describe how your consortium plans to use your Perkins award on **Services and Subawards expenditures (300s).** Narrative for <u>each expenditure</u> requested should include: (1) item/expenditure requested; (2) budget amount requested; (3) identification of which narrative(s) requested item is applied to; and (4) need identified in CLNA addressed with the expenditure.*

303 Federal Subawards and Subcontracts - Amount up to $25,000
- **$39500.00 - Nar 3, E4-Need A&B:** Advisory Committee subs and MRC partnership contract for Regional Advisory Board, articulated college credit (ACC) meeting support. Career resources and business meetings
- **$2000.00 - Nar 3 , E4-Need A&B:** External Subs support for Intermediate District 287

303 Federal Subawards and Subcontracts
- **$43415.00 - Nar 4, E2-Need B&E:** Suport to CTSO and competitions, YouScience Industy-recognized certifications/MCIS academics testing and development of curriculum intergrating academics
- **$6399.00 - Nar 5, E5 -Need C,D&E:** Field trips for nontraditional careers, curriculum for special population which reinforces achievement in CTE and core skills
- **$60350.00 - Nar 6, E3-Need C**
    25000 - Partnership with GPS impacting HWC workbased learning initatives
    $35350.00 - HWC districts efforts to create their own programs including curriculum writing, site visits for students, certifications needed for on the job like OSHA 10
- **$40500.00 - Nar 7, E2-Need C&F**
    $15000.00 - ACC college credit contract
    $25500.00 - New partnerships with 2-year colleges, subs for ACC meetings, curriculum writing for new agreements, promotional materials promoting early college through POS
- **$1360.00 - Nar 9, E1-Need A&B:** Intergration of math into Construction and Culinary pathways
- **$47976.00 - Nar 10, E3-Need B:** HWC secondary leadership support, data analysis and collobrative project development, consortium governance

304 Federal Subawards and Subcontracts - Amount over $25,000

  - $212161.85 - Nar2, E2-Need A,B,D

   $10000.00 - Fieldtrips that encourage the POS to business and industry or one of our colleges

   $30661.85 - Support for student organizations (busing, travel and supplies)

  Equipment needed to advance the POS

   $134860.00 - Health Sciences: Lower extremity dislocation trainer, Adult nursing manikin, blood pressure simulator, real care geriatric simulator,
                closed fracture trauma manikin. Upon the approval of the Health Science program ammendment for St. Louis Park Health program in the
                Exercise Science courses equipment purchases will include treadmill, airdyne bike, standard bike
                Manufacturing, Engineering and Stem: PLTW VEX equipment, 3D Printer,
                CIS equipment machine build, Nasa equipment, supplies needed, Carbon lab, Makerbot, handtools, 5 mobile programming computers,
                modex printer, wind tunnel, 3-phase welder, 2 fishing pole construction kits, sewing machine. Business Management: Display and fridge
                software needed to advance POS

   $36,640.00 - MindTap Cengage, Trade career explorations and packs, Prostart software, BusinessU, software for hardware and software classes,
                Amatrol eLearning software

  - $125985.00 - Nar 8, E4-Need C,B,D

   $89985.00 - Professional development for new teachers and staff to stengthen teaching knowledge and skills, Conferences for staff including ACTE,
                MACTA or other organizations that relate to the POS and licensure, expenses for facility expenses for CTSO and stipends.

   $36000.00 - Support for contracted activities developed through the MRC

  - $6508.00 - Nar 10, E3-Need B,C:

   $6508.00 - CTE Coordinator stipend for completing required CTE tasks above and beyond normal work load.

  -$35,000 Nar 6, E3-Need C Partnership with GPS contract

SECONDARY Narrative for Perkins V Application

*Describe how your consortium plans to use your Perkins award on **Supplies and Materials expenditures (400s).** Narrative for each expenditure requested should include: (1) item/expenditure requested; (2) budget amount requested; (3) identification of which narrative(s) requested item is applied to; and (4) need identified in CLNA addressed with the expenditure.*

401 Supplies and Materials - Non Instructional
  - **$500.00 - Nar 3, E2-Need E:** Support for advisory boards supplies with Intermediate District 287

430 Supplies and Materials - Non-Individualized Instructional
  - **$1800.00 - Nar 4, E1-Need A&B:** CTE career materials that offer testing to strenghten student achievement in POS

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*Describe how your consortium plans to use your Perkins award on **Equipment/Capital expenditures (500s).** Narrative for <u>each expenditure</u> requested should include: (1) item/expenditure requested; (2) budget amount requested; (3) identification of which narrative(s) requested item is applied to; and (4) need identified in CLNA addressed with the expenditure.*

530 Other Equipment Purchased
  - **$13500.00 - Nar 2, E2-Need B:** Equipment needed to update Health science program, more specifically AED, portable showers, EMR diagonostic kits

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SECONDARY Narrative for Perkins V Application

*Describe how your consortium plans to use your Perkins award on **Federal and Nonpublic Indirect Cost (895).** No more than 5% of Basic total, and no more than 5% of Reserve total, can be spent for indirect costs.*

895 Federal and Nonpublic Indirect Cost
  - *428 @ $33821.84*
  - *475 @ $ 3415.31*
       These funds will be utilized by our fiscal agent to support payment and billing grant administration, coordination with Perkins leader, other districts,
       doing a risk analysis, handling secondary contracts, human resources, information technology, and overall operational costs.

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*Describe how your consortium plans to use your Perkins award on **Reserve expenditures (from 475 tab).** Narrative for <u>each expenditure</u> requested should include: (1) item/expenditure requested; (2) budget amount requested; (3) identification of which priority (POS or Gaps) requested item is applied to; and (4) need identified in CLNA addressed with the expenditure.*

Please Note there is only room to list the RESERVE POS designated in the POS Funding Doc. Additional POS and CTE Programs supported are listed below

185 Other Salary Payments (licensed or certified)
- **$6873- POS, E2-Need C:** Collaborative curriculum writing for staff to expand Health Sciences and Information Support and Services pathways. Courses will be offered in Emergency Medical Services and Hardware & Software Repair. These courses are approved but have not been offered recently and currently there is a demand by member districts. Courses need to update equipment and meet industry standards

210 FICA/Medicare
- **$526.00 - POS, non-element need:** Fringe benefits for Intermediate District 287 staff supporting curriculum writing

218 TRA (Teachers Retirement Association)
- **$601.00 - POS, non-element need:** Fringe benfits for Intermediate District 287 staff supporting curriculum writting

303 Federal Subawards and Subcontracts - Amount up to $25,000
- **$3500.00 - POS, E2-Need A:** New CTE teacher licensing workshops at Lake Country Service Cooperative forIntermediate District 287
- **$39190.79 - POS, E2-Need A,C,F:**
  - $13000.00 for new CTE teacher licensing workshops at Lake Country Service Coop
  - $5490.79 to add technical skill acessments to improve POS, and to improve tehcnical skills attainment in Construction POS
  - $20700.00 supporting curriculum writing for new POS or Improvements in Health, Construction, Information Support and Services, and Computer Science/Programming.

