

Perkins V Local Application

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

Award Period:	July 1, 2025 – June 30, 2026 (FY26)
Consortium Name:	Hennepin West Consortium www.hennepinwestconsortium.org
Total Award Budget:	\$1,715,017.20

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 <input type="checkbox"/>	2 <input type="checkbox"/>	3D <input checked="" type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<p>Per the Minnesota State Operational Guide, the CLNA has to be reviewed and updated annually in compliance with Perkins V Act legislation. Due to this, there is a need to formalize processes for developing, tracking, updating, and implementing CLNA work during the two-year application cycle to ensure consistent progress and alignment with regional priorities. Formerly, the consortium conducted useful research to identify local needs and priorities in FY24. However, the MN CLNA guide highlights the importance of structured processes for continuous improvement throughout the two-year cycle.</p>					
2. Strategies to address need:					
<ul style="list-style-type: none">HWC Leaders will research, develop, and write the FY27-28 CLNA. This action will be completed by May 2026. Funding to support this initiative will come from the Perkins grant, which will be used to collaborate with a company (RealTime Talent) specializing in research and data development.					
3. Measurable Outcomes (report results in next APR):					
<ul style="list-style-type: none">Complete the FY27-28 CLNA by May 2026 to drive the FY27 & FY28 Perkins applications and budgets in order to maintain or show slight year-over-year improvement in SDPL metrics, ensuring the HWC consortium continues to exceed performance levels.					

Narrative 2: Programs of Study (POS)

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

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	14	49
Information Support & Services	BOTH	Y	Y	Y	48	45
Programming & Software Development	BOTH	Y	Y	Y	208	90
Web & Digital Communication	SR	Y	Y	N	29	6
Construction	BOTH		Y		279	111
Manufacturing Production Process Development	BOTH	Y	Y	Y	322	121
Engineering & Technology	SR	Y	Y	Y	392	41
Facility & Mobile Equipment Maintenance	BOTH	Y	Y	Y	237	147
Therapeutic Services	BOTH	Y	Y	Y	574	203
Teaching/ Training	BOTH	Y	Y	Y	98	22
Early Childhood Development & Services	SR	Y	Y	N	507	13
General Management	BOTH	Y	Y	Y	882	98
Accounting	SR	Y	Y	N	1121	38
Restaurants & Food Beverages Services	BOTH	N	Y	N	1302	27
Marketing Management	BOTH	Y	Y	N	847	6
Administrative Support	Funding	Y	Y	Y	430	0
Professional Sales	Funding	N	Y	Y	0	3
Production	Funding	Y	Y	Y	96	37
Emergency & Fire Management Services	Funding	N	Y	Y	57	36
Legal Services	Funding	Y	Y	Y	0	35

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):	1A <input checked="" type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<p>According to ACTE's State Fact Sheet (January 2025), 35% of MN jobs require more than a HS diploma but less than a 4-year degree. HWC SDPL 3S1 FY24 data shows 64.56% of students enrolled in 4-year institutions, 12.61% in 2-year institutions, and 3.14% chose gainful employment, indicating a performance gap in technical/community college placements for post-high school graduates. Significant gaps are found among multiracial and white populations. There is a critical need to continue support of informational messaging around the value of 2-year colleges and career pathways to address these gaps.</p>					
2. Strategies to address need:					
<ul style="list-style-type: none"> • HWC will provide support through Perkins funding (e.g. subs, transportation) for career exploration events during the FY26 school year, 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. • HWC secondary will design and offer programming to support middle school career exploration in CTE throughout FY26 utilizing Perkins funding. 					
3. Measurable Outcomes (report results in next APR):					
<ol style="list-style-type: none"> 1. The HWC secondary performance indicator 3S1 will increase 0.71% from 78.29% (FY24) to 79% (FY25) as a result of the strategies listed above. 2. HWC postsecondary leaders will support programming and initiatives to reduce the number, 1057 at HTC and 465 at NHCC, of students entering postsecondary with a declared undecided major designation by .5% from start of AY25 to end of AY26. 					

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 <input type="checkbox"/>	2C <input checked="" type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<p>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.</p> <p>Data revealed there is a need to build upon CTE exploratory programming that integrates coherent and rigorous content aligned with challenging academic standards, technical skills 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.</p>					
2. Strategies to address need:					
<ul style="list-style-type: none"> • The HWC leadership team will continue to review SRPOS annually for misalignment as part of the leadership team's responsibilities. • The HWC leadership team will continue to review the alignment of secondary courses annually (including cross-curricular) to postsecondary introductory courses as part of the leadership team's responsibilities. 					
3. Measurable Outcomes (report results in next APR):					
<ol style="list-style-type: none"> 1. HWC SRPOS will be revised and updated annually to ensure funding aligns with the CLNA. 					

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 <input type="checkbox"/>	2A <input checked="" type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<p>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.</p> <ul style="list-style-type: none"> • Therapeutic Services • Information Technology • Engineering • Business • Finance • Manufacturing <p>There is a need to continue to support our POS for in-demand programs.</p>					
2. Strategies to address need:					
<ul style="list-style-type: none"> • HWC leadership will invite RTT to a monthly meeting to present local economic labor projections for FY26. The HWC leadership and representatives will present local administrators with this information for consideration when making CTE programming decisions. • In FY26, HWC Perkins will fund and support CTE POS improvements to programming, equipment, and/or expansion in the above identified pathways. • HWC Secondary Perkins funding will support student field trips in FY26 to consortium colleges and/or businesses and industry to provide awareness of in-demand occupations. 					
3. Measurable Outcomes (report results in next APR):					
<ol style="list-style-type: none"> 1. Consortium CTE student enrollment will increase by 1% in all secondary career clusters from 12,733 (duplicate students) (Accountability Report FY24) to 12,860 in the FY25 Accountability Report. 2. Postsecondary CTE enrollment will increase by 1%, in comparison to FY24, by the end of FY26 3. In FY26, HWC will provide support for at least one improvement to at least three of the six listed CTE pathways in need, thereby enhancing the relevance and employability of participating students. 					

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 <input type="checkbox"/>	2D <input checked="" type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<p>RTT data demonstrated there is a continued need for talent in the following career clusters: AFNR; Architecture and Construction; Transportation, Distribution and Logistics; and the Human Services career field.</p> <p>Current Condition (March 2025):</p> <ul style="list-style-type: none"> • Secondary has two districts offering the ANFR Cluster and has limited courses available. • Nine of the ten districts offer courses in the Architecture and Construction Career Field. • The Transportation, Distribution, and Logistics Career Cluster is offered at five of the ten districts. • Eight of ten districts offer courses in the Human Services Career Cluster. • HTC's Fire Management Services are being trained on outdated and static structures that lack real-world flexibility. • HTC offering New Construction Electrician Award to begin fall term in FY26 					
2. Strategies to address need:					

The following strategies will be funded with Perkins and supported HWC representatives in FY26:

- Add or modify AFNR programs/courses in the Eden Prairie and Robbinsdale districts.
- Support curriculum modifications, program approvals, and student support initiatives in the following career clusters at HWC districts: Architecture and Construction; Transportation, Distribution and Logistics; and the Human Services career field.
- Industry standard equipment purchases for the above-mentioned career fields/clusters at HWC districts & postsecondary institutions.

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

1. Data from the FY24 Secondary Consortium Annual Report by Course for ANFR will increase by 10% from 54 students to 60 students in the FY25 Secondary Consortium Annual Report by Course.
2. Secondary program approvals will be verified for all HWC secondary programs in the FY26 Program Approval Database at MDE.
3. In FY26, the Combined HWC Equipment List will verify industry-standard equipment was purchased to meet the needs in the SRPOS/POS.

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 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4G <input checked="" type="checkbox"/>	5 <input type="checkbox"/>
HWC performance measures indicate high participation (12,733 duplicate count, Accountability Report FY24) counts throughout CTE programming, however, there is a reduction in CTE concentrators (6,790 unique count, Accountability Report FY24). There is a need to increase HWC partner capacity to strengthen students' interest to move them from participant to concentrator within Programs of Study/CTE programs.					
2. Strategies to address need:					
<p>The following strategies will be funded and supported by Perkins in FY26:</p> <ul style="list-style-type: none"> • HWC counselors, administrators and teachers will have access to workforce development partnerships, industry experts, career assessments, and postsecondary CTE professionals through articulation meetings, advisory boards, field trips, career events, etc. in order to educate learners about high-wage, high-skill and in-demand CTE careers. • HWC supports leveraging Perkins funds to expand (e.g. curriculum development, educator training/externships) advanced courses and hands-on learning opportunities so that students have the opportunity to become pathway concentrators which could improve the pipeline to college programs. 					
3. Measurable Outcomes (report results in next APR):					
<ol style="list-style-type: none"> 1. Consortium CTE student participants will increase by 1% in all secondary career clusters from 12,733 (duplicate students) (Accountability Report FY24) to 12,860 in the FY25 Accountability Report. 2. Consortium CTE student concentrators will increase by 1% in all secondary career clusters from (6,790 unique count, Accountability Report FY24) to 6,858. 3. Consortium CTE student concentrators will increase by 1% in postsecondary career clusters (1,828 to 1,846) by the end of FY28. 					

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 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4F <input checked="" type="checkbox"/>	5 <input type="checkbox"/>
The Secured Data Enrollment Report indicates a decrease in student interest to enter into education and training careers. We note that diversity among postsecondary and secondary faculty does not match respective student populations. HWC needs to improve understanding and increase the capacity of its education and training pathway offerings to stimulate student interest.					
2. Strategies to address need:					

The following strategies will be funded by Perkins.

- HWC representatives will facilitate conversations and explore district barriers & apprehension to expanding teaching & training pathways with qualified CTE instructors during FY26 consortium monthly meetings.
- NHCC Education Department will use Perkins funds to host one WHY Teach event in Fall 2025 to encourage future educators to pursue and/or grow in the field of education.
- HTC curriculum improvements to Child Development programming as a result of new faculty's professional development findings (see Nar 9)

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

1. The Pipeline Pathways Report indicates there are 730 participants in secondary Early Childhood Education. HWC will maintain the 730 participants in secondary Early Childhood Education based on a high rate (70%) of students becoming concentrators (507 students).
2. The Pipeline Pathways Report indicates Teacher Training has 8 participants. HWC secondary will increase the Teacher Training participants by 50% or 4 students in FY26.
3. HWC will grow in Teaching/Training pathway enrollment at postsecondary FY26 levels by 0.5% by the end of FY27.

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 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5E <input checked="" type="checkbox"/>
<p>Based on district CTE offerings, smaller districts in our consortium struggle with having a variety of CTE programs. Issues include lack of space, resources, and educator talent. For example, Brooklyn Center district's CTE offerings are limited to Culinary, WBL and Lionsgate Academy is limited to Business and WBL. There is a need to discuss, research, and develop a potential strategic plan for consortium partners to collaborate on programming, shared spaces, resources and/or educator talent among districts.</p>					
2. Strategies to address need:					
<p>Perkins Funding will be utilized as needed for the following strategies:</p> <ul style="list-style-type: none"> • HWC Representatives will investigate alternative ways to offer CTE programming in FY26, such as utilizing PSEO for contract or Concurrent Enrollment. • HWC will support shared CTE teachers between districts and/or utilize Intermediate District 287 when possible. For example, providing mileage, shared spaces, and resources in FY26. 					
3. Measurable Outcomes (report results in next APR):					
<ol style="list-style-type: none"> 1. Based on the 3S1 waterline report in FY24, only three secondary districts are meeting or exceeding the performance 3S1 measure waterline. Three of the seven districts will improve their post-secondary placement by 0.5% in the FY25 reporting. 2. Postsecondary institutions will see a 0.5% increase in early college participation (PSEO/Concurrent Enrollment) FY25 to FY27. 					

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 <input type="checkbox"/>	2B <input checked="" type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<p>HWC Regional, Local Advisory Boards, & Perkins Legislation indicate there is a need to support college and school district efforts for CTE program innovation and meeting the current industry standards. The consortium will utilize funding resources for appropriate equipment, technology, and instructional materials (including support for library resources) aligned with business and industry needs, including machinery, testing equipment, tools, hardware and software, and other new and emerging instructional materials.</p>					
2. Strategies to address need:					
<p>The HWC FY26 Perkins Grant will fund the following strategies.</p> <ul style="list-style-type: none"> • Provide HWC CTE programs appropriate equipment, technology, instructional materials, and library resources, which would align with business and industry standards. This would include 					

machinery, testing equipment, tools, implements, hardware and software, and other new and emerging instructional materials machinery, testing materials.

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

1. In FY26, the Combined HWC Equipment List will verify industry-standard equipment was purchased to meet the needs in the SRPOS/POS.
2. In FY26, relevant curriculum materials were purchased based on recommendations from regional and/or local advisory boards to support high-quality CTE programming to meet industry standards.

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.

- Intermediate District 287 continues to evaluate, upgrade, and add new courses in Information Technology (Support and Services).
- Eden Prairie and Robbinsdale High Schools moved Computer Science courses from the science department to CTE in FY25. In FY26, teachers will transition from Out of Field Permission to full CTE licenses.
- Brooklyn Center has a new construction pathway in FY25. In FY26, they are looking at changing their partnership to HTC
- Brooklyn Center will explore partnering with HTC in the Transportation, Distribution and Logistics.
- Brooklyn Center is partnering with HTC in Health Sciences career clusters. In FY26, this initiative will continue.
- Wayzata expanded the Therapeutic Services pathway to include nursing in FY25. In FY26, they will continue to develop this pathway.
- Lionsgate is investigating PSEO by Contract with HTC in several pathways.
- Lionsgate is investigating Concurrent Enrollment and PSEO with NHCC.
- Robbinsdale and Hopkins are partnering with HTC through a PSEO by contract for Health Sciences
- NHCC is continuing to expand the Education pathway to include special education with Osseo Area Schools.
- NHCC and Hopkins High School will start a concurrent enrollment partnership to offer Medical Terminology as part of their Health Science Pathway.
- NHCC and St. Louis Park will continue to expand the Business Pathway through a concurrent enrollment partnership.
- NHCC is expanding Cybersecurity AS and Certificate in the Programming and Software Development pathway.
- NHCC continues to revise our Nursing curriculum that will incorporate new equipment purchased to create a Labor & Delivery Suite.
- NHCC has or is completing development of the following CTE courses/programs and will run them for AY26:
 - PLEG 1220: Computer Applications in the Legal Profession – 3 credits
 - Nursing Mobility AS
 - EXSC 2150: Science and Practice of Strength and Conditioning – 3 credits
 - CSCI 2040: Introduction to Networking Protocols and Analysis – 4 credits
 - CSCI 2101: Foundations of Cryptography – 4 credits (4 lecture, 0 lab) – Max Class Size – 30
 - ACCT 2270: Accounting Employment Skills – 1 credit (1 lecture) – Max Class Size – 10
 - ACCT 2310: Accounting Internship – 3 credits (3 lecture) – Max Class Size – 10
- HTC is in development of the following new awards in FY26:
 - Human Services AAS
 - Dental Hygiene AS
 - Start Up Business Cert
- HTC has developed and approved to offer the following new awards in FY26:
 - Construction Electrician Dip
 - Ford Chassis Specialist Dip
 - Peace Officer Transition Dip
 - Human Resources Management AAS
 - Artificial Intelligence AAS

- Facilities Maintenance Dip
- HTC is in development or has developed the following new CTE courses to be offered FY26:
 - Human Services Program: Trauma-Informed Care & Mental Health, Crisis Assessment & Intervention, Case Management, Multiculturalism, Ethics in Human Services, Introduction to Group Dynamics, Self-Care for Human Services Professionals, Current Issues and Special Topics
 - Accounting: QuickBooks for Non-Accountants, Finances for Business Startups
 - Information Technology: Machine Learning with Python, Artificial Intelligence with Python
 - Construction Electrician: Electrical Theory I, Electrical Safety, Residential Wiring I, National Electrical Code I, Blueprint Reading, Conduit, Power Electronics, Electrical Theory II, Residential Wiring II, Electric Motors I, Electric Motor Controls I, Transformers, Programmable Logic Controls I, National Electrical Code II, Structured Wiring I, Commercial Wiring I, Industrial Wiring, Electric Motors II, Electric Motor Controls II, Structured Wiring II, Commercial Wiring II, House Wiring Project Rough In, House Wiring Project Finished
 - Dental Hygiene: Oral Histology and Embryology, Dental Anatomy, Periodontology I, Pharmacology for the Dental Hygienist, General and Oral Pathology, Dental Radiology Interpretation, Seminar I, Seminar II, Seminar II Lab, Pre Clinic, Clinic II, Dental Materials, Pain Management, Ethics and Jurisprudence, Periodontology II, Community Dental Health I, Community Dental Health II, Board Review, Seminar III, Seminar IV, Clinic III, Clinic IV
 - Carpentry: Deck Construction, Stair Finishing
 - Facility Maintenance: Welding Maintenance, Carpentry Maintenance, HVAC Maintenance, Tube and Pipe Repair, Forklift Operations, Workplace Safety, Facility Print Reading, Introduction to Plumbing, Boiler Basics
 - Electrician: Microcontroller and System Integration
 - Nursing: Healthcare Anatomy and Physiology
 - Autobody: Emerging Technologies in Auto Body
 - Emergency Medical Vehicle Services: Community Paramedicine II, Community Paramedic Quality Improvement, Work Integrated Learning - Primary Care
 - Business: Principles of Personal Finance; SHRM-CP Certification Exam Preparation Course; Principles of Strategic Human Resource Management; Employment Law and Labor Relations; Talent Recruitment and Selection; Compensation, Benefits, and HR Software Applications; Training, Development, and Performance Management

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

Districts provide information about CTE programs in their registration guides and through the guidance process. At the secondary level, there are no restrictions on who can enroll in CTE. CTE supports special education and ELL programs.

At the post-secondary level, information is provided during admission processes and advising sessions. Promotional materials are shared in the community and on 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, initial career exploration resources, and early academic advising (improvements are found in N3, N6, and N9).

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 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4B <input checked="" type="checkbox"/>	5 <input type="checkbox"/>
<p>According to HWC partners, diversity among staff in colleges and districts indicates that the CTE instructor population does not match the student population. For example, in the Osseo Area School district, teachers of color make up approximately 13% of the teaching staff, while students of color constitute 63% of the student population (MDE's MN Report Card 2023-2025 data). At the postsecondary level, HTC's student population is comprised of 47% students of color compared to its Minnesota State Equity Scorecard rating of 23% staff of color for FY24. There is a need to improve education and training pathways to build a diverse pipeline of educators, particularly those from under-represented and non-traditional populations.</p>					
2. Strategies to address need:					
<ul style="list-style-type: none"> • The HWC Consortium and the Minneapolis Regional Chamber will co-fund events to inform HWC educators, staff, leaders, and students on evolving priorities with CTE careers during the FY26 school year. • NHCC administrators and the education department will stimulate the NHCC teaching pathway by working with secondary partners to understand barriers and increase interest; for example, NHCC will use Perkins funds to host one WHY Teach event in Fall 2025 to encourage future educators to pursue and/or grow in the field of education. 					
3. Measurable Outcomes (report results in next APR):					
1. At the end of FY26, the HWC will review and report on the qualitative data gathered through these events to look for improvements in diversity.					