530 Other Equipment Purchased
- **$14200.00 - POS, E2-Need A,B:** Equipment needed for Hardware and software course at Intermediate Distrit 287 to develop the courses

(1) DO NOT enter in Green or Blue cells. (2) Insert rows as needed above the green "Subtotal" rows. (3) You may DELETE unused, unshaded rows but DO NOT delete any Green or Blue shaded rows. (4) ENTER info in YELLOW cells.

Item	Brief Item Description (Provide detail on Budget Narrative tab)	Narrative 1: CLNA	Narrative 2: Programs of Study (POS)	Narrative 3: Partnerships, WIOA, Etc.	Narrative 4: Integrated Acad/Tech Skills	Narrative 5: Special Populations	Narrative 6: Work-Based Learning	Narrative 7: Early College	Narrative 8: Support for Professionals	Narrative 9: Performance Gaps	Narrative 10: Governance	TOTAL
Asst. Dir of Integrated Services & Weekend College	Support student success in Weekend College initiative in Business POS		$50,000.00									$50,000.00
NHCC Director of University & Workforce Partnerships	Advance workforce collaboration opportunities; provide academic and career support to special populations and genders seeking non-traditional career.			$44,000.00								$44,000.00
Social Worker	Professional social services to HTC, which include assess barriers to participating fully in CTE, coordinating culturally responsive partnerships, create trauma informed teaching, programs and services, and coordinate Hunger Free Campus & CARE Teams initiatives.					$94,300.00						$94,300.00
Director of Career Services & Internships	Support student career pathway advising and increase work-based learning opportunities at NHCC						$48,000.00					$48,000.00
NHCC Director of K-12 Partnerships & Perkins Grant	Advance all aspects of HWC Perkins applications, activities, and early college collaboration opportunities.							$12,000.00		$47,000.00		$59,000.00
Perkins & Pathways Coordinator	Advance all aspects of the HWC Perkins Applications, and early college opportunities.							$42,000.00			$78,000.00	$120,000.00
Personnel SUBTOTAL		$0.00	$50,000.00	$44,000.00	$0.00	$94,300.00	$48,000.00	$54,000.00	$0.00	$0.00	$125,000.00	$415,300.00
Equipment RFP for POS at Postsecondaries	**Direct support to priority POS equipment at NHCC**		$26,417.03									$24,417.03
Equipment - Rationale Oven	Direct support to priority POS - Resturants & Food Beverage Services Culinary Program		$20,000.00									$20,000.00
Equipment - Diesel Engine	Direct support to priority POS - Facility & Mobile Equipment Maintenance - Medium Heavy Truck Technology Program		$10,000.00									$10,000.00
Equipment - Program Expansion Equipment	Direct support to priority POS - Manufacturing Production Process Development - Automation Robotics Engineering Technology Program		$12,000.00									$12,000.00
Equipment - AI/Machine Learning Robot	Direct support to priority POS - Programming & Software Development - Information Technology Program		$12,901.77									$12,901.77
Equipment SUBTOTAL		$0.00	$79,318.80	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$79,318.80
CLNA research & development	Funds to support engagement expenses in order to meet, collaborate, learn and disseminate information relevant to the updating of the FY25-26 CLNA throughout the first year of implementation. Entities, such as but not limited to, RTT, Local & Regional Advisory Boards, Mpls Regional Chamber, community workforce events will be engaged to mine for relevant CTE information.	$4,000.00										$4,000.00
Curriculum Improvements for POS	Faculty Curriculum Improvement stipends in Tier I, II, III HWC POS - TBD		$40,000.00									$40,000.00
Direct support to POS at Postsecondaries	**Direct support to Tier I, Tier II, and Tier III HWC POS at NHCC**		$22,000.00									$22,000.00
Professional Tutor Contractor - Computer Science	Direct Support to Program and Software Development POS		$5,000.00									$5,000.00
Direct support to postsecondary	Business Programming Updates - year 3		$10,000.00									$10,000.00
Direct support to postsecondary POS	Automation Robotics Engineering Technology expansion support		$3,000.00									$3,000.00
Direct Support to postsecondary SR-POS	Graphic Design programming improvement		$5,200.00									$5,200.00
Industry Partner Agreement	Mpls Regional Chamber Contract Agreement delivering 4 Events (Advisory Board/ Talent Symposium/ Educator Externship/ACC Speakers)			$23,000.00								$23,000.00
Labor Market Resources	Real Time Talent product - Labor Market platform access to support labor market research and WBL			$6,000.00								$6,000.00
Handshake - Career Exploration	Support to career platform offering support and access to industry through career expos, career fairs, authentic work experiences, etc.			$3,000.00			$3,500.00					$6,500.00
CTE Career Exploration Improvement	Support to the improvement of career exploration tools			$3,500.00								$3,500.00
Secondary Partner Career Exploration	Transportation support to secondary HWC partners for students career exploration at HWC postsecondary institutions			$5,000.00								$5,000.00
Technical Skills Assessments	YouScience Precision Exams - Institutional Membership @ HTC, Microsoft Office Specialist assessment & NOCTI Exams @ NHCC				$17,000.00							$17,000.00
Non-Trad Student Support	Funding to advance support & mentorship programming of genders seeking non-traditional careers.					$24,000.00						$24,000.00
Single Parents Support	Capacity building for programs and support to support single parents at NHCC					$3,000.00						$3,000.00
Special Populations Professionals PD	Support to HTC's Access Services leaders to advance knowledge & understanding of support for CTE special populations					$5,000.00						$5,000.00
Special Populations Recruitment	Support to collaborative partnerships between HTC and Lake Street Works to share CTE opportunities with special populations					$5,000.00						$5,000.00
Contracted Services	Grant Writer support to pursue local, state, and federal work-based learning grants					$2,500.00	$7,500.00					$10,000.00
Professional Contractor- Career and Work-Based Learning Support	Capacity building for work-based learning at NHCC						$13,000.00					$13,000.00
Industry Partner Agreement	GPS Education Partners - Support to WBL initiative						$45,000.00					$45,000.00
Support to Career Services and Strategic Partnerships	Materials and equipment support to rebrand NHCC career services, k-12, and workforce partnerships						$2,500.00					$2,500.00
NHCC Contracted Internships	Internships/Xperience Project at NHCC						$16,000.00					$16,000.00
Professional Contract- College/High School Partnership	Support to offer articulated college credit options for high school coursework matriculation in CTE (e.g. individual agreements between teachers and instructors for articulation)							$11,950.00				$11,950.00
Postsecondary Departmental Review - Professional Contracted Service	Detailed analysis of postsecondary's early college programming department. Outside consultant to review operations, structure, messaging, policies, processes, performance, and opportunities for growth with partners							$17,000.00				$17,000.00
Postsecondary High School Pathway Development	Capacity building effort with HWC at least one secondary partner							$10,000.00				$10,000.00
CTE Licensure Exploration	Support to explore CTE licensure feasibility at NHCC								$1,000.00			$1,000.00
CTE Specific Professional Development	Attendance at CTE related conferences: ACTE National Conferences, NACTEI, NACEP/MnCEP, MACTA Fellowship, Apprenticeship, etc.								$26,300.00			$26,300.00
Why Teach	Why Teach Event will provide NHCC education students with a professional network for professional discourse about critical issues and opportunities in education & CTE education								$1,400.00			$1,400.00
Educator Externships	Support faculty and staff understanding of real world needs in Business and Industry								$6,000.00			$6,000.00
Institutional Membership	Membership to advance CTE, such as ACTE, NAPE, MnCEP, NACEP, etc.								$3,100.00			$3,100.00
Artificial Intelligence in CTE	Support to college professionals supporting CTE to engage, develop and support the integration of artificial intelligence and machine learning pedagogy/curriculum								$10,000.00			$10,000.00
Trauma Informed Pedagogy - Phase 3	Support to Trauma Informed Pedagogy development. Facilitator support & expansion into high-intesity health related POS/CTE Programs								$5,000.00			$5,000.00
Non-Personnel SUBTOTAL		$4,000.00	$85,200.00	$40,500.00	$17,000.00	$39,500.00	$87,500.00	$38,950.00	$52,800.00	$0.00	$0.00	$365,450.00
Administration--Federal and Nonpublic Indirect Cost (Chargeback)--No more than 5% of Total (Enter amount in YELLOW cell at right)											$45,266.78	$45,266.78
2024-2025 Proposed Budget		$4,000.00	$214,518.80	$84,500.00	$17,000.00	$133,800.00	$135,500.00	$92,950.00	$52,800.00	$0.00	$170,266.78	$905,335.58