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 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4E <input checked="" type="checkbox"/>	5 <input type="checkbox"/>
<p>Perkins V legislation indicates there is a need to collaborate with local work development boards to ensure educators are current in industry needs. Currently, we collaborate with the Minneapolis Regional Chamber.</p>					
2. Strategies to address need:					
<p>In FY26, HWC will:</p> <ul style="list-style-type: none"> • Co-fund events with the Minneapolis Regional Chamber (Real Time Talent works with the Chamber), Hennepin County, and MN Department of Labor and Industry 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, regional advisory boards, and ACC meetings utilizing Perkins funds as needed. • Use Perkins funds to support partnership development and provide economic outlook/trends 					

through Regional Advisory Committee meetings and labor market partner Real Time Talent.

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

In FY26, HWC will:

1. Collect & record data on educator involvement in each of the five externship CTE Program paths to ensure we have a breakdown of participation in each strand, and identify FY26 gaps in participation (district/department) for FY27 recruitment.
2. Provide one or more example(s) of at least one new learning method/philosophy implemented at an HWC district/college partner.
3. Regional and local advisory board agendas will reflect industry-relevant topics. Reports summarizing the information and trends collected will be provided to HWC district and college representatives. Based on this information, recommendations for course improvement or program development will be shared.

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	2B	3	4	5
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

HWC Regional, Local Advisory Boards, & Perkins Legislation indicate there is a need to support college and school district efforts for CTE program innovation and meeting the current industry standards. The consortium will utilize funding resources for appropriate equipment, technology, and instructional materials (including support for library resources) aligned with business and industry needs, including machinery, testing equipment, tools, hardware and software, and other new and emerging instructional materials.

2. Strategies to address need:

In FY26, HWC will use Perkins funds to:

- Access Real-Time Talent analysis of current labor market trends and projections.
- ~~Continue connections and partnerships~~ Connect and development partnership 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 events in partnership with local workforce development organizations.

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

During the FY26 School year:

1. HWC partners will submit a minimum of one new program approval that will reflect the CTE program changes that match current and emerging industry demands.
2. Students and instructors will have access to modern tools, equipment, and software that are representative of the business and industry standards as reflected in the Combined Consortium Equipment List.
3. CTE instructors will have access to ongoing professional development to stay current with industry trends and technologies.
4. Consortium CTE student concentrators will increase by 1% in all secondary career clusters from 6,790 unique counts (Accountability Report FY24) to 6,858 in FY26 reports.
5. Postsecondary to increase the number of CTE concentrators for the entering FY26 cohort by 1% (1,828 to 1,846) reflected in the FY28 data.

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	3A	4A	5
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

HWC has analyzed the requirements set forth by MN State and MDE for approved CTE programs/programming, which require an integrated network of partners for CTE teachers/staff to understand all aspects of a given industry. There is a need to provide access to entities that can adequately address the unique needs of the twelve consortium partners. 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.

2. Strategies to address need:

In FY26, HWC will use Perkins Funding to:

- Partner with local workforce development boards and industry professional organizations to:
 - Provide career exploration opportunities, including career fairs, job shadowing, guest speakers, career spotlights, etc.
 - ~~Continue to~~ Support Regional and Local Advisory Boards/Events that bring together education and business representatives.
 - Develop a WBL vision for the future using input gathered at the FY25 Human Centered Design Conference. Provide access to career exploration tools supporting students with undecided future career goals.

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

In FY26, HWC will:

- Collaborate with local workforce development boards to create at least 2 career fairs across the consortium.
- ~~Continue to~~ Provide a Regional Advisory Board that will convene biannually to align education and business needs
- Using data from our FY25 Human Centered Design Conference, a shared Work-Based Learning (WBL) vision for the future will be developed, with attendees reporting an increased understanding of future WBL needs and opportunities.
- Provide students with access to at least 3 career exploration tools (MCIS, Career Fairs, etc.) designed to support individuals with undecided career goals.

1. 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 Minneapolis Regional Chamber to offer the following services:

Provide career exploration opportunities to:

- Connect educators 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 ongoing communication with consortium team members through the HWC monthly meetings 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.

HWC will provide a Regional Advisory Board, ~~in collaboration with the Minneapolis Regional Chamber~~, 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.

Minneapolis Regional Chamber is procured through an annual single-source process, based off of our successful work co-design and co-facilitate the HWC Educator Externship and ACC meetings. MRC collaborates closely with Real Time Talent, allowing them to be well-informed about HWC's regional labor market needs. MRC will be supporting our CLNA process this year in collaboration with RealTime Talent.

- 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. Consortium partners leverage funds to support access to career platforms such as YouScience, MCIS, Focus2Apply, etc. to offer career exploration assessments & knowledge. 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.

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

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.

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 <input type="checkbox"/>	2A <input checked="" type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
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, technical skills 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:					
In FY26, HWC will utilize Perkins funds to: <ul style="list-style-type: none">• Support the creation of programs and courses within the consortium to increase opportunities for students.• Support CTSO in high schools, which would advance student leadership skills and apply course content knowledge.• Fund MCIS or similar opportunities for career exploration.• Fund technical skill assessments to support student learning and improve course content.					
3. Measurable Outcomes (report results in next APR):					
In FY26: <ul style="list-style-type: none">1. HWC SRPOS and Funding Priorities Template will document the certification and industry-recognized credentials offered at secondary and postsecondary institutions.2. Two additional CTE courses are developed and piloted at the secondary level that expand CTE programming.3. HWC will increase HTC programs using technical skill assessments from 2 to 3, funded by Perkins, to enhance student learning and course content					

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 and culinary courses. We continue to provide funds to support technical skill assessments and certifications. Examples include: YouScience Industry Recognized Certifications, Adobe, Microsoft Office, NCLEX Nursing certification, and Intuit Quickbooks 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 meets 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 that manages agreements. These agreements are updated to the most current postsecondary CTE course objectives, which are discussed in discipline-specific meetings 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

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):	1A <input checked="" type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<p>According to ACTE's State Fact Sheet (January 2025), 35% of MN jobs require more than a HS diploma but less than a 4-year degree. HWC SDPL 3S1 FY24 data shows 64.56% of students enrolled in 4-year institutions, 12.61% in 2-year institutions, and 3.14% chose gainful employment, indicating a performance gap in technical/community college placements for post-high school graduates. Significant gaps are found among multiracial and white populations. There is a critical need to continue support of informational messaging around the value of 2-year colleges and career pathways to address these gaps.</p>					
2. Strategies to address need:					
<ul style="list-style-type: none"> • HWC will support the expansion of college and local district's capacity for career pathway events and programming that include local community and partners. This can include messaging designed to focus on special populations. • NHCC will support an ELL Writing Center Tutor and Access Assistant to improve success for English Language Learners and students with disabilities in our CTE programs as part of our CTE Academic Success Initiative. This is year one of three for this work. • HWC postsecondary to fund partnerships with local youth organization(s) to conduct outreach and events that improve messaging around the value of two year college and career pathways. 					
3. Measurable Outcomes (report results in next APR):					
<ol style="list-style-type: none"> 1. As a result of improved messaging: 3S1 Economically Disadvantaged student populations (FY24 65.25% will increase to 66%), ELL (FY24 31.82% will increase to 32.5%) and Non Trad FY24 13.28% will increase to 14.5%). 2. As a result of messaging and resource investment, HWC postsecondary will see a 0.5% increase in 2P1 in ELL students and students with disabilities special populations for the AY26 cohort, reported in AY28. 3. HWC partnerships will provide CTE outreach to a minimum of 400 youth and non-traditional students from high-barrier communities during the 2025-2026 academic year. 					

NEED B:	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1B <input checked="" type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<p>The 4S1 (nontraditional students) metric meets the state-determined level of performance. However, there has been a decline from 2022 (34%) to 2023 (25%), followed by a slight improvement in 2024 (26.48%). There were significant gaps in reading (2S1) for economically disadvantaged (22.6% gap) and special education (22.42% gap) populations, and in math (2S2) for economically disadvantaged (29.85% gap) and special education (21.39% gap) populations. Overall, there is a need to work with the specified special population groups to improve performance gaps in reading, math, and non-trad enrollment.</p>					
2. Strategies to address need:					

In FY26, HWC will use Perkins funds to:

- Support curriculum writing to continue to integrate academic standards into CTE programs.
- ~~Continue to~~ explore and implement 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 indicator 2S1 economically disadvantaged (FY24, 45.23% will increase to 46%) and special education (FY24, 45.45% will increase to 46.5%)
2. Increase 2S2 economically disadvantaged (FY24, 24.87% will increase to 25.5%) and special education (FY24, 33.33% will increase to 34%).

NEED C:

This Need is in Element(s):

1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):

1C	2	3	4	5
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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 decline in the above clusters since FY21. One consequence of these reductions has resulted in HTC ending the:

- 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:

HWC will support programs with an emphasis on special population success:

- NHCC will use Perkins funds to add a CTE Academic Success Pilot, to include interventions such as Nursing Tutor, Access Assistant, group tutoring, etc, to ensure student success for special populations.
- NHCC and Hopkins will partner to provide a Health Terminology concurrent enrollment course.
- Secondary will continue to expand beyond CNA offerings, and explore "what's next?".
- HWC Postsecondary will provide funding to expand support for special populations (e.g., **single parents programming**, Be Bold Break the Mold, and Men Who Care) & their basic needs. **This year two of three for the single parents initiative, year one of three for the Men Who Care initiative creation, and year two of three for BBBM expansion.**
- Secondary will ~~continue to~~ explore and implement alternative programming options resulting in certifications/micro-credentials in collaboration with consortium colleges.

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

1. Health Science programming will expand at the secondary level (listed by school/program) by at least one course offering in FY26.
2. At least one section of Health Terminology concurrent enrollment will successfully run at Hopkins High School, in partnership with NHCC.
3. NHCC will see increased CTE student utilization of Tutoring/Academic Support Services by 2% by end of FY26.
4. HWC will have a minimum of ten male-identifying students engaged in our Men Who Care initiative **and ten single parents engaged in our Single Parents Programming.**

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 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5F <input checked="" type="checkbox"/>
<p>HWC Representatives have identified significant barriers that unrepresented students face when enrolling in CTE programs, including lack of access to information, financial constraints, and limited support systems. This was reinforced with findings from our human-centered design workshop regarding work-based learning opportunities. The MN CLNA guide highlights the importance of targeted interventions to support access to quality CTE programming for these students. Therefore, HWC partners need to recommend and implement strategies to address these identified barriers.</p>					
2. Strategies to address need:					
<ul style="list-style-type: none"> In FY25, utilizing Perkins funding, HWC worked with consortium districts/colleges to list barriers and provide recommended solutions and/or implement solutions. In FY26, HWC will continue to prioritize this strategy take action on removing at least one barrier. Barriers uncovered in FY25 included: <ul style="list-style-type: none"> CTSO can be cost-prohibitive for ELL students. Students are required to take remedial classes and cannot fit CTE into their schedule. Implement potential solutions: <ul style="list-style-type: none"> Improve communications with ELL on how to fund CTSO opportunities for students. CTE provides and continues to create innovative solutions for alternative remedial options to remove barriers that prevent students from enrolling in CTE courses. For example, a high school created a business math class that would meet the needs of the students' remedial work. Continue to Support WBL transportation barriers through the YST grant. HWC Postsecondary partners will provide funding to expand support for special populations (e.g., single parents, Be Bold Break the Mold, and Men Who Care) & their basic needs. This year two of three for the single parents initiative, year one of three for the Men Who Care initiative creation, and year two of three for BBBM expansion. HWC postsecondary support of a professional social worker to provide social services to HTC, including assessing barriers to participating fully in CTE, coordinating culturally responsive partnerships, programs, services, and coordinating Hunger Free Campus & CARE Teams initiatives throughout FY26. Perkins funding to support this initiative, and will sunset June 30, 2026 and beyond. 					
3. Measurable Outcomes (report results in next APR):					
<ol style="list-style-type: none"> Consortium CTE student participants will increase by 1% in all secondary career clusters from 12,733 (duplicate students) (Accountability Report FY24) to 12,860 by the end of FY26. Consortium CTE student enrollment will increase by 1% for postsecondary career clusters by the start of FY27. HWC will have a minimum of ten male-identifying students engaged in our Men Who Care initiative and ten single parents in our single parent programming. Submission of PARs report detailing the duties performed and the number of adult-learners served by the social worker, with a goal to serve at least 100 learners by the end of 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 paraprofessionals 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. 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). In FY25 NHCC launched a student parent support group with built-in support for single parents; NHCC will expand this single parent support through our new Parent Center that will launch FY26. Tutoring Center data at NHCC also indicates increasing demand for tutoring that will directly support our ELL, students with disabilities, and nursing students; we aim to respond to this demand in FY26 with the support of Perkins.

- 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?

Programming for genders seeking non-traditional careers was successful for female identifying students participating in Be Bold, Break the Mold. However, men seeking non-traditional careers programming did not come to fruition in FY25. HWC postsecondary will renew efforts to begin programming for male identifying students. More specifically, HWC will use FY26 Perkins funds to redesign and pilot new programming supporting non-traditional males in caring fields (nursing, human services, education, etc) and will be open to all of HWC.

- 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 Initiatives, Campus Assessment Referral & Education (CARE) Teams, and child care resources targeting special populations
- Aid, develop, and expand support for Student Parent Support Group and CTE Academic Success 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 <input type="checkbox"/>	2 <input type="checkbox"/>	3C <input checked="" type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<p>After assessment of the FY21-24 HWC WBL Youth Apprenticeship Program, the HWC performance indicator 5S3 jumped from 4% (FY21) to 12.55% (FY24). 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</p>					
2. Strategies to address need:					
<p>In FY26, Perkins and YST funds will continue to support final phase of building our a centralized WBL program for HWC by utilizing a work-based learning solutions provider to assist with:</p> <ul style="list-style-type: none"> • 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 of offboarding and sustainability needs • Sustainable solutions to reduce GPS Education Partners involvement and facilitation of the HWC Youth Internship programming with the intention to shift roles and responsibilities support to secondary partner districts. • Building pathway from Youth Internship program to post-secondary partners, such as credit for prior learning agreements. 					
3. Measurable Outcomes (report results in next APR):					
<ol style="list-style-type: none"> 1. Increase in Performance Indicator 5S3 from 12.55% to the required state level of determined performance of 12.79% in FY26. 2. By the end of FY26, post-secondary institutions will have implemented at least one new WBL learning opportunity/improvement based on recommendations from the Human Centered Design Workshop 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 <input type="checkbox"/>	2E <input checked="" type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<p>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.</p>					
2. Strategies to address need:					

In FY26 HWC will collaborate with GPS Education **Partner (a single-source WBL solutions provider)**, Minneapolis Regional Chamber, advisory committees, and other local businesses & industries in order to:

- Continue 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; Early Childhood Development and Services; and Manufacturing.
- 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.
- Improve upon efforts and strategies that address the hiring of special populations and prepare employers to support the needs of special population employees. For example, GPS is working with Lionsgate Academy, which serves students with autism, to find businesses that have the willingness and capability to hire, train and onboard with accommodations and compliance.
- Encourage district leaders to expose ACTE-SPED and transition 18-21 year old populations to HWC's Youth Apprenticeship initiative.

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

1. Increase in Performance Indicator 5S3 from 12.55% to the required state level of determined performance of 12.79% in FY26.
2. Increase the participation of HWC CTE ACTE-SPED students for Performance Indicator 5S3 from 17 (0.61% of the total population) to 19, which would provide more opportunities for special needs students in FY26.
3. By the end of FY26, post-secondary institutions will have implemented at least one new WBL learning opportunity/improvement based on recommendations from advisory committees, industry partners, and the Human Centered Design Workshop 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 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5C <input checked="" type="checkbox"/>
HWC has been expanding its WBL opportunities since FY21. District Representatives indicated 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:					
<p>In FY26, HWC will continue to:</p> <ul style="list-style-type: none"> • Seek funding sources that may be leveraged to remove the following barriers for students engaging in WBL such as: <ul style="list-style-type: none"> ◦ Continued to support WBL transportation barriers through the YST grant ◦ Improve parental engagement & support of their student ◦ demands on postsecondary single parent or single expecting parent, such as providing funds to NHCC's Single Parent Support Programming. 					
3. Measurable Outcomes (report results in next APR):					
<ol style="list-style-type: none"> 1. There are 2,772 students participating in WBL. Of that number, 378 (13.6%) students are classified as special populations. By removing barriers for those students, there will be an overall increase in Performance Indicator 5S3 from 12.55% to the required state level of determined performance of 12.79% in FY26. 2. By the end of FY26, post-secondary institutions will have implemented at least one new WBL learning opportunity/intervention based on recommendations from advisory committees, industry partners, and the Human Centered Design Workshop in FY25. 					

3. 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 numerous opportunities for on-the-job training. NHCC's offers the Xperience Project, Internships for Credit, and Building Strong Communities, which all aim to meet the needs of adult-learners. In addition, our new position, Director of Career Services & Internships, provides us new strategies and ways to connect students with WBL and employers. HTC, being 95% of students enrolled in CTE programming, have a vast array of WBL programming. Most reside in individual program areas that encourage and support students' active internships while enrolled in related technical instruction (RTI). A small subset of programs engage with local employers to provide the RTI for formal apprenticeship training. HTC's Student Life Career Development program plays the final role in offering WBL programming by providing internship programming for any employers not engaging directly with program faculty, or for students who enroll in a CTE program lacking an internship connection.

HWC has partnered with GPS Education **Partners (GPS), a work-based solutions provider, Consultants** to build additional WBL opportunities to meet the FY26 demand of 359 interested secondary students across 8 different career clusters.

Strategies are:

- Refining school WBL recruitment activities that also target diverse populations
- Differentiating career pathway offerings across schools (aligned with relevant instruction)
- Provide an employability workshop for students as well as provide an option for schools to attend a train the trainer for this workshop.
- Convening and training additional companies to support an increased number of interns and equip them for interactions with diverse populations
- Continuing to assess each intern's sense of belonging (measuring inclusive experiences for diverse youth)
- Exploring regional ecosystems to identify and design supports for equitable access to internship opportunities for diverse populations
- Building awareness and exploration activities as an on-ramp to internships in select pathways
- Co-designing replicable processes that support off-ramps to post-secondary consortium partners
- Incorporating advanced skills checklists (validated by post-secondary faculty) into performance evaluations so that students can secure post-secondary credit for learning in the internship
- Increasing business awareness of college programming by applying post-secondary expertise to the work environment

The partnership with GPS Education Consultants also provides WBL expertise for growth strategies & data reporting. Strategies include:

- Supporting HWC's Regional Advisory Board
- Supporting efforts to secure additional funding to off-set costs not covered by Perkins' grant
- Providing solutions to address future impact and sustainability needs
- Designing individualized school-level strategies and tools that amplify ownership/execution of Work-based Learning
- Co-creating a framework of project funding to support a shift from design and development (program build costs) to on-going support for sustainable execution at both the secondary and post-secondary level.

GPS was procured annually through a single-source solutions provider process for the last three academic years to advance HWC's WBL efforts; a 270% increase in SDPL 5S3 since FY22. This is the third phase of our co-designed programming to offer and advance authentic work experiences for CTE youth. FY26 funding to support final development in two remaining secondary partners and develop a comprehensive plan for offboarding GPS Work up to this point through FY26 has required GPS involvement as the product holder of resources and processes developed through our partnership. The intention is for HWC to take full ownership of this programming by FY27, as we produce sustainable solutions.

- 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, YST Grant and Hennepin County to access their vast network of employers interested in offering WBL opportunities. 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.

NHCC created the Director of K12 Partnerships & Perkins Grant, Director of Industry Partnerships, Director of Career Services & Internships, and Director of Community Impact positions in FY25. With these four positions now in place, we have strategically positioned ourselves to be able to build and expand partnerships with employers that will benefit WBL opportunities.

HTC already has a robust culture with WBL programming that leverages program faculty, numerous staff positions, and customized training services to provide students with opportunities. While there are opportunities to improve administrative processes and tracking, additional efforts will likely stop short of expanding programming or opportunities. One potential area, to be vetted in the future, is the automation of processes within the Student Life Career Development department in order to improve those processes.

- 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 addition, the consortium has begun working to secure braided funds to build capacity and support the sustainability of this initiative. Currently both secondary and postsecondary have received subgrantee funding from the DEED competitive federal grants.

We will continue to fund parts of NHCC's Director of K12 Partnerships & Perkins Grant, Director of Industry Partnerships, and Director of Career Services & Internships, as well as our Xperience Project with Perkins funds for FY26.

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 <input type="checkbox"/>	2F <input checked="" type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<p>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.</p> <p>Based on this data, there is a need to review dual credit opportunities for alignment and modifications within SR-POS.</p>					
2. Strategies to address need:					
<p>In FY26, HWC will continue to:</p> <ul style="list-style-type: none"> • Compare SR-POS to the dual credit opportunities available and determine a plan for realignment. • Complete review of ACC agreements for accuracy and program placement. 					
3. Measurable Outcomes (report results in next APR):					
<p>In FY26, HWC will:</p> <ol style="list-style-type: none"> 1. Update changes to the SR-POS document and report on dual credit courses. 2. Review MDE program approvals and program inventory data for accuracy and potential program expansion. 3. ACC agreements are reviewed and updated annually as reflected on the www.CTEcreditMN.com website. 					

NEED B:	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1A <input checked="" type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<p>According to ACTE's State Fact Sheet (January 2025), 35% of MN jobs require more than a HS diploma but less than a 4-year degree. HWC SDPL 3S1 FY24 data shows 64.56% of students enrolled in 4-year institutions, 12.61% in 2-year institutions, and 3.14% chose gainful employment, indicating a performance gap in technical/community college placements for post-high school graduates. Significant gaps are found among multiracial and white populations. There is a critical need to continue support of informational messaging around the value of 2-year colleges and career pathways to address these gaps.</p>					
2. Strategies to address need:					

In FY26, HWC through Perkins will:

- Support 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.
 - HWC postsecondary institution will establish a dedicated position to strengthen early college programming by improving coordination, enhancing communication with secondary partners, and aligning course offerings with student needs; this action will be implemented during the 2025–2026 academic year using braided funding sources from Perkins V to advance CTE specific offerings, and general college budgets for non-CTE offerings.
- HWC will support CTE personnel to ensure effective messaging and expansion of early credit opportunities for high school students within HWC partners and surrounding communities. Additionally, materials (digital & print) will be created and distributed to inform high school students about early opportunities to earn CTE college credits. This action will be prioritized throughout FY26, with funding provided by the Perkins grant.
- Fund an early college and industry partnership research project at NHCC to align partnership department's offerings with K12, workforce, and community needs.
- Fund a partnership with a local youth organization (BBAY) to conduct CTE outreach and events that improve messaging around the value of CTE and early college opportunities for youth, specifically special populations with high barriers to accessing higher education.

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

1. Postsecondary partners will provide a list of Perkins supported events provided for counselors, career readiness coordinators, etc.
2. NHCC will produce a report on research project findings and implement a minimum of one recommendation.
3. Youth organization partnership will provide CTE outreach to a minimum of 400 youth and non-traditional students from high-barrier communities during the 2025-2026 academic year.
4. Increase the percentage of students enrolling in two-year colleges from 12.61% to 14% by the end of FY26 (SDPL 3S1).
5. Achieve a 5% increase in the number of secondary students participating in early college access opportunities, based on baseline data from 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 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5A <input checked="" type="checkbox"/>
<p>There is a need for HWC district leaders to recommend solutions to provide equitable access to dual credit options for their respective students. According to anecdotal evidence from the HWC representatives, as well as assessment of dual enrollment relationships, there are limited financial and human resources to support early college access.</p> <p>Current conditions worth noting:</p> <ul style="list-style-type: none"> Intermediate 287 currently has limited to no footprint in the Brooklyn Center and Brooklyn Park. CTE dual enrollment offerings at Brooklyn Center and Lionsgate are limited NHCC is a concurrent enrollment partner for only 4 of our 10 secondary partners. HTC partnerships review indicated opportunities lost in FY25 to create and develop additional early access opportunities and secure new partner requests. 					
2. Strategies to address need:					
<p>In FY26, HWC will utilize Perkins funding to:</p> <ul style="list-style-type: none"> 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). Support CTE college pathways by ensuring concurrent enrollment programming to remain NACEP accredited through required documentation, relevant training, and support through any accreditation processes. Support will 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, and WBL have the potential for college credits; outreach partnership with local youth organizations is one way to share this information. Fund a partnership with a local youth organization (BBAY) to conduct CTE outreach and events that improve messaging around the value of CTE and early college opportunities for youth, specifically special populations with high barriers to accessing higher education. Capacity building for additional CTE-aligned concurrent enrollment offerings and High School Pathways at NHCC. 					
3. Measurable Outcomes (report results in next APR):					
<ol style="list-style-type: none"> In FY26, at least one new Dual credit opportunity will be offered to increase equal access within our secondary districts. In FY26, at least one new early access opportunity will be offered at each HWC postsecondary institution, achieving a 1% increase in postsecondary participation from FY25 dual credit headcounts. Partnership with local youth organizations will provide CTE outreach to a minimum of 400 youth students from high-barrier communities during the 2025-2026 academic year. 					

4. Provide additional narrative to

address the following:

- 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 when CTE students become an official student of record at a HWC postsecondary institution.
- NACEP accredited Concurrent Enrollment programming dedicated to CTE pathways
- College In the Schools taught by a qualified 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 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4C <input checked="" type="checkbox"/>	5 <input type="checkbox"/>
Currently, at HWC, numerous CTE teachers are teaching with an OFP (Out of Field Permission) to fulfill a need for CTE teachers. There is a need to increase licensed CTE staff by assisting them to become fully licensed CTE instructors In addition, recruit teachers from other academic areas who have an interest in becoming fully licensed CTE teachers.					
2. Strategies to address need:					
In FY26, through Perkins funding, we will: <ul style="list-style-type: none"> Continue to support CTE licensure and endorsements through the Lakes Country Service Cooperative. Support CTE teacher expenses to participate in the Teacher Induction Program (TIP). 					
3. Measurable Outcomes (report results in next APR):					
In FY26, HWC will: <ol style="list-style-type: none"> Report the number of teachers attaining CTE licensure and additional CTE endorsements. <ol style="list-style-type: none"> Support at least 5 teachers in the attainment of new CTE licensure or endorsements. Report the number of teachers participating in the Teacher Induction Program. <ol style="list-style-type: none"> Support up to 10 teachers willing to participate in the Teacher Induction Program during FY26 					

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 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4B <input checked="" type="checkbox"/>	5 <input type="checkbox"/>
According to HWC partners, diversity among staff in colleges and districts indicates that the CTE instructor population does not match the student population. For example, in the Osseo Area School district, teachers of color make up approximately 13% of the teaching staff, while students of color constitute 63% of the student population (MDE's MN Report Card 2023-2025 data). At the postsecondary level, HTC's student population is comprised of 47% students of color compared to its Minnesota State Equity Scorecard rating of 23% staff of color for FY24. There is a need to improve education and training pathways to build a diverse pipeline of educators, particularly those from under-represented and non-traditional populations.					
2. Strategies to address need:					

During FY26, HWC will:

- Analyze other consortia strategies such as “Be a Teacher, Change the World.”
- Use Perkins funds to support “Why Teach” at NHCC.
- Continue to support the expansion of the Teaching and Training pathway.
- ~~Explore education partnerships with NHCC and 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 in education as a field.

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

In FY26, HWC will:

- ~~1. Research other consortium strategies for filling the teacher education pipeline. Findings will be reported and discussed as agenda items at HWC monthly meetings to determine viability of next steps.~~
 - research and document at least two consortium strategies for building the teacher education pipeline. Findings will be shared with HWC members and used to inform the development of one new pilot initiative to support recruitment of underrepresented educators in FY27.
- ~~2. Record student participation and demographic data for these events to establish initial baseline data that will inform next steps.~~

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 <input type="checkbox"/>	2 <input type="checkbox"/>	3A <input checked="" type="checkbox"/>	4A <input checked="" type="checkbox"/>	5 <input type="checkbox"/>
<p>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.</p>					
2. Strategies to address need:					
<p>In FY26, HWC will use Perkins funds as appropriate to:</p> <ul style="list-style-type: none"> • Leverage workforce development and career resource tools to provide consistent and focused support that meets requirements to maintain a network of industry knowledge and connections. • Continue to offer HWC's Externship Program for educators/CTE support professionals to engage directly with 3-5 businesses in their CTE area of interest or specialization. • Provide alternative opportunities (e.g. conferences) for CTE professionals to hear from industry experts. • Promote and support continuing education, professional development, access to professional organizations/memberships, conference attendance, etc for CTE professionals and non-CTE support staff working directly with CTE students. 					
3. Measurable Outcomes (report results in next APR):					
<p>In FY26, HWC will:</p> <ol style="list-style-type: none"> Evaluate consortium MCIS usage to determine continued support. <ol style="list-style-type: none"> By June 2026, evaluate consortium-wide MCIS usage and produce a report with recommendations for continued investment or phase-out, based on usage data from at least 75% of member districts. Complete a follow-up teacher externship survey, which will support externship program improvement. <ol style="list-style-type: none"> Achieve a 75% response rate on the FY26 teacher externship follow-up survey and identify at least two actionable improvements to the externship program. Research and develop at least one new initiative to be pursued in FY27 within HTC's Child Development program within the Teaching/Training pathway. 					

a. Develop and document one new initiative aligned with HTC's Child Development program by May 2026, with implementation planning to begin in FY27.

3. 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, improvement of programming at postsecondary, and increasing engagement with BIPOC education professionals and other underrepresented groups in 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 educational 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. HTC will engage with Pine Technical concurrent enrollment team teaching pilot to retain qualified secondary and postsecondary instructors offering early college CTE access. Additionally, HTC will begin phase 1 support of the research, development and implementation of improved programming of the Child Development program.

The consortium will leverage its partnership with the Minneapolis Regional Chamber of Commerce, Hennepin County, and Regional and Local Advisory Boards to invite industry speakers during articulated college credit meeting affirmations. We will promote opportunities for professional growth and engagement at National, State, and Local CTE organizations, such as but not limited to ACTE, MDE, MN State, MACTA, NACEP, MnACTE, and NAPE. Funding will be leveraged to support attendance at conferences and workshops such as CTE Summit, Professional Learning Centers, ACC meetings, etc.

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):	1B <input checked="" type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<p>The 4S1 (nontraditional students) metric meets the state-determined level of performance. However, there has been a decline from 2022 (34%) to 2023 (25%), followed by a slight improvement in 2024 (26.48%). There were significant gaps in reading (2S1) for economically disadvantaged (22.6% gap) and special education (22.42% gap) populations, and in math (2S2) for economically disadvantaged (29.85% gap) and special education (21.39% gap) populations. Overall, there is a need to work with the specified special population groups to improve performance gaps in reading, math, and non-trad enrollment.</p>					
2. Strategies to address need:					
<p>During FY26, utilizing Perkins funds, HWC will:</p> <ul style="list-style-type: none"> • Provide curriculum modification funding to embed reading and/or applied mathematics in Business, FACS, and Construction curriculum. • Encourage the utilization of tutors for CTE students where gaps exist. 					
3. Measurable Outcomes (report results in next APR):					
<p>In FY26,</p> <ol style="list-style-type: none"> 1. Curriculum modifications will reflect alignment with reading standards, which would be reflected in an improvement in 2S1 from 22.6% to 23.1% for economically disadvantaged and special education 22.42% to 23%. 2. Curriculum modifications reflect alignment with math standards, which would be reflected in an improvement in 2S2 from 29.85% to 30.5% (Economic Disadvantaged) and special education from 21.39% to 22%. 3. The 4S1 (nontraditional students) metric meets the state-determined level of performance. However, there has been a decline from 2022 (34%), 2023 (25%), and 2024 (26.48%). HWC plans to at least maintain our growth in this area while working towards our 2022 levels. 					

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 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5D <input checked="" type="checkbox"/>
<p>HWC postsecondary institutions are experiencing changes in CTE student demographics, including increased first-generation CTE students from BIPOC populations, cultural shifts among students under 20, and higher enrollment of students under 20. This has led to more students with undecided career paths (1,057 at HTC) and a widening gap in fall-to-fall persistence/completion rates between BIPOC (53%) and non-BIPOC students (73%). There is a need to review and modify curriculum and programming to ensure relevance to today's student population</p>					
2. Strategies to address need:					

During FY26, utilizing Perkins funds, HWC will: <ul style="list-style-type: none"> Support research, development and implementation of HTC's strategic plan to begin a CTE focused first year students experience programming, in order to improve fall to fall retention & persistence rates of BIPOC populations (53%) choosing CTE pathways at HTC.
3. Measurable Outcomes (report results in next APR):
In FY26, <ol style="list-style-type: none"> HTC will reach a 1% increase in fall-to-fall retention and persistence rates of first-year CTE students from BIPOC populations to be reported on in FY26 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 <input type="checkbox"/>	2C <input checked="" type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<p>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.</p> <p>Data revealed there is a need to build upon CTE exploratory programming that integrates coherent and rigorous content aligned with challenging academic standards, technical skills 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.</p>					
2. Strategies to address need:					
During FY26, utilizing Perkins funds, HWC will: <ul style="list-style-type: none"> Provide funding in support of recommended outcomes from the independent review (Nar 11) and analysis of FISDAP assessments to guide EMVS programming improvements. 					
3. Measurable Outcomes (report results in next APR):					
<ol style="list-style-type: none"> In FY26, at least one recommended outcome, that aligns with HTC's 2025-2026 strategic plan, will be implemented to support improvement of or sustainment of FY25 EMVS success rates, as reported on in the independent review (See Nar11). 					

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 all of the Perkins SLDP performance indicators. However, when disaggregating the data, we see additional needs for economically disadvantaged, black student populations, Hispanic student populations, and special education populations. We also see a widening disparity for most BIPOC populations persistence and completion rates (from 2% up to 18% less) as compared to non-BIPOC shown in the MinnState ASA All Access report for both HWC postsecondary. More specifically, HTC's college-wide persistence and retention rates (52%) lag behind national community college rates (55%) reported by National Student Clearinghouse

- 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 in expanding a new student parent support group with built-in support for a single-parent initiative that bolsters current tutoring & support resources for adult learners. NHCC will also implement our CTE Academic Success initiative that will provide tutoring for high-demand programs, special populations, and additional access services to ensure success; this is found in Nar 5. ~~HTC's 2025-2030 Strategic plan has annual priorities to close success gaps for first generation CTE students and to improve their awareness of CTE specific college expectations. One way to do this is to modify traditional practices, such as first-year experience programming, to better align with career & technical education focuses and those specific to stand-alone technical colleges where gainful employment is main.~~ **HTC's 2025-2030 Strategic Plan includes annual**

priorities aimed at closing success gaps for first-generation, first-year CTE students. A key focus is increasing their awareness of college expectations, available resources, and the academic rigor specific to career and technical education. One strategy to support this goal is to redesign traditional first-year student information sessions, orientations, and related practices. HTC plans to implement CTE-focused First Year Experience (FYE) programming by FY28 to help new students successfully navigate their first year. Nationally, intentional FYE programming is recognized as a best practice for supporting students in transition to postsecondary education (University of South Carolina – National Resource Center for The First-Year Experience and Students in Transition). Funding will support the research, development, and implementation of FYE programming tailored to the unique context of a stand-alone technical college. These efforts may lead to the creation of credit-bearing courses within targeted degree pathways, as well as campus-wide initiatives that engage FYE students in career exploration and faculty interaction—particularly on non-instructional days. The overarching goal is to provide intentional, CTE-specific support that prepares students for success in high-demand, skilled trades. Other support being bolstered at HTC can be found in Nar5, by which funds help provide students with access to a social worker, mentorship engagement when seeking non-traditional careers, and improvements to career counseling prior to graduation (Nar 9). In reserve funds (Nar 11), HTC is commissioning an independent review of recent changes in EMVS programming to improve upon FY24 students' success rates.

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 <input type="checkbox"/>	2 <input type="checkbox"/>	3B <input checked="" type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<p>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. An example would be the creation of a transportation pathway in aviation for two partner districts without consideration of a pathway to HWC postsecondary institutions. 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.</p>					
2. Strategies to address need:					
<p>In FY26, Utilizing Perkins funds as appropriate, HWC will support:</p> <ul style="list-style-type: none"> Encourage CTE representatives to share their local strategic plans at the monthly HWC meetings. Build collaboration time for special topics during our monthly meetings. Encourage CTE representatives to attend school board meetings and/or read the minutes. Advocate for and explain Perkins-related concepts, terminology, and the goals of funding and support to the administration. Develop a committee to revise the HWC Policy and Procedure Manual that reflects the current Perkins operating structure. Develop a committee to improve the regional advisory board. Offer opportunities where principals, deans, and leaders are engaged in the Perkins annual process and meetings so that they are fully aware of Perkins and the HWC consortium. 					
3. Measurable Outcomes (report results in next APR):					
<ul style="list-style-type: none"> 1. HWC monthly meetings agendas indicate <ul style="list-style-type: none"> Local strategic plan discussions Development of aligned strategies to those strategic plans. 2. HWC will complete and adopt an updated Policy & Procedure manual. <ul style="list-style-type: none"> The updated HWC Policy & Procedure Manual will be completed, approved, and distributed to all consortium members by May 2026 3. Documented improvements to the regional advisory board will be reflected in the FY26 CLNA. <ul style="list-style-type: none"> At least two improvements to the regional advisory board structure or process will be documented and reflected in the FY26 CLNA. 4. Postsecondary personnel activities report (PARs) will include details about tasks completed that relate to CTE decision-making and funding priorities. 5. A minimum of one opportunity for leadership at districts/institutions to engage with the HWC consortium is provided. <ul style="list-style-type: none"> At least one formal engagement opportunity (e.g., presentation, workshop, or planning session) will be provided to district/institutional leadership during FY26. 					