Place an "X" in the cells to the right to identify which use(s) of funds from Section 135 of Perkins V are supported under each narrative:

	Narrative 1	Narrative 2	Narrative 3	Narrative 4	Narrative 5	Narrative 6	Narrative 7	Narrative 8	Narrative 9	Narrative 10
Provide career exploration and career development activities through an organized, systematic framework designed to aid students, including in the middle grades, before enrolling and while participating in a CTE program, in making informed plans and decisions about future education and career opportunities.		X	X		X	X	X			
Provide professional development for teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals.		X	X		X			X		
Provide within CTE the skills necessary to pursue careers in high-skill, high-wage, or in-demand industry sectors or occupations.		X		X	X					
Support integration of academic skills into CTE programs and programs of study.							X			
Plan and carry out elements that support the implementation of CTE programs and programs of study that result in increasing student achievement on performance indicators.		X	X	X	X	X	X			X
Develop and implement evaluations of the activities carried out with funds under this part, including evaluations necessary to complete the local needs assessment and the local APR report.	X									X
Not applicable.									X	

(1) DO NOT enter in Green or Blue cells. (2) Insert rows as needed above the green "Subtotal" rows. (3) You may DELETE unused, unshaded rows but DO NOT delete any Green or Blue shaded rows. (4) ENTER info in YELLOW cells.

Item	Brief Item Description (Provide detail on Budget Narrative tab)	Performance Gaps	Develop or Improve Programs of Study/ CTE Programs	TOTAL
			Emergency & Fire Management Services **Legal Services**	
				$0.00
				$0.00
				$0.00
				$0.00
				$0.00
Personnel SUBTOTAL		$0.00	$0.00	$0.00
Equipment - Welding	Direct support to priority POS - Manufacturing Production Process Development - Welding Program. Equipment severely needed due to failing outdated equipment.		$19,000.00	$19,000.00
				$0.00
				$0.00
				$0.00
				$0.00
Equipment SUBTOTAL		$0.00	$19,000.00	$19,000.00
Improve CTE Programs	EMVS programing at HTC to leverage an indepenednt data reivew of FISDAP results to guide & recommend programming modifications in order to improve NAtional Registery of EMT certification success rates	$5,000.00		$5,000.00
Develop Program of Study	New - Public Administration Pathway at NHCC, support to strengthen partnerships with secondary, marketing, and curriculum development		$10,000.00	$10,000.00
Develop/Improve POS/CTE Programs	NHCC Legal Studies and Marketing & Sales program improvements		$18,003.95	$18,003.95
Develop Program of Study	HTC Construction Electrician program development - Program begin FY26		$3,000.00	$3,000.00
Develop Program of Study	HTC Information Technology New Pathway Award development - Data Center Technician, Safety Certification development, Faculty training		$9,886.85	$9,886.85
Improvement to CTE Program - Orientation	Improved college orientation delivery to improve the placement, preperation and knoweldge of entering CTE students.		$19,000.00	$19,000.00
Non-Personnel SUBTOTAL		$5,000.00	$40,890.80	$45,890.80
Administration--Federal and Nonpublic Indirect Cost [Chargeback]--No more than 5% of Total (Enter amount in YELLOW cell at right)				$3,415.30
2024-2025 Proposed Budget		**$5,000.00**	**$59,890.80**	**$68,306.10**

Place an "X" in the cells to the right to identify which use(s) of funds from Section 135 of Perkins V are supported with budgeted amounts in each column:

	Performance Gaps	POS/CTE Programs
Provide career exploration and career development activities through an organized, systematic framework designed to aid students, including in the middle grades, before enrolling and while participating in a CTE program, in making informed plans and decisions about future education and career opportunities.		X
Provide professional development for teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals.		X
Provide within CTE the skills necessary to pursue careers in high-skill, high-wage, or in-demand industry sectors or occupations.		X
Support integration of academic skills into CTE programs and programs of study.		
Plan and carry out elements that support the implementation of CTE programs and programs of study that result in increasing student achievement on performance indicators.	X	X
Develop and implement evaluations of the activities carried out with funds under this part, including evaluations necessary to complete the local needs assessment and the local APR report.		
Not applicable.		