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 that 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 <input type="checkbox"/>	2D <input checked="" type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<p>RTT data demonstrated there is a continued need for talent in the following career clusters: AFNR; Architecture and Construction; Transportation, Distribution and Logistics; and the Human Services career field.</p> <p>Current Condition (March 2025):</p> <ul style="list-style-type: none"> • Secondary has two districts offering the ANFR Cluster and has limited courses available. • Nine of the ten districts offer courses in the Architecture and Construction Career Field. • The Transportation, Distribution, and Logistics Career Cluster is offered at five of the ten districts. • Eight of ten districts offer courses in the Human Services Career Cluster. • HTC's Fire Management Services are being trained on outdated and static structures that lack real-world flexibility. • HTC offering New Construction Electrician Award to begin fall term in FY26 <p>Reserve Category: <input checked="" type="checkbox"/> Performance Gaps <input checked="" type="checkbox"/> Develop or Improve POS/CTE programs</p>					
2. Strategies to address need:					
<p>In FY26, HWC will utilize Perkins funds to:</p> <ul style="list-style-type: none"> • Support program improvements in Human Services POS career field at HWC postsecondary institutions <ul style="list-style-type: none"> ◦ NHCC focus will be Legal Services & Human Services pathways awards ◦ HTC focus will be Emergency & Fire Management Services pathways awards • Expand and support new CTE programs offering that align with the stated career fields • Expand and support improvements within Engineering, Manufacturing, & Technology POS career field <ul style="list-style-type: none"> ◦ HTC's Construction Electrician starting FY26 ◦ HWC secondary will develop or enhance POS as needed, including: <ul style="list-style-type: none"> ■ Seek program approvals or amendments ■ Support additional secondary CTE licensure and endorsements ■ Supporting CTE performance gaps improvements in math through the creation & development of new course curriculum; Math in the Trades. ■ Strengthen new or improved programs by supporting equipment purchased for Math in the Trades, Health Science, Business, WBL, Culinary, AFNR, and Communications. 					
3. Measurable Outcomes (report results in next APR):					

1. HWC to develop at least one new secondary program approval, verified through the MDE database by Nov 1, 2025.
2. NHCC to incorporate and report on at least one new program improvement in **Human Services POS** by FY26 APR.
3. HTC will provide FY26 enrollment data indicating student level of interest for the new construction programming.

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 <input type="checkbox"/>	2G <input checked="" type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<p>CLNA conversations at HTC discovered that the success rates of Emergency Medical Vehicle Service (EMVS) students' 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.</p>					
<p>Reserve Category: <input checked="" type="checkbox"/> Performance Gaps <input type="checkbox"/> Develop or Improve POS/CTE programs</p>					
<p>2. Strategies to address need:</p> <ul style="list-style-type: none"> • Provide funding to support independent review and analysis of FISDAP assessment to guide EMVS programming improvements (see Q4 part B below) 					
<p>3. Measurable Outcomes (report results in next APR):</p> <ol style="list-style-type: none"> 1. List of changes recommended and enacted by HTC's EMVS program to improve NREMT success rates 2. HTC's EMT success rate from FY24 to FY26 					

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 <input type="checkbox"/>	2A <input checked="" type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<p>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.</p> <ul style="list-style-type: none"> • Therapeutic Services • Information Technology • Engineering • Business • Finance • Manufacturing <p>The HWC need is to continue to support our POS for in-demand programs.</p>					
<p>Reserve Category: <input checked="" type="checkbox"/> Performance Gaps <input checked="" type="checkbox"/> Develop or Improve POS/CTE programs</p>					
<p>2. Strategies to address need:</p> <ul style="list-style-type: none"> • New CTE program aligning with the stated career fields <ul style="list-style-type: none"> ◦ Secondary teachers will seek out-of-field permission licenses and work toward full licensure • Improvement to CTE programs of study <ul style="list-style-type: none"> ◦ Brooklyn Center will be incorporating math in their new construction trades class ◦ NHCC Improvements to Cybersecurity and Marketing & Sales programs • Strengthen new or improved programs by supporting equipment purchased for Health Science and Communications. • Research & develop, where applicable, pathways within the above programs of study to meet the proper size, scope, and quality to meet local industry needs and standards. 					

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

1. HWC to develop at least one new secondary program approval, verified through the MDE database by Nov 1, 2025
2. HWC to report on research & finding of new pathways applicability for the FY26 APR, by Oct 15, 2026.
- ~~3. New secondary program approvals are verified.~~
- ~~4. Development of programs to meet the proper size, scope, and quality to meet local industry needs and standards~~
- ~~5. NHCC to incorporate and report on at least one new program improvement in the FY26 APR.~~

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 HWC performance indicators for secondary and postsecondary will not be addressed due to overall success across the consortium. However, institutional level success rates will be addressed within the narrative's strategies. They are as follows:

- HTC EMVS students' NREMT attainment from FY24 to FY25 will be compared and reported.
- Brooklyn Center school district CTE participants are underperforming mathematics, funding to support improvements within this objective.

- 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.

1. Engineering, Manufacturing, Technology POS
Architecture and Construction

- HTC supporting development of new Construction Electrician pathway to begin fall of FY26
- Eden Prairie is developing a new manufacturing course
- Eden Prairie is developing an Energy focused course

2. Therapeutic Services POS
Health Sciences

- Wayzata, St. Louis Park, and Hopkins schools are expanding their health science offerings and investigating concurrent enrollment opportunities.

3. Human Services POS

- Human Services: NHCC to Support and improvements for Human Services and research efforts to identify secondary partner(s)
- Law, Public Safety, Corrections, and Security: NHCC to support and improvements for Legal Services and research efforts to identify secondary partner(s)
- Law, Public Safety, Corrections, and Security: HTC to support improvements to Emergency & Fire Management Services programming

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
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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.

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
- Head 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 populations¹;
- 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.

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 (Nar-2A, Nar-5A, Nar-7B)

According to ACTE's State Fact Sheet (January 2025), 35% of MN jobs require more than a HS diploma but less than a 4-year degree. HWC SDPL 3S1 FY24 data shows 64.56% of students enrolled in 4-year institutions, 12.61% in 2-year institutions, and 3.14% chose gainful employment, indicating a performance gap in technical/community college placements for post-high school graduates. Significant gaps are found among multiracial and white populations. There is a critical need to continue support of informational messaging around the value of 2-year colleges and career pathways to address these gaps.

E1-Need B (Nar-5B, Nar-9A)

The 4S1 (nontraditional students) metric meets the state-determined level of performance. However, there has been a decline from 2022 (34%) to 2023 (25%), followed by a slight improvement in 2024 (26.48%). There were significant gaps in reading (2S1) for economically disadvantaged (22.6% gap) and special education (22.42% gap) populations, and in math (2S2) for economically disadvantaged (29.85% gap) and special education (21.39% gap) populations. Overall, there is a need to work with the specified special population groups to improve performance gaps in reading, math, and non-trad enrollment.

E1-Need C (Nar-5C)

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 the:

- 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 (Nar-2C, Nar-4A, Nar-11C)

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 (Nar-2H, Nar-3C)

HWC Regional, Local Advisory Boards, & Perkins Legislation indicate there is a need to support college and school district efforts for CTE program innovation and meeting the current industry standards. The consortium will utilize funding resources for appropriate equipment, technology, and instructional materials (including support for library resources) aligned with business and industry needs, including machinery, testing equipment, tools, hardware and software, and other new and emerging instructional materials.

E2-Need C (Nar-2B, Nar-4A, Nar-9C)

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, technical skills 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 (Nar-2D, Nar-11A)

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

Current Condition (March 2025):

- Secondary has two districts offering the ANFR Cluster and has limited courses available.
- Nine of the ten districts offer courses in the Architecture and Construction Career Field.
- The Transportation, Distribution, and Logistics Career Cluster is offered at five of the ten districts.
- Eight of ten districts offer courses in the Human Services Career Cluster.
- HTC's Fire Management Services are being trained on outdated and static structures that lack real-world flexibility.
- HTC offering New Construction Electrician Award to begin fall term in FY26

E2-Need E (Nar-6B)

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 (Nar-7A)

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 (Nar-11B)

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 (Nar-3D, Nar-8C)

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 (Nar-10A)

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. **An example would be the creation of a transportation pathway in aviation for two partner districts without consideration of a pathway to HWC postsecondary institutions.** 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 (Nar-6A)

After assessment of the FY21-24 HWC WBL Youth Apprenticeship Program, the HWC performance indicator 5S3 jumped from 4% (FY21) to 12.55% (FY24). 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 (Nar-1A)

Per the Minnesota State Operational Guide, the CLNA has to be reviewed and updated annually in compliance with Perkins V Act legislation. Due to this, there is a need to formalize processes for developing, tracking, updating, and implementing CLNA work during the two-year application cycle to ensure consistent progress and alignment with regional priorities. Formerly, the consortium conducted useful research to identify local needs and priorities in FY24. **~~However, the MN-CLNA guide highlights the importance of structured processes for continuous improvement throughout the two-year cycle.~~**

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 (Nar-3D, Nar-8C)	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 (Nar-3A, Nar-8B)	According to HWC partners, diversity among staff in colleges and districts indicates that the CTE instructor population does not match the student population. For example, in the Osseo Area School district, teachers of color make up approximately 13% of the teaching staff, while students of color constitute 63% of the student population (MDE's MN Report Card 2023-2025 data). At the postsecondary level, HTC's student population is comprised of 47% students of color compared to its Minnesota State Equity Scorecard rating of 23% staff of color for FY24. There is a need to improve education and training pathways to build a diverse pipeline of educators, particularly those from under-represented and non-traditional populations.
E4-Need C (Nar-8A)	Currently, at HWC, numerous CTE teachers are teaching with an OFP (Out of Field Permission) to fulfill a need for CTE teachers. There is a need to increase licensed CTE staff by assisting them to become fully licensed CTE instructors In addition, recruit teachers from other academic areas who have an interest in becoming fully licensed CTE teachers.
E4- Need D	According to the Key Trends in Teacher Retention, Student Support, and Budget Confidence 2025 report by Frontline Education the average teacher retention rate in Minnesota is 78%, with higher success rates in districts that invest in professional development aligned to teachers' needs and goals. There is a need to work with Teacher Induction Programs (TIP) and other similar entities to improve the messaging around CTE Teacher retention.
E4-Need E (Nar-3B)	Perkins V legislation indicates there is a need to collaborate with local work development boards to ensure educators are current in industry needs. Currently, we collaborate with the Minneapolis Regional Chamber.

E4-Need F (Nar-2F)

The Secured Data Enrollment Report 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 (Nar-2E)

HWC performance measures indicate high participation (12,733 duplicate count, Accountability Report FY24) counts throughout CTE programming, however, there is a reduction in CTE concentrators (6,790 unique count, Accountability Report FY24). There is a need to increase HWC partner capacity to strengthen students' interest 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 (Nar-7C)

There is a need for HWC district leaders to recommend solutions to provide equitable access to dual credit options for their respective students. According to anecdotal evidence from the HWC representatives, as well as assessment of dual enrollment relationships, there are limited financial and human resources to support early college access.

Current conditions worth noting:

- Intermediate 287 currently has limited to no footprint in the Brooklyn Center and Brooklyn Park.
- CTE dual enrollment offerings at Brooklyn Center and Lionsgate are limited
- NHCC is a concurrent enrollment partner for only 4 of our 10 secondary partners.
- HTC partnerships review indicated opportunities lost in FY25 to create and develop additional early access opportunities and secure new partner requests.

~~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 (Nar-6C)

HWC has been expanding its WBL opportunities since FY21. District Representatives indicated 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 (Nar -9B)

HWC postsecondary institutions are experiencing changes in CTE student demographics, including increased first-generation CTE students from BIPOC populations, cultural shifts among students under 20, and higher enrollment of students under 20. This has led to more students with undecided career paths (1,057 at HTC) and a widening gap in fall-to-fall persistence/completion rates between BIPOC (53%) and non-BIPOC students (73%). There is a need to review and modify curriculum and programming to ensure relevance to today's student population

E5-Need E (Nar-2G)

Based on district CTE offerings, smaller districts in our consortium struggle with having a variety of CTE programs. Issues include lack of space, resources, and educator talent. **For example, Brooklyn Center district's CTE offerings are limited to Culinary, WBL and Lionsgate Academy is limited to Business and WBL.** There is a need to discuss, research, and develop a potential strategic plan for consortium partners to collaborate on programming, shared spaces, resources and/or educator talent among districts.

E5-Need F (Nar-5D)

HWC Representatives have identified significant barriers that unrepresented students face when enrolling in CTE programs, including lack of access to information, financial constraints, and limited support systems. This was reinforced with findings from our human-centered design workshop regarding work-based learning opportunities. The MN CLNA guide highlights the importance of targeted interventions to support access to quality CTE programming for these students. Therefore, HWC partners need to recommend and implement strategies to address these identified barriers.

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:	\$678,817.26	\$67,384.10	\$746,201.36
Postsecondary Allocation:	\$901,431.75	\$67,384.09	\$968,815.84
Total Consortium Allocation:	\$1,580,249.01	\$134,768.19	\$1,715,017.20

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	<p>D. Enter the dollar amount under the appropriate Narrative column (#1-10).</p> <p>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.</p> <p>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."</p>
STEP #3	<p>Enter Budget Line Items on the Reserve Funding SEC 475 worksheet.</p> <p>A. Select appropriate UFARS code using arrow to the right of the cell.</p> <p>B. Enter a description of the item.</p> <p>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.</p> <p>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.</p> <p>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."</p>
STEP #4	<p>Complete the Budget Narrative SEC worksheet</p> <p>Follow instructions on the worksheet.</p>
STEP #5	<p>Enter Budget Line Items on the Basic Funding POSTSEC worksheet.</p> <p>A. Enter the item name.</p> <p>B. Enter a description of the item.</p> <p>C. Enter the dollar amount under the appropriate column.</p> <p>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.</p> <p>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."</p>
STEP #5	<p>Enter Budget Line Items on the Reserve Funding POSTSEC worksheet.</p> <p>A. Enter the item name.</p> <p>B. Enter a description of the item.</p> <p>C. Enter the dollar amount under the appropriate column.</p> <p>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.</p> <p>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."</p>
STEP #6	<p>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.</p>
STEP #7	<p>Upload your completed budget spreadsheet to your state application Sharepoint site.</p>

Narrative Funding--Secondary

(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
145 Substitute Teacher Salaries	Advisory board meetings both local and regional for Dist. 287			\$5,000.00								\$5,000.00
185 Other Salary Payments (licensed or certified)	Curriculum Writing for alignment with MTC in culinary, construction, health, and transportation.Embedding Careers in all pathways		\$14,000.00									\$14,000.00
185 Other Salary Payments (licensed or certified)	Mileage expenses for faculty for PD including Macata Fellowship, The Tip program and other expenses such as a meal stipend								\$10,500.00			\$10,500.00
												\$0.00
												\$0.00
												\$0.00
100's Personnel/Salary	SUBTOTAL	\$0.00	\$14,000.00	\$5,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$10,500.00	\$0.00	\$0.00	\$29,500.00
												\$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	Articulation, data analyze, coordination of HWC, Collaborative Projects, workbase learning initiatives,transportation for CTSO		\$177,349.96	\$34,224.15			\$50,000.00				\$25,000.00	\$286,574.11
360 Transportation Contracts With Private or Public Carriers Including federal up to \$25,000)	Student Transporation for Experiential learning opportunities			\$4,000.00								\$4,000.00
304Federal Subawards and Subcontracts - Amount over \$25,000	equipment, curriculum writing and materials, workbase learning,collaborative projects, career resources, certifications, advisory board meetings local and regional, professional development, support for CTSO advisories, Conferences and training			\$18,325.85	\$7,649.00	\$3,900.00	\$48,895.00	\$31,650.00	\$157,335.00	\$1,000.00	\$44,047.44	\$312,802.29
												\$0.00
												\$0.00
300's Services/Subawards	SUBTOTAL	\$0.00	\$177,349.96	\$56,550.00	\$7,649.00	\$3,900.00	\$98,895.00	\$31,650.00	\$157,335.00	\$1,000.00	\$69,047.44	\$603,376.40
430 Supplies and Materials - Non-Individualized Instructional	Career Exploration curriculum		\$10,000.00									\$10,000.00
461 Standardized Tests	Technical skill assessment -Certifications				\$2,000.00							\$2,000.00
												\$0.00
												\$0.00
												\$0.00
400's Supplies/Material	SUBTOTAL	\$0.00	\$10,000.00	\$0.00	\$2,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$12,000.00
												\$0.00
												\$0.00
												\$0.00
												\$0.00
												\$0.00
500's Capital/Equipment	SUBTOTAL	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
895 Federal and Nonpublic Indirect Cost [Chargeback]--No more than 5% of Total (Enter amount in YELLOW cell at right)											\$33,940.88	
2024-2025 Proposed Budget		\$0.00	\$201,349.96	\$61,550.00	\$9,649.00	\$3,900.00	\$98,895.00	\$31,650.00	\$167,835.00	\$1,000.00	\$102,988.30	\$678,817.26

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				
Provide professional development for teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals.					X	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	X			
Support integration of academic skills into CTE programs and				X						

[illegible]

Hennepin West

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
			1. Engineering, Manufacturing, Technology 2. Therapeutic Services 3. Human Services; Law, Public Safety, Corrections, & Security	
				\$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
200's Personnel/Non-Salary	SUBTOTAL	\$0.00	\$0.00	\$0.00
303 Federal Subawards and Subcontracts - Amount up to \$25,000	Incorporating Math Competency in the trades at Brooklyn Center	\$1,000.00		\$1,000.00
303 Federal Subawards and Subcontracts - Amount up to \$25,000	Create new pathways in at Eden Prairie in Engineering, Manufacturing and technolgy including energy. and nmanufacturing. Create new pathways in manufacturing at St. Louis Park and Robbinsdale.. Expand pathways at Wayzata, Hopkins and St. Louis Park in the Health science areas by adding new courses and upgrading existing courses.. This will include curriculum writing and adding industry equipment. Support teacher licensing. Provide support to expand workbase learning in the selected pathways through GPS.		\$63,016.69	\$63,016.69
304Federal Subawards and Subcontracts - Amount over \$25,000				\$0.00
				\$0.00
				\$0.00
300's Services/Subawards	SUBTOTAL	\$1,000.00	\$63,016.69	\$64,016.69
				\$0.00
				\$0.00
				\$0.00
				\$0.00
				\$0.00

400's Supplies/Materials	SUBTOTAL	\$0.00	\$0.00	\$0.00
				\$0.00
				\$0.00
				\$0.00
				\$0.00
				\$0.00
				\$0.00
				\$0.00
500's Capital/Equipment	SUBTOTAL	\$0.00	\$0.00	\$0.00
895 Federal and Nonpublic Indirect Cost [Chargeback]--No more than 5% of Total (Enter amount in YELLOW cell at right)				\$3,367.41
2024-2025 Proposed Budget		\$1,000.00	\$63,016.69	\$67,384.10

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.	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
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.		

<p>SECONDARY Narrative for Perkins V Application</p> <p>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.</p>
<p>Regional and Local advisory boards subs for District 287 -\$5000, Narrative 3, E2, Need E. Curriculum writing for health, transportation, construction, career integration, and culinary for district 287-\$14,000 Narrative 2 E2 A Professional Development Expenses to reimburse faculty at District 287 for Mileage, food and conference feesCTE s to include Macta Fellowship, CTE Tip, CTE Summit - \$10,500 Narrative 8, Need B,C,D</p>
<p>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.</p>
<p>360 sub awards total 4,000.00 Transportation for 287 students to industry sites for career exploration-\$4000 E2 Need B 303 sub awards total 286,574.11 Narrative 2 E2 Need B Support for student organizations at Robbinsdale, Wayzata, Minnetonka, Hopkins. Advisors costs, transportation costs \$ 65,000 Career field trips associated with a pathway at Osseo, Minnetonka, St. Louis Park and Robbinsdale. Transportation and subs \$35,580.65 Equipment purchase requests: Epson color printer for engineering \$2100. Pipe bender and Lathe for Manufacturing \$8000 at Eden Prairie, Cannon Cameras for communication courses \$4200, Pre-education reality works simulator \$3700 equipment Osseo equipment-Drones \$5000, Robots including curriculum \$26,800 Robbinsdale -Tubing notcher for metals courses, welder for manufacturing, \$7000, Pitsco wind tunnel, \$7600. Software for programs at St Louis Park, Stem Fuse \$2250, Code High school, \$4245 Curriculum writing stipends and collaborative work in a programs at Wayzata in business \$5000, Minnetonka \$500, Hopkins \$374. Wayzata is developing a new global business course in collaboration with the Social Studies department. This will be a new course which will be submitted for a MDE approval. Funds will support curriculum writing. Narrative 3 Minneapolis regional chamber contract working on regional advisory board and externships for teachers-\$25,000. 2 Regional advisory board meeting will be designed collaboratively by the chamber and HWC. In addition a week long experience for educators will be hosted and organized by the chamber. E2 B andE. Use of Career tools to support industry exploration, Lionsgate will be using MCIS \$2700 and the big Ideas labs exposing students to Manufacturing industry,\$2000. Hopkins and St. Louis park have requested transportation to industry partners \$4524.15 E3 Need A Narrative 6 Workbase iniatiitive contract with GPS learning to grow and place students in industry sites working with our ten districts-25,000 E3 Need C. Osseo will be providing field trips for students to explore workbase learning opportunities in all pathways, transporation and subs are needed. 12,300. E3 Need A Transportation and subs for Career fields trips to industry and Career fairs at Hennepin County was requested by Wayzata, St. Louis park and Minnetonka-\$12,700 E3 Need A. Narrative 10 HWC secondary director working consortuim meetings, data -\$25,000 E3 NeedB 304 sub award total \$312,802.29 Narrative 3 E3, A E2,Need B Minneapolis chamber support to advisory boards \$10,000. The MRC will host 2 regional advisory boards, provide agendas and follow up documents to HWC. Funds will support time and work of the chamber to work with the consortium and locate participants for these events. They will also work with Real time talent to utilize the advisory board for the CLNA. advisory boards local and regional 8,325.85 subs for meeting durings the school day, stipents for out of school hours. Narrative 4 Certifications at Wayzata, Brooklyn Center, Hopkins, Robbinsdale and St.Louis Park \$7649.00 Certifications include OSHA 10, Serv Safe, Career Safe, CNA E2,B Narrative 5 Transportation Special Populations field trips to explore careers at Wayzata \$2000 Equipment, At St. Louis Park - A Wide form printer \$1000, software, Econ. Disadvantaged Multimodal literacy tool \$900 E5,Need D,E,F Narrative 6 E3 Need C</p>
<p>SECONDARY Narrative for Perkins V Application</p> <p>Describe how your consortium plans to use your Perkins award on Supplies and Materials expenditures (400s). 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.</p>
<p>430 sub awards total 10,000 Career Exploration curriculum to be embedding into each career pathways at District 287 - \$10,000 Narrative 2 E2,B 461 sub awards total 2,000 Certification for Health Science, Culinary, and Construction pathways at District 287-\$2000 Narrative 4 E2 NeedB</p>
<p>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.</p>
<p>SECONDARY Narrative for Perkins V Application</p> <p>Describe how your consortium plans to use your Perkins award on Federal and Nonpublic Indirect Cost (89s). No more than 5% of Basic total, and no more than 5% of Reserve total, can be spent for indirect costs.</p>
<p>428- \$33821.84 475- \$3415.31 These funds will be utilized by our fiscal agent to support payment and billing grant administration, coordination with Perkinsleader, other districts, doing a risk analysis, handling secondary contracts, human resources, information technology, and overall operational costs.</p>
<p>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.</p>
<p>Math in the Trades curriculum development at Brooklyn Center \$1000 E1,Need B Minnetonka licensing support for teacher to improve the programs in the trades \$500 E4 Need A &C Development of a new course in Engineering, manufacturing and Technology including providind industry equipment-a pro printer (\$4196) and work to license 2 teacherc in CTE through Lakes for Robbinsdale Schools (\$7000)-total \$11,196 E4, Need A, E2 Need B Hopkins expansion of Health Science by adding Medical Terminal course and a new course in culinary, Curriculum writing \$1200 E2, Need B and C Eden Prairie will expand their trades program in Engineering, Manufacturing and Technology. One course will be in Manufacturing and addition course in adEnergy. Curriculum writing \$13700 E2S Need B and C St. Louis Park will improve their Health Science Courses by add an online curriculum \$3500 E2 Need B and C and supporting teacher licensure \$1000 E4 Need A and C Wayzata will work a business teacher to become a CTE license teacher \$2220 E 4 Need A and C. Funds will support time needed to complete the portfolio process and writing of the new courses. They will also create 2 new course to expand their program in business which will align with the business pathway at post secondary. Curriculum writing and staff stipends \$3680 E2 Need B and C. Improvements will be made in Health science by added need industry equipment include digitalwater baths, Thermal cyler,scales, microscopes and respiration belts \$12,800. E2 Need B Curriculum writing will be needed to align their course with post-secondary \$740 E2 Need B and C</p>

Hennepin West Consortium

Narrative Funding--Postsecondary

(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
NHCC Director of K-12 Partnerships & Perkins Grant (50%)	Advance all aspects of HWC Perkins applications, activities, and early college collaboration opportunities.							\$12,200.00			\$48,800.00	\$61,000.00
Director of Career Services & Internships (40%)	Support student career pathway advising and increase work-based learning opportunities at NHCC						\$51,000.00					\$51,000.00
NHCC Director of University & Workforce Partnerships (40%)	Advance workforce collaboration opportunities; provide academic and career support to special populations and genders seeking non-traditional career.			\$51,000.00								\$51,000.00
Social Worker	Professional social services to HTC, which include assess barriers to participating fully in CTE, and coordinate support to basic needs.					\$83,000.00						\$83,000.00
Perkins & Pathways Coordinator	Advance all aspects of the HWC Perkins Applications, and early college opportunities										\$74,763.00	\$74,763.00
Concurrent Enrollment Advisor	Oversees HTC's Concurrent Enrollment program, supports student admissions milestones, liaises with schools, coordinates campus visits, and ensures NACEP compliance.							\$70,300.00				\$70,300.00
Personnel	SUBTOTAL	\$0.00	\$0.00	\$51,000.00	\$0.00	\$83,000.00	\$51,000.00	\$82,500.00	\$0.00	\$0.00	\$123,563.00	\$391,063.00
Equipment RFP for POS at Postsecondary	Direct support to priority POS equipment at NHCC		\$22,988.97									\$22,988.97
Equipment - TBD	Equipment - Direct Support to priority POS - Construction: Construction Electrician		\$1,500.00									\$1,500.00
Equipment - Nissan Leaf EV	Equipment - Direct Support to priority POS - Facility & Mobile Equipment Maintenance: Automotive Technology		\$21,000.00									\$21,000.00
Equipment - High Voltage Batter Trainer	Equipment - Direct Support to priority POS - Facility & Mobile Equipment Maintenance: Automotive Technology		\$11,000.00									\$11,000.00
Equipment - Rational Icombi Oven	Equipment - Direct Support to priority POS - Restaurants & Food Beverage Services: Culinary		\$19,766.83									\$19,766.83
Equipment	SUBTOTAL	\$0.00	\$76,255.80	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$76,255.80
CLNA research & development	Funds to support engagement expenses in order to meet, collaborate, learn and disseminate information relevant to the updating of the FY27-28 CLNA, with support from RealTime Talent	\$10,500.00										\$10,500.00
Direct Support to postsecondary SR-POS	Graphic Design programming improvement and integration of AI		\$8,438.66									\$8,438.66
Professional Tutor Contractor - Computer Science	Direct Support to Program and Software Development POS		\$5,000.00									\$5,000.00
Professional Tutor Contractor - Nursing	Direct Support to Nursing POS		\$5,000.00									\$5,000.00
Direct support to postsecondary POS	Curriculum writing and updates for POS in Tier I, II, and III		\$34,252.70									\$34,252.70
Industry Partner Agreement	Mpls Regional Chamber Contract Agreement delivering 4 Events (Advisory Board/ Educator Externship/ ACC Industry 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			\$5,500.00								\$5,500.00
Career Exploration Resources	Support to career resource platforms, Handshake & YouScience. Handshake offering support and access to career expos, career fairs, authentic work experiences, etc. YouScience offering assessment of interested & aptitudes to guide career decisions and academic award designations.			\$3,500.00						\$1,900.00		\$5,400.00
Technical Skills Assessments	Institutional YouScience membership @ HTC to provide Industry-recognized certification assessments. Microsoft Office Specialist assessment & NOCTI & Intuit Exams @ NHCC				\$17,450.00							\$17,450.00
CTE Academic Success Pilot	Support and capacity building for program focused on academic skills integration in CTE courses, provide access services in CTE classrooms, provide ELL Students in CTE programs with writing support				\$3,000.00	\$10,000.00						\$13,000.00
Single Parents Support and Programming	Capacity building to support single parents pursuing CTE programs.					\$7,000.00						\$7,000.00
Nontraditional Student Programming	Funding to advance support & mentorship programming of genders seeking non-traditional careers. This may include contracted specialists, informational materials, and capacity building of mentoring initiatives.					\$26,000.00						\$26,000.00
NHCC Xperience Project/Contracted Adult WBL support	Experiential learning opportunities provided to students enrolled in CTE programs at the postsecondary level						\$21,000.00					\$21,000.00
Career Services equipment and materials	Support to Career services - rebrand, career assessment and exploration tools, equipment						\$4,900.00					\$4,900.00
Industry Partner Agreement - GPS Education	Postsecondary Education Partners support to HWC apprenticeship initiative						\$37,500.00					\$37,500.00

College and Career Transportation	Support for secondary students to visit HWC Postsecondary, learn about CTE programs and early college offerings; support for postsecondary students to do industry tours. Nar 5 funds dedicated to Urban Ventures youth pursuing vocational training to visit HWC postsecondary.			\$2,500.00		\$1,000.00		\$8,000.00				\$11,500.00
Early College and Industry Partnerships Research Project	Research project to explore early college opportunities and partnerships with K12, Industry, and Community. Outside consultant to review opportunities for growth with partners.							\$7,000.00				\$7,000.00
Contracted - Early College/Non-Trad Recruitment & Outreach	2025-2026 partnership with BBAY to conduct outreach on CTE and early college to communities with high barriers							\$5,000.00				\$5,000.00
Concurrent Enrollment/Pathways Development and Support	Support to CTE concurrent enrollment operations and expansion; funding for high schools to visit NHCC; post-secondary pathway development with high schools							\$4,200.00				\$4,200.00
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)							\$8,700.00				\$8,700.00
Professional Contracted Services to POS/SR-POS	Targeted efforts to recruit and develop new early college partnerships within SR-POS/POS - Culinary, Transportation, and Construction Electrician							\$19,000.00				\$19,000.00
CTE Professional Development and Conferences	Attendance at CTE related conferences, events, or workshops. Such as ACTE National Conferences, NACTEI, NACEP/MnCEP, MACTA Fellowship, Apprenticeships, etc for 2 postsecondary institutions								\$34,500.00			\$34,500.00
Institutional Memberships	Postsecondary institutional membership to advance CTE, such as ACTE, NAPE, MnCEP, NACE, etc.								\$4,700.00			\$4,700.00
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								\$6,000.00			\$6,000.00
Educator Externships	Promote continuing education for those who are working directly with CTE students (stipends for 5 from NHCC, 10 from HTC)								\$12,000.00			\$12,000.00
CTE Professional Development Training	Promote continuing education training for new UFT in Teaching/Training pathway - HTC's Child Development program								\$8,500.00			\$8,500.00
First Year Experience Program Development	Implementation of FYE Programming aimed to support first-generation students to determine career pathway, and improve retention, persistence and completion rates									\$40,000.00		\$40,000.00
EMVS Research Outcomes Support	Support to initiatives, yet to be identified, from EMVS department research initiative regarding FSDAP and opportunities for improvement (see reserve funds)									\$3,000.00		\$3,000.00
Non-Personnel	SUBTOTAL	\$10,500.00	\$52,691.36	\$34,500.00	\$20,450.00	\$44,000.00	\$63,400.00	\$52,900.00	\$65,700.00	\$44,900.00	\$0.00	\$389,041.36
Administration--Federal and Nonpublic Indirect Cost [Chargeback]--No more than 5% of Total (Enter amount in YELLOW cell at right)											\$45,071.59	\$45,071.59
2024-2025 Proposed Budget		\$10,500.00	\$128,947.16	\$85,500.00	\$20,450.00	\$127,000.00	\$114,400.00	\$135,400.00	\$65,700.00	\$44,900.00	\$168,634.59	\$901,431.75

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	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	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	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			X

\$5,000.00	\$84,666.80	\$21,900.00	\$4,950.00	\$104,000.00	\$22,500.00	\$99,000.00	\$38,200.00	\$43,000.00	\$100,972.47	\$524,189.27	<- HTC TOTAL
\$5,500.00	\$47,988.97	\$69,500.00	\$15,500.00	\$23,000.00	\$91,900.00	\$32,400.00	\$27,500.00	\$0.00	\$67,857.31	\$381,146.28	<- NHCC TOTAL

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
			1. Engineering, Manufacturing, Technology 2. Therapeutic Services 3. Human Services; Law, Public Safety, Corrections, & Security	
				\$0.00
				\$0.00
				\$0.00
				\$0.00
				\$0.00
Personnel	SUBTOTAL	\$0.00	\$0.00	\$0.00
Equipment - Search & Rescue Training	Equipment - Direct Support to Reserve POS - Emergency & Fire Management Services		\$18,000.00	\$18,000.00
Equipment - To Be Identified	Equipment - Direct support to new Construction Electrician UFT to be hired after July 1, Training equipment needed for new program to begin Fall 2025		\$14,064.62	\$14,064.62
				\$0.00
				\$0.00
				\$0.00
Equipment	SUBTOTAL	\$0.00	\$32,064.62	\$32,064.62
Improve CTE Programs	Direct support to reserve POS - Human Services; Legal Studies curriculum, partnerships, and HS pathway development; program improvements		\$16,950.26	\$16,950.26
Improve CTE Programs	Direct support for program improvements to Human Services POS		\$10,000.00	\$10,000.00
Improve CTE Programs	EMVS programing at HTC to leverage an independent data review of FSDAP results to guide & recommend programming modifications in order to improve NATI	\$5,000.00		\$5,000.00
Improve CTE Programs	Direct support for program improvements to Priority I POS Data Science to create Cybersecurity Certificate		\$6,000.00	\$0.00
Improve CTE Programs	Improvements to Priority III POS Business, Mgmt, & Admin - Marketing & Sales Pathway improvements		\$5,319.03	\$0.00
				\$0.00
Non-Personnel	SUBTOTAL	\$5,000.00	\$38,269.29	\$31,950.26
Administration--Federal and Nonpublic Indirect Cost [Chargeback]--No more than 5% of Total (Enter amount in YELLOW cell at right)				\$3,369.21
2024-2025 Proposed Budget		\$5,000.00	\$70,333.91	\$67,384.09

\$5,000.00

\$32,571.77

\$1,977.46

\$39,549.23

← HTC TOTAL

\$0.00

\$26,950.26

\$1,418.44

\$28,368.70

← NHCC TOTAL

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.		

Provide within CTE the skills necessary to pursue careers in high-skill, high-wage, or in-demand industry sectors or occupations.		
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.		
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 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.*

Director of University & Workforce Partnerships- \$51,000 - 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 - \$83,000 - Nar 5, E5-Need D: Professional social services to HTC, which include assess barriers to participating fully in CTE, coordinating culturally responsive partnerships, programs, services, and coordinate Hunger Free Campus & CARE Teams initiatives. This is the third & final year of support and will sunset end of FY26.

Director of Career Services & Internships - \$51,000 - 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 - \$61000 - Nar 7, E5-Need A & Nar 10, E3-Need B: Advance all aspects of HWC applications, assist with and expand early college opportunities in CTE within our secondary districts at NHCC

Perkins & Pathways Coordinator - ~~\$115,063~~ \$70,763 - ~~Nar 7, E1-Need A; E5-Need A, & Nar 10, E-Not Applicable E3-Need B:~~ Ensure compliance to Perkins V Act legislation and guidelines set forth by local, state, and federal entities. Advance all aspects of the HWC FY26 Perkins applications and budget, and assist with improvement and expansion of access to early credit opportunities in CTE within our secondary districts and surrounding communities.

~~**Partnerships Development Specialist Concurrent Enrollment Advisor - \$70,300 - Nar 7, E1 – Need A, E5-Need A:** Support specialist to aid in the procurement, development, and tracking of high school partnerships for which the current department is unable to pursue. Position Description specifics is TBD and developed after July 1, 2025 and require state approval prior to hiring. Delay is in part due to a FY25 Funded Partnerships Dept. research project to properly identify & document challenges and opportunities due by June 1, after application deadline.~~ This new position oversees HTC's Concurrent Enrollment program, with a primary focus on Career & Technical Education (CTE) pathways. Responsibilities include managing high school partnerships, coordinating student admissions milestones (e.g., applications, testing, orientation), and ensuring compliance with NACEP accreditation standards. The advisor supports student transitions from high school to college and collaborates with faculty and external stakeholders to expand and maintain CTE offerings. 70% of this role will directly support CTE CE courses and advancements.