POSTSECONDARY Narrative for Perkins V Application

*Describe how your consortium plans to use your Perkins award on **Personnel expenditures**. Narrative for <u>each expenditure</u> requested should include: (1) item/expenditure requested; (2) budget amount requested; (3) identification of which narrative(s) requested item is applied to; and (4) need identified in CLNA addressed with the expenditure.*

NHCC Weekend College Coordinator - $50000 - Nar 2, E2-Need A: Support student success in Weekend College initiative in Business POS at NHCC

Director of University & Workforce Partnerships- $44000 - Nar 3, E4-Need E: Advance workforce collaboration opportunities; provide academic and career support to special populations and genders seeking non-traditional careers at NHCC

Social Worker - $94300 - Nar 5, E5-Need B & D: Professional social services to HTC, which include assess barriers to participating fully in CTE, coordinating culturally responsive partnerships, create trauma informed teaching, programs and services, and coordinate Hunger Free Campus & CARE Teams initiatives. This is year 2 of support and will sunset end of FY26

Director of Career Services & Internships - $48000 - Nar 6, E2-Need E: Support student career pathway advising and increase work-based learning opportunities at NHCC

Director of K-12 Partnerships & Perkins Grant - $59000 - Nar 7, E5-Need A & Nar 10, E3-Need B: Advance all aspects of HWC applications, assist with and expand early collegeopportunities in CTE within our secondary districts at NHCC

Perkins & Pathways Coordinator - $120000 - Nar 7, E5-Need A & Nar 10, E3-Need B: Advance all aspects of the HWC Perkins Applications, assist with improvement and expansion of dual enrollment opportunities in CTE within our secondary districts.

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*Describe how your consortium plans to use your Perkins award on **Equipment expenditures**. Narrative for <u>each expenditure</u> requested should include: (1) item/expenditure requested; (2) budget amount requested; (3) identification of which narrative(s) requested item is applied to; and (4) need identified in CLNA addressed with the expenditure.*

RFP for Equipment for Priority POS - $24,417.03 - Nar 2, E2-Need B : equipment expenditures will be considered in NHCC RFPs in compliance with Perkins V allowable use of funds, *prioritizing Tier I POS Therapeutic Services. Equipment requests exceeding $5000 will be submitted to and approved by the System Office prior to purchase.*

Rational iCombi Pro 6 Pan Half Size Conventional Oven - $20000 - Nar 2, E2-Need B: Direct support to priority POS - Resturants & Food Beverage Services: Culinary Program - Innovative equipment update to foundations kitchen for year 1 Culinary students, to match year 2 dinning room kitchen.

Used Diesel Engine - $10000 - Nar 2, E2-Need B,D: Direct support to priority POS - Facility & Mobile Equipment Maintenance - Medium Heavy Truck Technology Program

Program Expansion Equipment Support - $12000 - Nar 2, E2-Need A,B: Direct support to priority POS - Manufacturing Production Process Development - Automation Robotics Engineering Technology Program which is in year 2 expansion to the Brooklyn Park Campus. Equipment yet to be identified.

AI/Machine Learning Robot - $12901.77 - Nar 2, E2-Need A,B: Direct support to priority POS - Programming & Software Development - Information Technology Program. Funds to support technical skills training of students entering new courses in the AI/Machine Learning Diploma classes. Specific equipment to be indenfied after faculty summer curriculum devleopment.

POSTSECONDARY Narrative for Perkins V Application

*Describe how your consortium plans to use your Perkins award on **Non-Personnel expenditures**. Narrative for <u>each expenditure</u> requested should include: (1) item/expenditure requested; (2) budget amount requested; (3) identification of which narrative(s) requested item is applied to; and (4) need identified in CLNA addressed with the expenditure.*

CLNA Research & Development - $4000 - Nar 1, E2-Need C,F & E3-Need D: Services identified to support the development of the CLNA during year 2 of FY25-26 Perkins Grants

Curriculum Improvements for POS - $40000 - Nar 2, E2-Need A: Faculty Curriculum Improvement stipends for Tier I, II, III HWC POS - $40,000 - Nar 2 as follows

- Therapeutic Services @ NHCC to improve Nursing as NHCC moves away from MANE curriculum, *1-2 faculty estimated at 1 cr. each*

- Business Mgmt & Administration @ NHCC to improve curriculum incorporating AI considerations, *1-2 faculty estimated at 1 cr. each*

- Therapeutic Services @ HTC to develop & build the new Dental Hygenie pathway, *Dental Hygiene Curriculum – 7cr. for DNTL faculty to develop & gain final approval. 5cr. will be for adjunct/part-time faculty beyond their contracted duties, and 2cr. toward a UFT faculty to support above & beyond regular duties.*

- Programming & Software Development @ HTC to develop alternative methods for computer literacy skills training due to course sunsetting. Orignal course was identified as a barrier to access for students. *2cr for ITEC faculty (1cr/semester) to develop & create modules. This effort is beyond regular schedules duties and responsibilities*

Direct support to POS at Postsecondary at NHCC - $22000 - Nar 2, E2-Need A, C, D; E4-Need D: Direct support to Tier I, Tier II, and Tier III HWC POS aligning with allowable expenses:

- *Tier I - Construction: $2000 to build out program advisory committee, assisting with WBL and advancement of curriculum, to understand area employer needs and interest; E2-need D*

- *Tier II - Business Mgmt & Admin: $10000 to incorporate AI into business curriculum; this is to purchase at least one AI software limited license, facilitate training, and inform curriculum modifications; E2-need A*

- *Tier III – Teaching & Training: $6000 event for K12 partners to education counselors, students, and parents; intentional strengthening of secondary partnerships to support recruitment of BIPOC educators into elementary and special education fields; E4-Need B*

- *Support to Tiers I, II, III - $4000; Guided Pathways Day– support for secondary students to visit NHCC and learn about CTE programs and early college offerings (moving to Narrative 7); E2-need C*

Professional Tutor Contractor - Computer Science - $5000 - Nar 2, E2-Need A: Direct Support to Program and Software Development POS

Direct support to postsecondary POS - $10000 - Nar 2, E2-Need A: Business Programming Updates year 3 funding for General Management to implement the newly developed curriculum, advisory committee, and building strong secondary connections efforts from the prior 2 years. This is the final year of this initiative.