*Describe how your consortium plans to use your Perkins award on **Equipment expenditures**. 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.*

RFP for Equipment for Priority POS - \$22988.97 - Nar 2, E2-Need B: equipment expenditures will be considered in NHCC RFPs in compliance with Perkins V allowable use of funds, prioritizing POS Tier I, II, and III. Equipment requests exceeding \$5000 will be submitted to and approved by the System Office prior to purchase.

Construction Electrician Equipment - \$1500 - Nar 2, E2-Need B D: Priority 1 POS - Construction: Construction Electrician is a new award starting FY26 Fall Term. Funds to ensure large industry-standard equipment resides in program. Funds will not be used for small day-to-day industry tools (i.e. Hand Tools, tape measures, consumables, etc.)

Nissan Leaf EV - \$21,000 - Nar 2, E2-Need B,D: Direct Support to priority 2 POS - Facility & Mobile Equipment Maintenance: Automotive Technology to improve training for Automotive Technicians EV repair technical skills

High Voltage Batter Trainer - \$11,000 - Nar 2, E2-Need B,D: Direct Support to priority 2 POS - Facility & Mobile Equipment Maintenance: Automotive Technology to improve training for Automotive Technicians EV repair technical skills

Rational iCombi Conventional Oven - \$19766.83 - Nar 2, E2-Need B: Direct support to priority 3 POS - Restaurants & Food Beverage Services: Culinary Program - Innovative equipment update

POSTSECONDARY Narrative for Perkins V Application

Describe how your consortium plans to use your Perkins award on **Non-Personnel expenditures**. 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.

CLNA Research & Development - \$10,500 - Nar 1, E2-Need C,F & E3-Need D: Services identified to support the development of the FY27-28 CLNA, with support from RealTime Talent

Direct support to postsecondary SR-POS - \$8438.66 - Nar 2, E2-Need C: Graphic Design programming improvement, AI integration

Professional Tutor Contractor - Computer Science - \$5000 - Nar 2, E2-Need A: Direct Support to Therapeutic Services POS

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

Curriculum Improvements for POS - \$34,252.70 - Nar 2, E2-Need A, B, D: Faculty Curriculum Improvement stipends for Tier I, II, III HWC POS

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

Labor Market Resources - \$5500 - Nar 3, E2-Need B: RealTime Talent Career information related to high-skill, high-wage, or in-demand industry sectors as identified by the comprehensive local needs assessment

Career Exploration Resources - \$5,400 – Nar 3, E3 – Need A: Support to career resource platforms, Handshake & YouScience. Handshake offering support and access to career expos, career fairs, authentic work experiences, etc. YouScience offering assessment of interested & aptitudes to guide career decisions and academic award designations.

Technical Skills Assessments - \$17450 - Nar 4, E2-Need C: Institutional YouScience membership @ HTC to provide Industry-recognized certification assessments to enhance student learning and course content for all interested CTE programs. Microsoft Office Specialist assessment & NOCTI & Intuit Exams at NHCC

CTE Academic Success Pilot - \$13000, Nar 5, E1-Need C, E5-Need B & F - NHCC effort to boost completion in CTE programs, through access assistant for students with a disabilities, ELL writing tutor, and academic success programming offered tutoring and CARE center.

Nontraditional Student Support Budget - \$26,000 - Nar 5, E1-Need C & E5-Need F: Funding to advance support & mentorship programming of genders seeking non-traditional careers. This may include contracted specialists, informational materials, and capacity building of mentoring initiatives.

- NHCC to support materials and capacity building of previous initiatives, such as but not limited to; Be Bold, Break the Mold or Men Who Care.

- HTC to support professional contracted services to advance Be Bold, Break the Mold program, provide guest speakers, and development of new initiative targeting men entering non-traditional career fields.

Single Parent Support- \$7000 - Nar 5, E5-Need B: Support and capacity building to support single parents pursuing CTE programs.

NHCC Contracted Internships/Adult WBL Support - \$21,000 - Nar 6, E2-Need E: Experiential learning opportunities provided to students enrolled in CTE programs at the postsecondary level

Support to Career Services- \$4900 - Nar 6, E2-Need E: Materials and equipment support to rebrand NHCC career services and career assessment tools

Industry Partner Agreement - \$37,500 - Nar 6, E3-Need C: GPS Education Partners support to HWC apprenticeship initiative, and HTC's adult-learner dual training initiative. DEED Pathways to Prosperity Individualized Training Grant to provide supplemental support for expenses deemed unallowable by Perkins legislation & guidelines.

College and Career Transportation - \$11,500 - Nar 3, Nar 5 E1- Need A, & Nar 7, E2-Need C: - Support for local community partners (Nar3), secondary students (Nar 7) to visit HWC Postsecondary, learn about CTE careers, programs and early college offerings; support for postsecondary students to do industry tours. Additional funds dedicated to Urban Venture's Lake Street Works programming, which supports low-income youth's vocational training, to visit HWC's postsecondary institutions (Nar 5).

Early College and Industry Partnerships Research Project - \$7,000 - Nar 7, E1-Need A - Research project to explore early college opportunities and partnerships with K12, Industry, and Community. Outside consultant to review opportunities for growth with partners.

Contracted - Early College/Non-Trad Recruitment & Outreach - \$5,000 - Nar 7, E2-need C; E5 - Need A and B - Support for collaborative partnership 2025-2026 partnership with BBAY to conduct outreach on CTE and early college opportunities to special populations communities with high barriers
Concurrent Enrollment/Pathways Development and Support - \$4,200- Nar 7 - E5-Need A - Support to CTE concurrent enrollment expansion and post-secondary pathway development with high schools
Professional Contract - College/High School Partnership - \$9700 - 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)
Professional Contracted Services to POS/SR-POS - \$19,000 - Nar 7, E1-Need A, E5-Need A: Support to priority I, II, and III awards (Construction Electrician, Transportation, and Culinary) to ensure targeted efforts to recruit & develop new early college partnerships. Likely in the form of RCE's for faculty & CLA services beyond regular duties as assigned, to visit & develop such opportunities
CTE Specific Professional Development - \$28,500 - Nar 8, E3-Need A, E4-Need A: Attendance at CTE related conferences, workshops, events, and trainings: ACTE National Conferences, NACTEi, NACEP/MnCEP, MACTA Fellowship, Apprenticeships, etc for 2 postsecondary institutions
Institutional Memberships - \$34,500 - Nar 8, E3-Need A, E4-Need A: Postsecondary institutional membership to advance CTE, such as ACTE, NAPE, MnCEP, NACE, etc.
WHY-Teach - \$6000 - 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 - \$12,000 - Nar 8, E3-Need A: Promote continuing education for those who are working directly with CTE students (stipends for 5 from NHCC, and 10 from HTC)
CTE Professional Development Trainings - \$8,500 - Nar 8, E3-NeedA, E4-Need A& F (aligns with Nar 2 as well): Support to discipline specific/industry standard continuing education training for new UFT in Teaching/Training pathway - HTC's Child Development program. Phase 1 support.
First Year Experience Program Development - \$40,000 - Nar 9, E5-Need D: Funds to support the creation of First Year Experience (FYE) programming to support new CTE students to be retained and persist into future terms. Efforts are underway to develop "First 30 days" modules, Facilitate On Course trainings, improve new CTE student orientation and offer improve CTE career counseling services. This is a cross departmental & collaborative effort, that span FY26-29 strategic planning. Funds will support the development and implementation of First Year Experience (FYE) programming tailored to new CTE students. Activities include creating "First 30-Days" modules, enhancing orientation, expanding CTE career counseling, and facilitating On Course training. This cross-departmental initiative spans FY26–30 and aligns with HTC’s strategic plan to improve first-year retention and persistence.
Career Exploration Improvements - \$1,900 - Nar 9, E5-Need D: Yr. 2 Support to the improved career exploration tools through YouScience platform. Efforts to improve new student orientation and decrease number of student with unidentified career pathways
EMVS Research Outcomes Support - \$3,000 - Nar 9, E2-Need C: Support to initiatives, yet to be identified, from EMVS department research initiative regarding FSDAP and opportunities for improvement (see reserve funds)

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

Describe how your consortium plans to use your Perkins award on **Reserve expenditures (from Reserve tab)**. Narrative for each expenditure 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.

Improve Programs of Study: Search & Rescue Training Maze - \$18000 - POS, E2-Need B,D: Direct support to priority Reserve POS - Emergency & Fire Management Services - Fire Science Technology. Aging facility/equipment identified as inflexible for current recommended training procedures, where this will allow for multiple situational set ups for students to practice critical thinking & technical skills trainings.

Develop Program of Study: Construction Electrician Program Support - \$14064.62 - POS, E2-Need D: Direct support to priority I POS - HTC Construction Electrician was approved by all parties & will begin FY26 Fall. These funds are reserved to ensure the program begin strong with industry standard equipment (to be identified in the future), trainings, and curriculum design. UFT Faculty to be hired over FY26 summer. Funds may also be used to help develop secondary partnerships in order to provide early college access.

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 & opportunities for improvement due to declining student success rates. This initiative was approved for funding in FY25, but due to unforeseen circumstances, the contract was cancelled and program requested to restart Fall FY26."

~~Improve Marketing & Sales POS: \$5,319.03 - Nar 11, E2 - Need B & E - funding to establish new program, curriculum, experiential learning for Marketing and Sales~~

Improve Human Services POS - Legal Studies Pathways: \$17,319.03- Nar 11, E2-Need B&D - Direct support to reserve POS to continue program improvements, curriculum, partnerships, HS pathways and exploration

~~Improve Cybersecurity POS: \$6000 - Nar 11, E2 - Need A & B - support to improve and expand Cybersecurity offerings~~

Improve Human Services POS: \$10,000 - Nar 11, E2-Need B, D, &E - support to improve curriculum, partnerships, and experiential learning for Human Services POS Pathways

Consortium Plan: Budget Summary 2022-2023

<div> <div>Hennepin West</div> <div> July 1, 2025 - June 30, 2026 (FY26) Budget by Application Narratives </div> </div>				
DO NOT enter ANY information below--All Amounts will Autopopulate from Other Tabs				
Narrative 1: CLNA	Secondary	\$0.00		\$0.00
	Postsecondary		\$10,500.00	\$10,500.00
	Total	\$0.00	\$10,500.00	\$10,500.00
Narrative 2: Programs of Study	Secondary	\$201,349.96		\$201,349.96
	Postsecondary		\$128,947.16	\$128,947.16
	Total	\$201,349.96	\$128,947.16	\$330,297.12
Narrative 3: Partnerships WIOA, Etc.	Secondary	\$61,550.00		\$61,550.00
	Postsecondary		\$85,500.00	\$85,500.00
	Total	\$61,550.00	\$85,500.00	\$147,050.00
Narrative 4: Integrated Academic /Technical Skills	Secondary	\$9,649.00		\$9,649.00
	Postsecondary		\$20,450.00	\$20,450.00
	Total	\$9,649.00	\$20,450.00	\$30,099.00
Narrative 5: Special Populations	Secondary	\$3,900.00		\$3,900.00
	Postsecondary		\$127,000.00	\$127,000.00
	Total	\$3,900.00	\$127,000.00	\$130,900.00
Narrative 6: Work - Based Learning	Secondary	\$98,895.00		\$98,895.00
	Postsecondary		\$114,400.00	\$114,400.00
	Total	\$98,895.00	\$114,400.00	\$213,295.00
Narrative 7: Early College	Secondary	\$31,650.00		\$31,650.00
	Postsecondary		\$135,400.00	\$135,400.00
	Total	\$31,650.00	\$135,400.00	\$167,050.00
Narrative 8: Support for Professionals	Secondary	\$167,835.00		\$167,835.00
	Postsecondary		\$65,700.00	\$65,700.00
	Total	\$167,835.00	\$65,700.00	\$233,535.00
Narrative 9: Performance Gaps	Secondary	\$1,000.00		\$1,000.00
	Postsecondary		\$44,900.00	\$44,900.00
	Total	\$1,000.00	\$44,900.00	\$45,900.00
Narrative 10: Governance	Secondary	\$102,988.30		\$102,988.30
	Postsecondary		\$168,634.59	\$168,634.59
	Total	\$102,988.30	\$168,634.59	\$271,622.89
Narrative 11: Reserve Funds	Secondary	\$67,384.10		\$67,384.10
	Postsecondary		\$67,384.09	\$67,384.09
	Total	\$67,384.10	\$67,384.09	\$134,768.19
Indirect Cost/ Administration Chargeback (5%)	Secondary	\$37,308.27		\$37,308.27
	Postsecondary		\$48,440.80	\$48,440.80
	Total	\$37,308.27	\$48,440.80	\$85,749.07
PLAN TOTALS	Secondary	\$746,201.36		\$746,201.36
	Postsecondary		\$968,815.84	\$968,815.84
	Total	\$746,201.36	\$968,815.84	\$1,715,017.20

COMPARING PROPOSED BUDGET TO ALLOCATION AMOUNTS

	Basic	Reserve	Total
Secondary Allocation	\$678,817.26	\$67,384.10	\$746,201.36
Budget Over /Short	\$0.00	\$0.00	\$0.00
Postsecondary Allocation	\$901,431.75	\$67,384.09	\$968,815.84
Budget Over /Short	\$0.00	\$0.00	\$0.00

Completing the Program of Study Spreadsheet

July 1, 2025 - June 30, 2026 (FY26)

Hennepin West

There is information to complete on BOTH of the FY26 spreadsheet tabs. You will submit this completed document as a separate attachment along with your spring consortium plan. **NOTE: Using this document in Google Sheets or saving as an MS Excel document in a format other than the original may disable dropdown menu options.**

SRPOS Verification tab: Consortium leaders verify that each of the Programs of Study identified on the "SRPOS" tab meet **ALL SEVEN** of the criteria required for a State-Recognized Program of Study.
Check the box on row 16 and insert consortium leader signatures on row 19.

SRPOS tab: Consortium leaders **may submit up to 15** Programs of Study that they verify below meet all seven criteria for State-Recognized Programs of Study. This information will be posted for the public on the Minnesota State website to meet federal requirements for posting of POS information. **Two pathways per POS may be identified.** **NOTE: Programs of Study that are "in development" are not yet Programs of Study and should NOT be listed on this tab.**

POS Funding tab: Consortium leaders may submit up to **10 Programs of Study** for which some level of Perkins funding is identified/requested in the consortium plan. **Two pathways per POS may be identified.** Financial support requested for all POS included on this tab should be included in Narrative 2 of the Consortium Plan. Identify the priority of financial support designated (Priority 1 for highest priority, Priority 3 for lowest priority, or Reserve) using the dropdown options in row 11.
Consortia may wish to identify POS "in development" for funding on this tab.

Key Instructions: State-Recognized Programs of Study (SRPOS) tab

* Dropdown menus are provided to complete POS information in rows 2 - 4, 6 - 9, and 10.

* Changes to any dropdown selections in rows 2 - 4 or 6 - 9 should reset all dropdown options below in that column.

* Two columns are provided for each SRPOS, to be used by those consortia who partner with more than one postsecondary institution, or who are aligning to more than one career pathway within the selected career cluster. You can identify two separate postsecondary institutions in the two POS columns along with the specific program name(s) offered by each institution. (The second column could also be used to identify a postsecondary partner with whom you have a brokering relationship.)

ROWS 2-3: Do **NOT** manually enter information in row 2-3 cells highlighted in YELLOW--those cells should populate with information when you begin entering field, cluster, and pathway information in the first column of each SRPOS.

ROW 4: Identify the career pathway for the POS. Note that the pathway cell in the second POS column is shaded BLUE. If you are working with a second postsecondary partner, or aligning to a second career pathway within the same cluster for your primary postsecondary partner, you **can** select a different "pathway" to align the second POS column. The postsecondary partners and postsecondary programs to which you can align your POS in rows 6-9 will be based on the pathway choices you identify in these two cells.

ROW 5: Enter the CTE approved program code number for the programs aligned to each POS, followed by the school districts in your consortium with that approved program.

ROW 6: A list of Minnesota State postsecondary institutions will appear as dropdown menu options based on the programs they offer aligned with the field/cluster/pathways you identify in rows 2-4. If you are partnering with two postsecondary institutions, use both columns for the POS to identify one in each column. **If only one postsecondary partner, or only one career pathway being developed in the POS, leave the 2nd column blank.** There is an option "Institution Not on List (See Narrative)." If the institution that you are partnering with is not on the list, use this option and provide the missing institution's name and college program in Narrative 2.

ROWS 7-9: From the dropdown menu options of postsecondary programs offered by the institution you selected in row 6, identify in rows 7-9 up to THREE programs students prepare for through this POS. NOTE that these options will be different in the two POS columns (if you are partnering with two institutions) based on the different programs provided at each postsecondary institution.

Approved Work-based Learning Programs : S-RPOS MUST include authentic work-based learning at either the

secondary OR postsecondary level. For secondary WBL credentials (row 12), list the approved program-specific or diversified WBL program codes (and the school districts approved to offer them) through which a student could obtain WBL experience in that POS. If the consortium does not have any MDE-approved secondary work-based learning programs or postsecondary WBL opportunities, you may consider listing any embedded experiential learning available in approved CTE classes in the program of study.

Key Instructions: POS Funding tab

* Dropdown menus provided to complete POS information in rows 2 - 4, 6 - 9, 10 - 11, and row 13.

*** See instructions above (rows 37-38) regarding YELLOW cells.**

* For any S-RPOS you intend to include on the Funding tab, you can **copy/paste** the applicable cells from rows 2-9 on the S-RPOS tab to those rows/cells on the Funding tab.

Use the same instructions as above for completing information in rows 2-9.

ROW 10: Select "Yes" or "No" from the dropdown menu to identify whether the POS was identified as a state-recognized POS on the SRPOS tab.

ROW 11--Funding Priority: Consortium leadership teams should identify the priority spending level of spending requests made in support of their Programs of Study. Consortia can **identify up to TEN (10) POS** on this tab. **NO MORE THAN THREE (3)** can be identified as Priority 1 (top level), and **NO MORE THAN THREE (3)** POS can be identified as Priority 2. Note that POS listed on this tab **DO NOT** need to be State-Recognized POS to be prioritized for funding; however, Narrative 2 of your consortium plan should clearly describe how this need and priority were identified to align with your CLNA.

Use the table below to assist in determining the funding priority level for each Program of Study:

Priority Level	Rationale
Priority 1 (no more than THREE POS) --LIST THESE POS FIRST--	Program of Study represents a high priority workforce need in CLNA findings. These are not necessarily the largest amounts to be spent--simply the highest priorities. The State Team would expect to see these among a consortia's earliest expenditures upon approval of their plan.
Priority 2 (no more than THREE POS) --LIST THESE POS NEXT--	Program of Study represents a workforce need for continued support, possibly to provide industry-standard equipment or innovate existing program delivery. The State Team would expect to see these expenditures made ahead of Priority 3 items as the consortium team would have determined them to be of higher priority.
Priority 3 (either 3 POS, or 4 if no Reserve) --LIST THESE POS NEXT--	Program of Study represents an established program area in need of supports including professional development and supplemental curriculum materials.
Reserve Funds (OPTIONAL) --LIST AS FINAL POS IF INCLUDED AS A POS PRIORITY--	Use of Reserve funding to develop a new POS (i.e., development to establish new POS or to develop coordination and alignment of secondary and postsecondary programs which exist at one level but not at the other). If consortium plan does not include use of reserve funds for new POS development, do not identify any POS with this label on the POS funding tab.

*** [OPTIONAL] Row 12--Interdisciplinary CTE-Related Courses:** If one or more schools in the consortium offers an **introductory course** in an approved program area **different** than the programs listed in row 5 aligned with the identified field/cluster/pathway, enter the following: **School Name--Alternative Career Field Program #--Course #**. Examples could include: Agribusiness course listed under Business; T&I Welding course listed under Agriculture. **Focus should be on courses that may be included in equipment requests for the primary CTE program in the POS.** (Contact MDE Program Specialists if you have questions on listing courses in these cells.)

RESOURCE LINKS

[Minnesota Department of Education—Career and Technical Education](#)

[Minnesota Department of Education—Program Approval](#)

[Maps of Approved Secondary Programs](#)

[Minnesota State—Career and Technical Education](#)

[Minnesota State—Consortia Resources](#)

[Minnesota State—State-Recognized Programs of Study User Guide](#)

State-Recognized Program of Study Verification
July 1, 2025 - June 30, 2026 (FY26)
[NAME] Consortium

There are seven minimum criteria that must be met for identification as a State-Recognized Program of Study:

1. Course standards accurately align to the academic, technical, and employability skills learners must master for entry and success in a given career pathway.
2. Program of Study incorporates active involvement from an integrated network of partners.
3. Secondary program(s) meets MDE program approval requirements and incorporate courses that lead to postsecondary credits/credentials.
4. Postsecondary academic program meets Minnesota State board policy and Higher Learning Commission requirements.
5. Materials, Equipment and Resources used in the program reflect current workplace, industry, and/or occupational standards.
6. Incorporates authentic work experiences at the secondary and/or postsecondary level that are valued by industry.
7. Program of Study development, improvement and advocacy are supported by findings from a comprehensive local needs assessment.

*The State-Recognized Programs of Study submitted by our consortium
meet all seven of the minimum criteria identified above.*

☒

[Insert "X" in the box to confirm]

Jean Rakun

[Secondary Consortium Leader]

[Postsecondary Consortium Leaders]

Hennepin West	POS 1		POS 2	
Career Field	Business_Management_Administration	Business_Management_Administration	Agriculture_Food_Natural_Resources	Agriculture_Food_Natural_Resources
Career Cluster	Business_Management_and_Administration	Business_Management_and_Administration	Agriculture_Food_and_Natural_Resources	Agriculture_Food_and_Natural_Resources
Career Pathway	General_Management	Operations_Management	Food_Products_and_Processing_Systems	Power_Structural_and_Technical_Systems
High Schools & Approved CTE Programs (Table C)	(140710) Aitkin, Bertha-Hewitt, Brainerd, Browerville, Henning, Isle, Little Falls, Pierz Healy, Pillager, Pine River Backus, Sebeka, Verndale, Wadena-Deer Creek		(019901) Caledonia, Cannon Falls, Chatfield, Dover-Eyota, Fillmore Central, Goodhue, Kenyon-Wanamingo, Lake City, Lanesboro, Lewiston-Altura, Plainview, Red Wing, Rushford-Peterson, St. Charles, Spring Grove, Winona, Zumbrota-Mazeppa	
Postsecondary Partner Institutions	Alexandria_Technical_Community_College_025	Northland_Community_Technical_College_049	Riverland_Community_College_023	South_Central_College_054
Postsecondary CTE Program #1	Please Select...	Production and Inventory Management	Food Science	Agribusiness Service Technician
Postsecondary CTE Program #2	Please Select...	Please Select...	Food Science Technology	Please Select...
Postsecondary CTE Program #3	Please Select...	Please Select...	Please Select...	Please Select...
State-Recognized	Yes		No	
Funding Priority	Priority 1		Priority 1	
Interdisciplinary CTE-Related Courses (optional)	Little Falls 019901 course #05		Anoka-Hennepin 090101 course #21	Rushford-Peterson 171000 course #41 Red Wing 171710 courses #31, #32

Hennepin West	POS 3		POS 4	
Career Field	Health_Science_Technology	Health_Science_Technology	Arts_Communications_Information_Systems	Arts_Communications_Information_Systems
Career Cluster	Health_Science	Health_Science	Arts_Audio_Video_Technology_and_Communications	Arts_Audio_Video_Technology_and_Communications
Career Pathway	Therapeutic_Services	Diagnostic_Services	Journalism_and_Broadcasting	Audio_Video_Technology_and_Film
High Schools & Approved CTE Programs (Table C)	(070300) Howard Lake-Waverly-Winsted, St. Cloud, Wright Technical Center		(171502) Grand Rapids	
Postsecondary Partner Institutions	StCloud_Technical_Community_College_073	StCloud_Technical_Community_College_016	Lake_Superior_College_033	Hennepin_Technical_College_006
Postsecondary CTE Program #1	Surgical Technology	Cardiovascular Technology	Media Studies and Production	Please Select...
Postsecondary CTE Program #2	Practical Nursing	Please Select...	Please Select...	Please Select...
Postsecondary CTE Program #3	Please Select...	Please Select...	Please Select...	Please Select...
State-Recognized	Yes		No	
Funding Priority	Priority 1		Priority 2	
Interdisciplinary CTE-Related Courses (optional)			Grand Rapids 140710 course #68	

Hennepin West	POS 5	POS 6
Career Field		
Career Cluster		
Career Pathway	Please Select...	
High Schools & Approved CTE Programs (Table C)		
Postsecondary Partner Institutions	Please Select...	Please Select...
Postsecondary CTE Program #1	Please Select...	Please Select...
Postsecondary CTE Program #2	Please Select...	Please Select...
Postsecondary CTE Program #3	Please Select...	Please Select...
State-Recognized		
Funding Priority	Priority 2	Priority 2
Interdisciplinary CTE-Related Courses (optional)		

Hennepin West	POS 7	POS 8
Career Field		
Career Cluster		
Career Pathway		
High Schools & Approved CTE Programs (Table C)		
Postsecondary Partner Institutions	Please Select...	Please Select...
Postsecondary CTE Program #1	Please Select...	Please Select...
Postsecondary CTE Program #2	Please Select...	Please Select...
Postsecondary CTE Program #3	Please Select...	Please Select...
State-Recognized		
Funding Priority	Priority 3	Priority 3
Interdisciplinary CTE-Related Courses (optional)		

Hennepin West	POS 9		POS 10	
Career Field				
Career Cluster				
Career Pathway				
High Schools & Approved CTE Programs (Table C)				
Postsecondary Partner Institutions	Please Select...	Please Select...	Please Select...	Please Select...
Postsecondary CTE Program #1	Please Select...	Please Select...	Please Select...	Please Select...
Postsecondary CTE Program #2	Please Select...	Please Select...	Please Select...	Please Select...
Postsecondary CTE Program #3	Please Select...	Please Select...	Please Select...	Please Select...
State-Recognized				
Funding Priority	Priority 3		Reserve	
Interdisciplinary CTE-Related Courses (optional)				

Use This Sheet for Guidance on Identifying Secondary Courses Aligned with Specific Programs of Study. If you have questions or need more information, contact the MDE Career Field Specialist.

Program of Study--Field	Program of Study--Cluster	Table C -- MDE Program Area	Table C -- Program Code	Table C--Career Cluster/Pathway	Table C--Secondary Courses to be Offered to Align With This Cluster
Engineering, Manufacturing, Technology	Transportation, Distribution and Logistics Pathway: Facility & Mobile Equipment Maintenance	Trade and Industry	170302 171710	Transportation	#20-#81 #67-#69
Engineering, Manufacturing, Technology	Transportation, Distribution and Logistics Pathway: Transportation Operations		170302 171710	Transportation	#20-#81 #67-#69
Engineering, Manufacturing, Technology	Architecture and Construction	Trade and Industry	171000	Construction	#20-#56
Arts, Communications, Information Systems	Arts, Audio Video Technology, and Communications	Trade and Industry	171502	Communication Technology	#20-#88
Arts, Communications, Information Systems	Information Technology	Trade and Industry	171512	Computer Science/Information Technology	#01-#36
Engineering, Manufacturing, Technology	Manufacturing		170302 171000 171502 171710	Manufacturing	#01-#12 #01-#12 #01-#12 #01-#12; #66
Engineering, Manufacturing, Technology	Manufacturing Pathway: Manufacturing Production Process Development	Trade and Industry	171710 171000 170302 171502	Manufacturing	#01-#71 #01-#56 #50-#53 #80-#88
Engineering, Manufacturing, Technology	Manufacturing Pathway: Production		171710 171000 170302 171502	Manufacturing - Welding	#30-#33 #41-#42 #60-#62 #80-#88
Engineering, Manufacturing, Technology	Manufacturing Pathway: Maintenance, Installation and Repair		171710	Manufacturing	#20-#71
Business, Management, and Administration	Marketing Pathways: Merchandising, Marketing Management, Marketing Communications, Professional Sales	Business and Marketing	140710 040800	Marketing Communications Marketing Management	#45-#51 #01-#12
Business, Management, and Administration	Business Management and Administration Pathways: Operations Management, Business Information Management, Human Resources Management, General Management	Business and Marketing	140710 040800	Business Management	#30-#39 #13 & #15
Business, Management, and Administration	Business Management and Administration Pathway: Administrative Support	Business and Marketing	140710	Administrative Support	#07-#14
Business, Management, and Administration	Finance Pathways: Accounting, Business Finance; Securities and Investment	Business and Marketing	140710 040800	Accounting and Finance	#18-#26 #14
Business, Management, and Administration	Hospitality and Tourism Pathways: Lodging; Recreation, Amusements, and Attractions; Restaurants and Food/Beverage Services; Travel and Tourism	Business and Marketing	140710 040800	Hospitality and Tourism Management	#55-#60 #16
Arts, Communications, Information Systems	Information Technology Pathway: Programming and Software Development	Business and Marketing	140710	Information Technology	#74-#80
Arts, Communications, Information Systems	Information Technology Pathway: Web and Digital Communications		140710	Information Technology	#64-#73 & #76-#77
Agriculture, Food, and Natural Resources	Agribusiness Systems	AFNR	019901	Agribusiness Systems	#05-#14
Agriculture, Food, and Natural Resources	Animal Systems	AFNR	019901	Animal Systems	#15-#29
Agriculture, Food, and Natural Resources	Plant Systems	AFNR	019901	Plant Systems	#30-#44
Agriculture, Food, and Natural Resources	Natural Resources Systems Environmental Service Systems	AFNR	019901	Natural Resources, Energy, and Environmental Service Systems	#45-#53 #54-#59
Agriculture, Food, and Natural Resources	Power, Structural and Technical Systems	AFNR	019901	Power, Structural, and Technical Systems Biotechnology Systems	#60-#74 #85-#90
Agriculture, Food, and Natural Resources	Food Products and Processing Systems	AFNR	019901	Food Products and Processing Systems	#75-#84
Health Science	Biotechnology Research and Development	Health Science	070300	Health Science Fundamentals	#01-#04; #08; #10; #11; #15
Health Science	Diagnostic Services	Health Science	070300	Health Science Fundamentals	#01-#04; #08-#11; #13; #17-#18
Health Science	Support Services	Health Science	070300	Allied Health Services	#01-#04; #30-#38
Health Science	Health Informatics	Health Science	070300	Health Science Introduction	#01-#04
Health Science	Therapeutic Services	Health Science	070300 070101	Emergency Medical Services Dental Services	#01-#04; #08-#14; #16-#18; #24-#28; #40-#45 #01-#04; #45
Business, Management, and Administration	Hospitality and Tourism Pathway: Restaurants and Food/Beverage Services	FCS	090101	Culinary/Hospitality/Food Science	#01; #06; #16-28
		Service Occupations	090301	Culinary/Hospitality Hospitality Management Hospitality Service Careers: Tourism/Recreation	#01-#07 #08-#12 #18-#21
Human Services	Education and Training Pathways: Professional Support Services; Teaching & Training	FCS	090101	Early Childhood Guidance & Education Careers Education & Training Careers	#01; #06; #40-42 #01; #06; #46-48 #01-#07
Engineering, Manufacturing, Technology	Manufacturing Pathway: Manufacturing Production and Development	FCS	090101	Fashion, Apparel & Interior Design	#01; #06; #57-74
		Service Occupations	090204		#05-#11
Engineering, Manufacturing, Technology	Architecture and Construction Pathway: Design/Pre-Construction	FCS	090101	Fashion, Apparel & Interior Design	#01; #06; #57-74
		Service Occupations	090204		#05-#11
Human Services	Human Services Pathway Pathways: Counseling and Mental Health Services; Early Childhood Development and Services; Family and Community Services; Personal Care Services	FCS	090101	Families & Community Service Early Childhood Guidance & Education Careers Human Services & Service Learning	#01; #06; #34-36 #01; #06; #40-42 #01; #06; #53-54
Human Services	Human Services Pathway Pathway: Cosmetology	Service Occupations	090204	Cosmetology	#01-#03
Human Services	Law, Public Safety, Corrections, and Security Pathway: Law Enforcement Services	Service Occupations	090401	Law Enforcement Careers Family & Community Service	#01-#07 #08-#09

The pathways below currently have NO Minnesota State postsecondary programs offered:

CAREER_FIELD	PATHWAY_DESC
Arts, Communications, & Information Systems	Communications_Technology
Business, Management, & Administration	Business_Finance
Business, Management, & Administration	Insurance
Business, Management, & Administration	Marketing_Research
Business, Management, & Administration	Lodging
Business, Management, & Administration	Recreation_Amusements_and_Attractions
Engineering, Manufacturing, & Technology	Sales_and_Services
Engineering, Manufacturing, & Technology	Transportation_Systems_Infrastructure_Planning_Management_and_Regulation
Engineering, Manufacturing, & Technology	Warehousing_and_Distribution_Center_Operations
Engineering, Manufacturing, & Technology	Logistics_and_Inventory_Control
Engineering, Manufacturing, & Technology	Health_Safety_and_Environmental_Assurance
Human Services	Administration_and_Administrative_Support
Human Services	Revenue_and_Taxation
Human Services	Foreign_Service
Human Services	Governance
Human Services	Planning
Human Services	Regulation
Human Services	Consumer_Services

Hennepin West	State-Recognized POS 1		State-Recognized POS 2		State-Recognized POS 3		State-Recognized POS 4	
Career Field	Arts_Communications_Information_Systems	Arts_Communications_Information_Systems	Arts_Communications_Information_Systems	Arts_Communications_Information_Systems	Arts_Communications_Information_Systems	Arts_Communications_Information_Systems	Arts_Communications_Information_Systems	Arts_Communications_Information_Systems
Career Cluster	Arts_Audio_Video_Technology_and_Communications	Arts_Audio_Video_Technology_and_Communications	Information_Technology	Information_Technology	Information_Technology	Information_Technology	Information_Technology	Information_Technology
Career Pathway	Visual_Arts	Visual_Arts	Information_Support_and_Services	Information_Support_and_Services	Programming_and_Software_Development	Programming_and_Software_Development	Web_and_Digital_Communications	Web_and_Digital_Communications
High Schools & Approved CTE Programs (Table C)	(171502) Intermediate #287, Minnetonka, St. Louis Park, Wayzata		(171512) Eden Prairie, Intermediate #287, Osseo, Wayzata		(171512) Eden Prairie, Intermediate 287, Osseo, Wayzata (140710) Lionsgate Academy, St. Louis Park, Wayzata		(171512) Eden Prairie, Intermediate District 287, Wayzata (140710) Osseo, Wayzata	
Postsecondary Partner Institutions	Hennepin_Technical_College_077	North_Hennepin_Community_College_077	Hennepin_Technical_College_031	North_Hennepin_Community_College_031	Hennepin_Technical_College_059	North_Hennepin_Community_College_059	Hennepin_Technical_College_079	North_Hennepin_Community_College_079
Postsecondary CTE Program #1	Animation and Motion Graphic Artist	Graphic Design	IT Support	Data Science	Cyber Defense	.NET Programming	Basic Web Technologies	Web Graphic Design, Programming and e-Commerce
Postsecondary CTE Program #2	Graphic Design: Creative	Video Game Studies	Network Administrator	Please Select...	Software Developer	Application Programming	Please Select...	Game Programming
Postsecondary CTE Program #3	Graphic Design: Web Design	Please Select...	Data Center Administration	Please Select...	Artificial Intelligence	Internet Programming	Please Select...	Please Select...
Dual Enrollment Opportunities	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Recognized Secondary Credentials:								
Approved Work-based Learning Programs	(000750) Eden Prairie, Hopkins, Intermediate #287, Lionsgate Academy, Minnetonka, Osseo, Robbinsdale, Wayzata (009090) Eden Prairie, Intermediate #287, Osseo, Robbinsdale, St. Louis Park, Wayzata		(000750) Eden Prairie, Hopkins, Intermediate #287, Lionsgate Academy, Minnetonka, Osseo, Robbinsdale, Wayzata (009090) Eden Prairie, Intermediate #287, Osseo, Robbinsdale, St. Louis Park, Wayzata		(000750) Eden Prairie, Hopkins, Intermediate #287, Lionsgate Academy, Minnetonka, Osseo, Robbinsdale, Wayzata (009090) Eden Prairie, Intermediate #287, Osseo, Robbinsdale, St. Louis Park, Wayzata		(000750) Eden Prairie, Hopkins, Intermediate #287, Lionsgate Academy, Minnetonka, Osseo, Robbinsdale, Wayzata (009090) Eden Prairie, Intermediate #287, Osseo, Robbinsdale, St. Louis Park, Wayzata (149090) Wayzata	
Certification and Industry Recognized Credential	Certipoint Visual Communications Using Adobe Photoshop Certification		CISCO, CompTIA Test Out A+ Certification; YouScience Industry Recognized Certifications		AP Computer Science, PLTW Principles of Computer Science		None	
Recognized Postsecondary Credentials:								
Academic Award	AAS, Diploma, Certificate	AS, Certificate	AAS, Diploma, Certificate	AS	AAS, Diploma, Certificate	Certificate	Certificate	Certificate
Work-based Learning	Case Study Proj supplied by external parties	Xperience Project	Internship	Internships	Internships	Internships	None	Internships
Licensure, Certifications, and/or Industry Recognized Credentials	Adobe Certifications	Adobe Certifications	Network +, A+ Certification, CISCO, CompTIA A+, CompTIA ITF+, Red Hat Certification, Microsoft Office Certifications, Axelo's ITIL Certification, ITIL 4 Foundations	Microsoft Office Certifications	CompTIA Security+, CompTIA CySA+, CompTIA Network+, EC-Council Certified Ethical Hacker, Cisco Certified Network Administrator, Azure Data Engineer Associate Certificate, Azure Database Administrator Associate Certificate, Oracle DB, MySQL Database, AWS Certified, IBM Analytics, MCDA, Python Institute, CIW, IEEE, CPSCDBA	None	None	None