Direct support to postsecondary POS - $3000 - Nar 2, E2-Need A,C: Automation Robotics Engineering Technology expansion support to meet NSF grant commitment requirement. Grant helped expand programming to HTC's Brooklyn Park campus, and HWC agreed in letter of support, to help with outreach & expansion efforts by providing opportunities for local counselors and community to experience and become knoweldgable for the new offering. Funds to support such engagment.

Direct support to postsecondary SR-POS - $5200 - Nar 2, E2-Need C: Graphic Design programming improvement. Funds to support engagement of program CLA to strenthen and advance secondary connection efforts in order to improve early college credit opportunities.

Industry Partner Agreement - $23000 - Nar 3, E4-Need E: Mpls Regional Chamber Contract Agreement delivering 4 Events (Advisory Board/ Talent Symposium/ Educator Externship/ACC Speakers)

Labor Market Resources - $6000 - Nar 3, E2-Need B: Career information related to high-skill, high-wage, or in-demand industry sectors as identified by the comprehensive local needs assessment

Handshake - Career Exploration - $6500 - Nar 3 & 6, E2-Need E: Support to career platform offering support and access to industry through career expos, career fairs, authentic work experiences, etc.

CTE Career Exploration Improvements - $3500 - Nar 3, E3-Need A & E4-Need A: Supprt to the improvement of career exploration tools by leveraging YouScience Aptitude assessment that pair with student interests assessments to improve college orientation programming in order to decrease the number of "undecided" students entiring CTE. Platforms combined assessment approach will suggest more CTE specific careers for students to consider upon entry to HTC. Note: expense supported in Nar 8 needs. .

Secondary Partner Career Exploration - $5000 - Nar 3, E2-Need B: Transporation support to secondary HWC partners for student career exploration at HWC postsecondary institutions

Technical Skills Assessments - $17000 - Nar 4, E2-Need C: YouScience Precision Exams - Institutional Membership @ HTC, Microsoft Office Specialist assessment & NOCTI Exams @ NHCC. YouScience Precison Exams institutional members to support obtainment of industry-recognized skills certifications. Can be leveraged by all of HTC's CTE programs.

Nontraditional Student Support Budget - $24000 - Nar 5, E5-Need B: Funding to advance support & mentorship programming of genders seeking non-tradtional careers.
   - NHCC to support, materials, and capacity building of previous initiatives, such as Be Bold, Break the Mold or Men Who Care.
   - HTC to support with proffessional contracted services to advance BeBoldBreakMold, provide guest speakers, and development of new iniative targeting men entring non-tradtional career fields

Single Parent Support- $3000 - Nar 5, E5-Need B: Support and capacity building to support single parents pursuing CTE programs.

Special Populations Professionals PD - $5000 - Nar 5, E1-Need C, E5-Need B & F : Support to HTC's Access Services leaders to advance knowledge & understadning of support to CTE special populations

Special Populations Recruitment - $5000 - Nar 5, E5-Need B: Support to collaborative partnership between HTC and Lake Street Walks non-profit entity to share CTE opportunities with special populations

Contracted Services - $10000 - Nar 5, E5-Need B & Nar 6, E5-Need C: Funds to support grant writing specialist in pursuit of local, state, and federal competative work-based learning grants
   - $2500 - Nar 5: Support to special populations related grant pursuits @ NHCC
   - $7500 - Nar 6: Support for improving work-based learning @ HWC postsecondary institutions

Professional Contractor - Career Exploration & WBL Support - $13000 - Nar 6, E2-Need E: Capacity for expanding CTE career exploration and WBL @ NHCC

Industry Partner Agreement - $45000 - Nar 6, E3-Need C: GPS Education Partners support to HWC apprenticeship initaitve
   - 2/3 of funds to support capacity barriers for secondary youth apprenticeship/internship programming
   - 1/3 of funds to support expansion & alignment of an US DOL Registered Apprenticeship Program @ HTC

Support to Career Services- $2500 - Nar 6, E2-Need E: Materials and equipment support to rebrand NHCC career services, k-12, and workforce partnerships

NHCC Contracted Internships - $16000 - Nar 6, E2-Need E: Experiential learning opportunities provided to students enrolled in CTE programs at the postsecondary level

Professional Contract - College/High School Partnership - $11950 - Nar 7, E5-Need A: Support to offer articulated college credit options for high school coursework matriculation in CTE (e.g., individual agreements between teachers and instructors for articulation)

Postsecondary Departmental Review-Professional Contracted Service - $17000 - Nar 7, E1-Need A: Detailed analysis of postsecondary's early college programming department. Outside consultant to review operations, structure, messaging, policies, processes, performance, and opportunities for growth with partners. HTC & NHCC Initiatives

Postsecondary High School Pathways Development - $10000 - Nar 7, E5-Need A: Support & build capacity with at least one secondary partner with limited CTE opportunities

CTE Licensure Exploration - $1000 - Nar 8, E4-Need C: Explore CTE licensure feasibility at NHCC

CTE Specific Professional Development - $26300 - Nar 8, E3-Need A: Attendance at CTE related conferences: ACTE National Conferences, NACTEi, NACEP/MnCEP, MACTA Fellowship, Apprenticeships, etc for 2 postseconday institutions are their leadership

WHY-Teach - $1400 - Nar 8, E4-Need B: Why Teach Event will provide NHCC education students with a professional network for professional discourse about critical issues and opportunities in education & CTE education

Educator Externship - $6000 - Nar 8, E3-Need A: Promote continuing education for those who are working directly with CTE students

Institutional Memberships - $3100 - Nar 8, E3-Need A: Postsecondary institutional membership to advance CTE, such as ACTE, NAPE, MnCEP, NACE, etc.

Artificial Intelligence in CTE - $10000 - Nar 8, E3-Need A, E4-Need A: Support to postsecondary professionals supporting CTE to engage, devleop, and support the integration of artificial intelligence & machine learning pedaogy/cirriculum

Trauma Informed Pedagogy Phase 3 - $5000 - Nar 8: E4-Need B Year 3 support to Trauma Informed Pedagogy development. Facilitator support & expansion efforts in high-intensity health related POS (Nursing, Dental, etc.) and Emergency Medical Vehicle Services.

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*Describe how your consortium plans to use your Perkins award on **Federal and Nonpublic Indirect Cost (Administration).** No more than 5% of Basic total, and no more than 5% of Reserve total, can be spent for indirect costs.*

Administrative Funds will cover the following costs for two Postsecondary HWC leaders: HTC & NHCC will apply 5% Basic and Reserve dollars to support payment and billing grant administration, human resources, information technology, office utilization space (electric, cleaning, ext.), and overall operational costs

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*Describe how your consortium plans to use your Perkins award on **Reserve expenditures (from Reserve tab).** Narrative for <u>each expenditure</u> requested should include: (1) item/expenditure requested; (2) budget amount requested; (3) identification of which priority (POS or Gaps) requested item is applied to; and (4) need identified in CLNA addressed with the expenditure.*

Miller Mpa 350 Welder with Feeders - $19000 - POS, E2-Need B,D: Direct support to priority POS - Manufacturing Production Process Development - Welding Program. Equipment recently identifed as a capacity concern. Current industry standard equipment is severly needed due to failing outdated equipment.

Please Note there is only room to list the RESERVE POS designated in the POS Funding Doc. Additional POS and CTE Programs supported are listed below

Improve EMVS CTE Program - $5,000 - Gaps, E2-Need G: Emergency Medical Vehicle Services program review/research of FISDAP assessment by an independent auditor to provide programming recommendations & oppportunties for improvement due to declining student success rates

Support to Public Administration Pathway - $10000 - POS, E2-Need D: Support to first public administration pathway in HWC; strengthen partnerships with secondary, develop marketing, career exploration and WBL.

Developing/Improving POS/CTE Programs - $18003.95 - POS, E2-Need B&E: - $5000 – Legal Studies two faculty to AI conference E2-Need B - $13003 start-up funding to establ

Develop New POS - $3,000 - POS, E2-Need D: HTC Construction Electrician program was approved, funds to support cirriculum development of this new program and awards

Expansion of POS - $9886.85 - POS, E2 - Need A: HTC Information Technology - Programming & Software POS has been approved to develop Data Center Technician pathway. Funds to support development of Data Safety Certification required for all student & faculty before allowed hands-on training of the newly donated Data Center Equipment.

~~**Improvement to CTE Program Orientations - $19,000 - POS, E2 Need A:** Funding to Improved college orientation delivery to improve the placement, preperation and knoweldge of entering CTE students through a customizable digital orientation experience (Rep: digital orientation exerience that is fully customizable to HTC, it's CTE orientation needs, and it's adult-learners). Supplemental funding to ensure CTE focuses and program information is weaved throughout the new student trainings. Improved orientation will provide CTE students with consistent messaging, program information, supports, and understanding of technical education's expecation as compared to traditional education spaces.~~

Hennepin West Consortium	July 1, 2024 - June 30, 2025 (FY25) Budget by Application Narratives		

DO NOT enter ANY information below--All Amounts will Autopopulate from Other Tabs

Narrative 1:	Secondary	$0.00		$0.00
CLNA	Postsecondary		$4,000.00	$4,000.00
	Total	*$0.00*	*$4,000.00*	*$4,000.00*
Narrative 2:	Secondary	$225,661.85		$225,661.85
Programs of	Postsecondary		$214,518.80	$214,518.80
Study	*Total*	*$225,661.85*	*$214,518.80*	*$440,180.65*
Narrative 3:	Secondary	$42,000.00		$42,000.00
Partnerships	Postsecondary		$84,500.00	$84,500.00
WIOA, Etc.	*Total*	*$42,000.00*	*$84,500.00*	*$126,500.00*
Narrative 4:	Secondary	$45,215.00		$45,215.00
Integrated Academic	Postsecondary		$17,000.00	$17,000.00
/Technical Skills	*Total*	*$45,215.00*	*$17,000.00*	*$62,215.00*
Narrative 5:	Secondary	$6,399.00		$6,399.00
Special	Postsecondary		$133,800.00	$133,800.00
Populations	*Total*	*$6,399.00*	*$133,800.00*	*$140,199.00*
Narrative 6:	Secondary	$99,350.00		$99,350.00
Work - Based	Postsecondary		$135,500.00	$135,500.00
Learning	*Total*	*$99,350.00*	*$135,500.00*	*$234,850.00*
Narrative 7:	Secondary	$40,500.00		$40,500.00
Early College	Postsecondary		$92,950.00	$92,950.00
	Total	*$40,500.00*	*$92,950.00*	*$133,450.00*
Narrative 8:	Secondary	$127,645.00		$127,645.00
Support for	Postsecondary		$52,800.00	$52,800.00
Professionals	*Total*	*$127,645.00*	*$52,800.00*	*$180,445.00*
Narrative 9:	Secondary	$1,360.00		$1,360.00
Performance	Postsecondary		$0.00	$0.00
Gaps	*Total*	*$1,360.00*	*$0.00*	*$1,360.00*
Narrative 10:	Secondary	$88,305.84		$88,305.84
Governance	Postsecondary		$170,266.78	$170,266.78
	Total	*$88,305.84*	*$170,266.78*	*$258,572.62*
Narrative 11:	Secondary	$68,306.10		$68,306.10
Reserve Funds	Postsecondary		$68,306.10	$68,306.10
	Total	*$68,306.10*	*$68,306.10*	*$136,612.20*
Indirect Cost/	Secondary	$37,237.15		$37,237.15
Administration	Postsecondary		$48,682.08	$48,682.08
Chargeback (5%)	*Total*	*$37,237.15*	*$48,682.08*	*$85,919.23*
	Secondary	$744,742.79		$744,742.79
	Postsecondary		$973,641.68	$973,641.68
PLAN TOTALS	*Total*	*$744,742.79*	*$973,641.68*	*$1,718,384.47*

COMPARING PROPOSED BUDGET TO ALLOCATION AMOUNTS

	Basic	Reserve	Total
Secondary Allocation	$676,436.69	$68,306.10	$744,742.79
Budget Over/Short	$0.00	$0.00	$0.00
Postsecondary Allocation	$905,335.58	$68,306.10	$973,641.68
Budget Over/Short	$0.00	$0.00	$0.00

I/we hereby certify that the information provided in this local application is true and correct to the best of my/our knowledge, information, and belief, and that the required assurances are given. All approved programs, services, and activities shall be conducted in accordance with state and federal laws, rules, regulations, and in accordance with the Minnesota Department of Education and Minnesota State Colleges and Universities polices and program standards.

ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: Hennepin West

College: _____

College President's Name (Print): _____

Signature _____ Date _____

email: _____

Phone: _____

District Name: Wayzata Public Schools

District Number/Type: ISD 284

Superintendent's Name – (Print): _____

Signature _Chace B Anderson_ Date 3-27-24

email: Chace.anderson@wayzataschools.org

Phone: 763-745-5000

(Duplicate as needed)

STATEMENT OF ASSURANCES & CERTIFICATIONS

1. The eligible sub-recipient (applicant) will comply with all requirements of Public Law 115-224, *Strengthening Career and Technical Education for the 21ˢᵗ Century Act (Perkins V),* and all applicable federal and state rules and regulations, including timely reporting of fiscal and programmatic data.

2. The eligible sub-recipient will comply with all requirements imposed by the grantor agency concerning special legal requirements, program requirements, and other administrative requirements including the completion of Personnel Activity Reports.

3. Federal career and technical education funds shall be used to supplement state and local funds for career and technical education, and in no case to supplant (replace) such state or local funds.

4. None of the funds expended under this Act shall be used to purchase equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity or its employees or any affiliate of such an organization.

5. Funds made available under this Act cannot be used: (1) to require any secondary school student to choose or pursue a specific career path or major; or (2) to mandate that any individual participate in a career and technical education program, including a career and technical education program that requires the attainment of a federally funded skill level, standard, or certificate of mastery.

6. The eligible sub-recipient shall comply with all regulations, policies, guidelines, and requirements included in the Education Division General Administrative Regulations (EDGAR) as they relate to the application, acceptance and use of federal funds for this project.

7. The eligible sub-recipient shall comply with the Vocational Education Guidelines for eliminating discrimination and denial of services on the basis of race, color, national origin, sex and handicap (45 CFR, Part 80) issued by the Bureau of Occupational and Adult Education, Department of Education and the Office of Civil Rights, March 21, 1979.

8. The eligible sub-recipient shall comply with requirements of the provisions of the Uniform Relocation Assistance and Real Property Acquisitions Act of 1970 (P.L. 91-646) which provides for fair and equitable treatment of persons displaced as a result of federal land federally assisted programs.

9. The eligible sub-recipient shall comply with the minimum wage and maximum hour provisions of the Federal Fair Labor Standards Act, as they apply to hospital and educational institution employees of state and local governments.

10. The eligible sub-recipient shall establish safeguards to prohibit employees from using their positions for a purpose that is, or gives the appearance of being, motivated by a desire for private gain for themselves or others, particularly those with whom they have family, business, or other ties.

11. The eligible sub-recipient shall give the grantor agency or the Comptroller General through any responsible authority access and the right to examine all records, books, papers, or documents related to the awarding of these funds.

12. The eligible sub-recipient shall comply with all requirements imposed by the grantor agency concerning program size, scope and quality.

13. The consortium district and college administration assure that programs of study serving all populations of learners have been designed according to the process and that requirements have been documented.

I/we hereby certify that the information provided in this local application is true and correct to the best of my/our knowledge, information, and belief, and that the required assurances are given. All approved programs, services, and activities shall be conducted in accordance with state and federal laws, rules, regulations, and in accordance with the Minnesota Department of Education and Minnesota State Colleges and Universities polices and program standards.

ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: _____

College: _____

College President's Name (Print): _____

Signature   Date

email: _____

Phone: _____

District Name: _Brooklyn Center Community Schools_

District Number/Type: _ISD 286_

Superintendent's Name – (Print): _CARLY BAKER_

Signature _Carly Baker_   Date _4/2/24_

email: _Cbaker@bccs286.org_

Phone: _763-450-3386_

(Duplicate as needed)

MINNESOTA STATE
Career and Technical Education

STATEMENT OF ASSURANCES & CERTIFICATIONS

1. The eligible sub-recipient (applicant) will comply with all requirements of Public Law 115-224, *Strengthening Career and Technical Education for the 21st Century Act (Perkins V)*, and all applicable federal and state rules and regulations, including timely reporting of fiscal and programmatic data.

2. The eligible sub-recipient will comply with all requirements imposed by the grantor agency concerning special legal requirements, program requirements, and other administrative requirements including the completion of Personnel Activity Reports.

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12. The eligible sub-recipient shall comply with all requirements imposed by the grantor agency concerning program size, scope and quality.

13. The consortium district and college administration assure that programs of study serving all populations of learners have been designed according to the process and that requirements have been documented.

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ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: HENNEPIN WEST _____

College: _____

College President's Name (Print): _____

_____
Signature   Date

email: _____

Phone: _____

District Name: OSSEO AREA SCHOOLS _____

District Number/Type: 287 _____

Superintendent's Name – (Print): Dr. KIM HIEL _____

_____
Signature   4/01/2024
                                                           Date

email: HIELK@DISTRICT279.ORG _____

Phone: 763-391-7222 _____

(Duplicate as needed)

MINNESOTA STATE
Career and Technical Education

STATEMENT OF ASSURANCES & CERTIFICATIONS

1. The eligible sub-recipient (applicant) will comply with all requirements of Public Law 115-224, *Strengthening Career and Technical Education for the 21ˢᵗ Century Act (Perkins V)*, and all applicable federal and state rules and regulations, including timely reporting of fiscal and programmatic data.

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ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: Hennepin West Consortia

College: _____

College President's Name (Print): _____

Signature _____ Date

email: _____

Phone: _____

District Name: Eden Prairie Schools

District Number/Type: ISD 0272

Superintendent's Name – (Print): Dr. Josh Swanson

Signature _____ Date 3-27-24

email: Josh_Swanson@edenpr.org

Phone: 952-975-7011

(Duplicate as needed)

STATEMENT OF ASSURANCES & CERTIFICATIONS

1. The eligible sub-recipient (applicant) will comply with all requirements of Public Law 115-224, *Strengthening Career and Technical Education for the 21st Century Act (Perkins V),* and all applicable federal and state rules and regulations, including timely reporting of fiscal and programmatic data.

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ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: _____

College: _____

College President's Name (Print): _____

_____
Signature   Date

email: _____

Phone: _____

District Name: Hopkins Public Schools

District Number/Type: Hopkins 270/ Public

Superintendent's Name – (Print): Rhoda Mhiripiri-Reed

_____   03/28/2024
Signature   Date

email: rhoda.m-reed@hopkinsschools.org

Phone: 952-988-4022

(Duplicate as needed)

STATEMENT OF ASSURANCES & CERTIFICATIONS

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ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: _____

College: _____

College President's Name (Print): _____

_____
Signature   Date

email: _____

Phone: _____

District Name: Intermediate District 287

District Number/Type: 0287-06

Superintendent's Name (Print): Marcy Doud

_____ March 26, 2024
Signature   Date

email: madoud@district287.org

Phone: 763-550-7101

(Duplicate as needed)

STATEMENT OF ASSURANCES & CERTIFICATIONS

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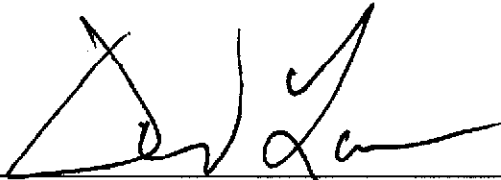
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ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: Hennepin West

College: _____

College President's Name (Print): _____

Signature _____ Date

email: _____

Phone: _____

District Name: Lionsgate Academy

District Number/Type: 4183

Superintendent's Name – (Print): Dr. Hala Asamarai

Signature _____ Date

email: hala.asamarai@lgamn.org

Phone: 651-400-0455

(Duplicate as needed)

I/we hereby certify that the information provided in this local application is true and correct to the best of my/our knowledge, information, and belief, and that the required assurances are given. All approved programs, services, and activities shall be conducted in accordance with state and federal laws, rules, regulations, and in accordance with the Minnesota Department of Education and Minnesota State Colleges and Universities polices and program standards.

ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: *Hennepin West Consortium*

College: _____

College President's Name (Print): _____

Signature _____ Date

email: _____

Phone: _____

District Name: *MINNETONKA SCHOOLS*

District Number/Type: *276*

Superintendent's Name – (Print): *DAVID LAW*

Signature _____ Date *3-28-24*

email: *DAVID.LAW@MINNETONKASCHOOLS.ORG*

Phone: *952-401-5000*

(Duplicate as needed)

STATEMENT OF ASSURANCES & CERTIFICATIONS

1. The eligible sub-recipient (applicant) will comply with all requirements of Public Law 115-224, *Strengthening Career and Technical Education for the 21st Century Act (Perkins V),* and all applicable federal and state rules and regulations, including timely reporting of fiscal and programmatic data.

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ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: _____

College: _____

College President's Name (Print): _____

_____
Signature   Date

email: _____

Phone: _____

District Name: Robbinsdale Area Schools

District Number/Type: ISD No. 281

Superintendent's Name – (Print): Marti Voight (Interim)

_____   4/1/24
Signature   Date

email: marti_voight@rdale.org

Phone: 763-504-8001

(Duplicate as needed)

1/we hereby certify that the information provided in this local application is true and correct to the best of my/our knowledge, information, and belief, and that the required assurances are given. All approved programs, services, and activities shall be conducted in accordance with state and federal laws, rules, regulations, and in accordance with the Minnesota Department of Education and Minnesota State Colleges and Universities polices and program standards.

ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: _____

College: _____

College President's Name (Print): _____

Signature   Date

email: _____

Phone: _____

District Name: | St. Louis Park Public Schools |

District Number/Type: | ISD 283 |

Superintendent's Name – (Print): | Dr. Kate Maguire |

Kate Maguire   3-27-2024
Signature   Date

email: _maguire.Katherine@slpschools.org_

Phone: _952 - 928 - 6000_

(Duplicate as needed)

STATEMENT OF ASSURANCES & CERTIFICATIONS

1. The eligible sub-recipient (applicant) will comply with all requirements of Public Law 115-224, *Strengthening Career and Technical Education for the 21st Century Act (Perkins V)*, and all applicable federal and state rules and regulations, including timely reporting of fiscal and programmatic data.

2. The eligible sub-recipient will comply with all requirements imposed by the grantor agency concerning special legal requirements, program requirements, and other administrative requirements including the completion of Personnel Activity Reports.

3. Federal career and technical education funds shall be used to supplement state and local funds for career and technical education, and in no case to supplant (replace) such state or local funds.

4. None of the funds expended under this Act shall be used to purchase equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity or its employees or any affiliate of such an organization.

5. Funds made available under this Act cannot be used: (1) to require any secondary school student to choose or pursue a specific career path or major; or (2) to mandate that any individual participate in a career and technical education program, including a career and technical education program that requires the attainment of a federally funded skill level, standard, or certificate of mastery.

6. The eligible sub-recipient shall comply with all regulations, policies, guidelines, and requirements included in the Education Division General Administrative Regulations (EDGAR) as they relate to the application, acceptance and use of federal funds for this project.

7. The eligible sub-recipient shall comply with the Vocational Education Guidelines for eliminating discrimination and denial of services on the basis of race, color, national origin, sex and handicap (45 CFR, Part 80) issued by the Bureau of Occupational and Adult Education, Department of Education and the Office of Civil Rights, March 21, 1979.

8. The eligible sub-recipient shall comply with requirements of the provisions of the Uniform Relocation Assistance and Real Property Acquisitions Act of 1970 (P.L. 91-646) which provides for fair and equitable treatment of persons displaced as a result of federal land federally assisted programs.

9. The eligible sub-recipient shall comply with the minimum wage and maximum hour provisions of the Federal Fair Labor Standards Act, as they apply to hospital and educational institution employees of state and local governments.

10. The eligible sub-recipient shall establish safeguards to prohibit employees from using their positions for a purpose that is, or gives the appearance of being, motivated by a desire for private gain for themselves or others, particularly those with whom they have family, business, or other ties.

11. The eligible sub-recipient shall give the grantor agency or the Comptroller General through any responsible authority access and the right to examine all records, books, papers, or documents related to the awarding of these funds.

12. The eligible sub-recipient shall comply with all requirements imposed by the grantor agency concerning program size, scope and quality.

13. The consortium district and college administration assure that programs of study serving all populations of learners have been designed according to the process and that requirements have been documented.

MINNESOTA STATE
Career and Technical Education

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I/we hereby certify that the information provided in this local application is true and correct to the best of my/our knowledge, information, and belief, and that the required assurances are given. All approved programs, services, and activities shall be conducted in accordance with state and federal laws, rules, regulations, and in accordance with the Minnesota Department of Education and Minnesota State Colleges and Universities polices and program standards.

ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: _____

College: HENNEPIN TECHNICAL COLLEGE

College President's Name (Print): Joy Bodin

Joy Bodin   5/2/2024
Signature   Date

email: joy.bodin@hennepintech.edu

Phone: 763-488-2414

District Name: _____

District Number/Type: _____

Superintendent's Name – (Print): _____

Signature   Date

email: _____

Phone: _____

(Duplicate as needed)

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ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: _____

College: North Hennepin Community College

College President's Name (Print): Rolando García

Signature _____ 5/2/2024

Signature   Date

email: rolando.garcia@nhcc.edu

Phone: 763-424-0820

District Name: _____

District Number/Type: _____

Superintendent's Name – (Print): _____

Signature   Date

email: _____

Phone: _____

(Duplicate as needed)