Hennepin West	State-Recognized POS 5		State-Recognized POS 6		State-Recognized POS 7		State-Recognized POS 8	
Career Field	Engineering_Manufacturing_Technology	Engineering_Manufacturing_Technology	Engineering_Manufacturing_Technology	Engineering_Manufacturing_Technology	Engineering_Manufacturing_Technology	Engineering_Manufacturing_Technology	Engineering_Manufacturing_Technology	Engineering_Manufacturing_Technology
Career Cluster	Architecture_and_Construction	Architecture_and_Construction	Manufacturing	Manufacturing	STEM	STEM	Transportation_Distribution_and_Logistics	Transportation_Distribution_and_Logistics
Career Pathway	Construction	Construction	Manufacturing_Production_Process_Development	Manufacturing_Production_Process_Development	Engineering_and_Technology	Engineering_and_Technology	Facility_and_Mobile_Equipment_Maintenance	Facility_and_Mobile_Equipment_Maintenance
High Schools & Approved CTE Programs (Table C)	(171000) Brooklyn Center, Eden Prairie, Hopkins, ISD 287, Osseo, St. Louis Park, Wayzata (171502) Minnetonka (019901) Robbinsdale		(171710) St. Louis Park, Wayzata (171000) Eden Prairie, Osseo, Wayzata (019901) Robbinsdale		(170302) Osseo (171000) Hopkins, Osseo (171502) Minnetonka, Osseo, St. Louis Park (171710) St. Louis Park, Wayzata		(170302) Intermediate District 287, Minnetonka, Osseo	
Postsecondary Partner Institutions	Hennepin_Technical_College_011	North_Hennepin_Community_College_011	Hennepin_Technical_College_041	Hennepin_Technical_College_041	North_Hennepin_Community_College_019	North_Hennepin_Community_College_019	Hennepin_Technical_College_021	Hennepin_Technical_College_021
Postsecondary CTE Program #1	Apprenticeship Technology	Construction Management	Automation Robotics Engineering Technology	Mechatronics	Engineering Broad Field	Please Select...	Auto Body Technician	Marine, Motorsport & Outdoor Power Equipment Tech
Postsecondary CTE Program #2	Plumbing	Construction Technology	Engineering CAD Technology	Manufacturing Engineering Technology	Please Select...	Please Select...	Automotive Technician	Medium Heavy Truck Technology
Postsecondary CTE Program #3	Facilities Maintenance	Building Inspection	Computer Numerical Control (CNC) Technician	Production Technologies	Please Select...	Please Select...	Automotive Technology (Ford ASSET)	Advanced Vehicle Specialist
Dual Enrollment Opportunities	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Recognized Secondary Credentials:								
Approved Work-based Learning Programs	(000750) Eden Prairie, Hopkins, Intermediate #287, Lionsgate Academy, Minnetonka, Osseo, Robbinsdale, Wayzata (009090) Eden Prairie, Intermediate #287, Osseo, Robbinsdale, St. Louis Park, Wayzata		(000750) Eden Prairie, Hopkins, Intermediate #287, Lionsgate Academy, Minnetonka, Osseo, Robbinsdale, Wayzata (009090) Eden Prairie, Intermediate #287, Osseo, Robbinsdale, St. Louis Park, Wayzata		(000750) Eden Prairie, Hopkins, Intermediate #287, Lionsgate Academy, Minnetonka, Osseo, Robbinsdale, Wayzata (009090) Eden Prairie, Intermediate #287, Osseo, Robbinsdale, St. Louis Park, Wayzata		(000750) Eden Prairie, Hopkins, Intermediate #287, Lionsgate Academy, Minnetonka, Osseo, Robbinsdale, Wayzata (009090) Eden Prairie, Intermediate #287, Osseo, Robbinsdale, St. Louis Park, Wayzata	
Certification and Industry Recognized Credential	SP2-OSHA 10		SP2-OSHA 10		PLTW Exams			
Recognized Postsecondary Credentials:								
Academic Award	AAS, Diploma, Certificate	AS, AAS, Certificate	AAS, Diploma, Certificate		AS		AAS, Diploma, Certificate	
Work-based Learning	Internship	Building Strong Communities	Internship, Apprenticeship		None		Internships	
Licensure, Certifications, and/or Industry Recognized Credentials	OSHA-10	OSHA-10	PMMI Mechatronics - 4 certs (Fluid Power, Industrial Electricity, Mechanical Component, PLCs); Fanuc - 3 certs (Robotics, 2d IRVision, Handling Tools Operatins & Prog); Cognex Systems; MSSC Certification, Intelitek, Machine Vision, Cognex Certification for Education, PMMI Mechatronics, MSSC Certification, Intelitek, Machine Vision, Cognex Certification for Education, IFPS Certifications - Pneumatic, Industrial Hydraulic, , Hydraulic Specialist, Pneumatic Specialist		None		ASE A/C 609 Cert, Bendix Air Brake Cert, EETC Industry Certification, Various OEM Certifications - Polaris, Stihl, Briggs & Stratton, Mercury Marine, Honda Engines, ASE Exams A1-A9 Certs, xEV Industry Standards, xEV Electrical Safety Awareness, xEV Technician Electrical Safety, Forklift Certification,, EPA Certification test for AC	

Hennepin West	State-Recognized POS 9		State-Recognized POS 10		State-Recognized POS 11		State-Recognized POS 12	
Career Field	Health_Science_Technology	Health_Science_Technology	Human_Services	Human_Services	Human_Services	Human_Services	Business_Management_Administration	Business_Management_Administration
Career Cluster	Health_Science	Health_Science	Education_and_Training	Education_and_Training	Human_Services_Pathway	Human_Services_Pathway	Business_Management_and_Administr ation	Business_Management_and_Administr ation
Career Pathway	Therapeutic_Services	Therapeutic_Services	Teaching_Training	Teaching_Training	Early_Childhood_Development_and_Se rvices	Early_Childhood_Development_and_Se rvices	General_Management	General_Management
High Schools & Approved CTE Programs (Table C)	(070300) Eden Prairie, Hopkins, Intermediate District 287, Osseo, St. Louis Park, Wayzata, Robbinsdale		(090101) Eden Prairie, Hopkins, Minnetonka, Osseo, Robbinsdale, Wayzata (090201) Wayzata		(090101) Eden Prairie, Hopkins, Minnetonka, Osseo, Robbinsdale, Wayzata (090201) Wayzata		(140710) Eden Prairie, Hopkins, Lionsgate Academy, Minnetonka, Osseo, Robbinsdale, St. Louis Park, Wayzata	
Postsecondary Partner Institutions Postsecondary CTE Program #1 Postsecondary CTE Program #2 Postsecondary CTE Program #3	Hennepin_Technical_College_073	North_Hennepin_Community_College_073	Hennepin_Technical_College_071	North_Hennepin_Community_College_071	Hennepin_Technical_College_017	Please Select...	Hennepin_Technical_College_025	North_Hennepin_Community_College_025
	Practical Nursing	Nursing	Early Childhood Education Transfer Pathway	Education	Child Development	Please Select...	Business	Business Transfer Pathway
	Dental Assistant	Exercise Science Transfer Pathway		Personal Training		Please Select...	Entrepreneurship	Management
	Nursing Assistant	Nutrition		Special Education Transfer Pathway		Please Select...	Management	Entrepreneurship
Dual Enrollment Opportunities	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Recognized Secondary Credentials:								
Approved Work-based Learning Programs	(000750) Eden Prairie, Hopkins, Intermediate #287, Lionsgate Academy, Minnetonka, Osseo, Robbinsdale, Wayzata (009090) Eden Prairie, Intermediate #287, Osseo, Robbinsdale, St. Louis Park, Wayzata		(000750) Eden Prairie, Hopkins, Intermediate #287, Lionsgate Academy, Minnetonka, Osseo, Robbinsdale, Wayzata (009090) Eden Prairie, Intermediate #287, Osseo, Robbinsdale, St. Louis Park, Wayzata		(000750) Eden Prairie, Hopkins, Intermediate #287, Lionsgate Academy, Minnetonka, Osseo, Robbinsdale, Wayzata (009090) Eden Prairie, Intermediate #287, Osseo, Robbinsdale, St. Louis Park, Wayzata		(000750) Eden Prairie, Hopkins, Intermediate #287, Lionsgate Academy, Minnetonka, Osseo, Robbinsdale, Wayzata (009090) Eden Prairie, Intermediate #287, Osseo, Robbinsdale, St. Louis Park, Wayzata (149090) Wayzata	
	MN Dept of Health Nursing Assistant Registered; National Registry of EMT Basic Exam; YouScience Industry Recognized Certifications--Medical Terminology							
Recognized Postsecondary Credentials:								
Academic Award	AAS, Diploma	AS	AS	AS, Certification	AAS, Diploma		AS, AAS, Certificate	AS, AAS, Certification
Work-based Learning	Clinical, Preceptorship, Internship, Externship, Practicum	Clinicals	None	Practicum I (120 hours of student teaching)	None		None	Internship, Student-Run Cafe
Licensure, Certifications, and/or Industry Recognized Credentials	Certified Dental Assistant, Licensed Dental Assistant, Certified Medical Assistant (CMA) or Registered Medical Assistant Exam (RMA), Minnesota Department of Health Registry for Nursing Assistants, CNA, LPN, RN, CPR,	None	None	NCSF Certified Strength Coach (CSC) certification; NCSF Certified Personal Trainer (CPT)	YouScience - Child Development Associate, Early Childhood Educ I		None	Microsoft Office Certifications

Hennepin West	State-Recognized POS 13		State-Recognized POS 14		State-Recognized POS 15	
Career Field	Business_Management_Administration	Business_Management_Administration	Business_Management_Administration	Business_Management_Administration	Business_Management_Administration	Business_Management_Administration
Career Cluster	Finance	Finance	Hospitality_and_Tourism	Hospitality_and_Tourism	Marketing	Marketing
Career Pathway	Accounting	Accounting	Restaurants_and_Food_Beverage_Services	Restaurants_and_Food_Beverage_Services	Marketing_Management	Professional_Sales
High Schools & Approved CTE Programs (Table C)	(140710) Brooklyn Center, Eden Prairie, Hopkins, Lionsgate Academy, Minnetonka, Osseo, Robbinsdale, St. Louis Park, Wayzata		(090101) Brooklyn Center, Eden Prairie, Hopkins, Intermediate #287, Minnetonka, Osseo, Robbinsdale, Wayzata (090301) Intermediate #287		(040800) Robbinsdale, Wayzata (140710) Eden Prairie, Hopkins, Minnetonka, Osseo, Robbinsdale, St. Louis Park, Wayzata	
Postsecondary Partner Institutions	Hennepin_Technical_College_001	North_Hennepin_Community_College_001	Hennepin_Technical_College_064	Hennepin_Technical_College_064	North_Hennepin_Community_College_043	Hennepin_Technical_College_057
Postsecondary CTE Program #1	Accounting Transfer Pathway	Accounting Transfer Pathway	Baking and Pastry Entrepreneur	Pastry Entrepreneur	Marketing	Marketing and Sales
Postsecondary CTE Program #2	Accounting	Accounting Skills	Culinarian	Culinary Arts	Marketing Specialist	Please Select...
Postsecondary CTE Program #3	Accounting Technician	Accounting Technology	Culinary Entrepreneur	Culinary Manager	Marketing Specialist AAS	Please Select...
Dual Enrollment Opportunities	Yes	Yes	Yes	Yes	Yes	Yes
Recognized Secondary Credentials:						
Approved Work-based Learning Programs	(000750) Eden Prairie, Hopkins, Intermediate #287, Lionsgate Academy, Minnetonka, Osseo, Robbinsdale, Wayzata (009090) Eden Prairie, Intermediate #287, Osseo, Robbinsdale, St. Louis Park, Wayzata (149090) Wayzata		(000750) Eden Prairie, Hopkins, Intermediate #287, Lionsgate Academy, Minnetonka, Osseo, Robbinsdale, Wayzata (009090) Eden Prairie, Intermediate #287, Osseo, Robbinsdale, St. Louis Park, Wayzata		(000750) Eden Prairie, Hopkins, Intermediate #287, Lionsgate Academy, Minnetonka, Osseo, Robbinsdale, Wayzata (009090) Eden Prairie, Intermediate #287, Osseo, Robbinsdale, St. Louis Park, Wayzata (149090) Wayzata (049090) Wayzata	
Certification and Industry Recognized Credential	Kansas State Certification Exam, YouScience Industry Recognized Certifications-Accounting		Prostart, Serv Safe		YouScience Industry Recognized Certifications--Marketing I	
Recognized Postsecondary Credentials:						
Academic Award	AS, AAS, Certificate	AS, AAS, Certification	AAS, Diploma, Certificate		AAS, Certification	AAS
Work-based Learning	Internships	Internship (Required)	HennepinTech Dining Room Events & Caterings		Internships	Internship
Licensure, Certifications, and/or Industry Recognized Credentials	YouScience - Accounting I Cert	Intuit, NOCTI	ServSafe		None	None

Hennepin West	POS 1		POS 2	
Career Field	Health_Science_Technology	Health_Science_Technology	Arts_Communications_Information_Systems	Arts_Communications_Information_Systems
Career Cluster	Health_Science	Health_Science	Information_Technology	Information_Technology
Career Pathway	Therapeutic_Services	Therapeutic_Services	Programming_and_Software_Development	Information_Support_and_Services
High Schools & Approved CTE Programs (Table C)	(070300) Intermediate #287, Osseo, St. Louis Park, Wayzata, Robbinsdale		(171512) Intermediate 287,Osseo, St.Louis Park, Wayzata (140710) Wayzata	
Postsecondary Partner Institutions	Hennepin_Technical_College_073	North_Hennepin_Community_College_073	Hennepin_Technical_College_059	North_Hennepin_Community_College_031
Postsecondary CTE Program #1	Practical Nursing	Nursing (MANE)	Artificial Intelligence	Data Science
Postsecondary CTE Program #2	Nursing Assistant	Exercise Science Transfer Pathway	Cybersecurity	Please Select...
Postsecondary CTE Program #3	Dental Assistant	Nutrition	Software Developer	Please Select...
State-Recognized	Yes		Yes	
Funding Priority	Priority 1		Priority 1	
Interdisciplinary CTE-Related Courses (optional)	Robbinsdale Area Schools--090101--#16			

Hennepin West	POS 3		POS 4	
Career Field	Engineering_Manufacturing_Technology	Engineering_Manufacturing_Technology	Business_Management_Administration	Business_Management_Administration
Career Cluster	Architecture_and_Construction	Architecture_and_Construction	Business_Management_and_Administration	Business_Management_and_Administration
Career Pathway	Construction	Construction	General_Management	Administrative_Support
High Schools & Approved CTE Programs (Table C)	(171000) Hopkins, Osseo, St. Louis Park, Wayzata (171502) Minnetonka		(140710) Eden Prairie, Hopkins, Lionsgate Academy, Minnetonka, Osseo, Robbinsdale, St. Louis Park, Wayzata	
Postsecondary Partner Institutions	Hennepin_Technical_College_011	North_Hennepin_Community_College_011	Hennepin_Technical_College_025	North_Hennepin_Community_College_003
Postsecondary CTE Program #1	Carpentry	Construction Management	Business Transfer Pathway	Microsoft Office Specialist
Postsecondary CTE Program #2	Plumbing	Construction Technology	Entrepreneurship	Accounting Management and Computer Info Systems
Postsecondary CTE Program #3	Cabinetmaking	Building Inspection	Management	Communication and Computer Skills
State-Recognized	Yes		Yes	
Funding Priority	Priority 1		Priority 2	
Interdisciplinary CTE-Related Courses (optional)	Robbinsdale Area Schools--090101--#57 Robbinsdale Area Schools--019901--#64 & #65, #66	Wayzata--090101--#60 & #61		

Hennepin West	POS 5		POS 6	
Career Field	Engineering_Manufacturing_Technolog y	Engineering_Manufacturing_Technolog y	Engineering_Manufacturing_Technolog y	Engineering_Manufacturing_Technolog y
Career Cluster	Transportation_Distribution_and_Logis tics	Transportation_Distribution_and_Logis tics	Manufacturing	Manufacturing
Career Pathway	Facility_and_Mobile_Equipment_Maint enance	Facility_and_Mobile_Equipment_Maint enance	Manufacturing_Production_Process_De velopment	Production
High Schools & Approved CTE Programs (Table C)	(170302) Intermediate 287, Minnetonka,Osseo		(17100) Hopkins, Minnetonka. Osseo St.Louis Park,Wayzata	
Postsecondary Partner Institutions	Hennepin_Technical_College_021	Hennepin_Technical_College_021	Hennepin_Technical_College_041	Hennepin_Technical_College_056
Postsecondary CTE Program #1	Advanced Vehicle Specialist	Automotive Technology (Ford ASSET)	Automation Robotics Engineering Technology	Welding
Postsecondary CTE Program #2	Auto Body Technician	Medium Heavy Truck Technology	Computer Numerical Control (CNC) Technician	Tool and Die/Moldmaking
Postsecondary CTE Program #3	Automotive Technician	Marine, Motorsport & Outdoor Power Equipment Tech	Engineering CAD Technology	Robotic Arc Welding
State-Recognized	Yes		Yes	
Funding Priority	Priority 2		Priority 2	
Interdisciplinary CTE- Related Courses (optional)	Robbinsdale Area Schools--019901-- #67		Robbinsdale Area Schools--019901-- #62, #63, #64, & #70	

Hennepin West	POS 7		POS 8	
Career Field	Business_Management_Administration	Business_Management_Administration	Business_Management_Administration	Business_Management_Administration
Career Cluster	Hospitality_and_Tourism	Hospitality_and_Tourism	Marketing	Marketing
Career Pathway	Restaurants_and_Food_Beverage_Services	Restaurants_and_Food_Beverage_Services	Marketing_Management	Professional_Sales
High Schools & Approved CTE Programs (Table C)	(090101) Brooklyn Center, Eden Prairie, Hopkins, Minnetonka, Osseo, Robbinsdale, Wayzata (090301) Intermediate District 287		(040800) Robbinsdale, Wayzata (140710) Eden Prairie, Hopkins, Minnetonka, Osseo, Robbinsdale, St. Louis Park, Wayzata	
Postsecondary Partner Institutions	Hennepin_Technical_College_064	Hennepin_Technical_College_064	North_Hennepin_Community_College_043	North_Hennepin_Community_College_057
Postsecondary CTE Program #1	Baking and Pastry Entrepreneur	Culinarian	Marketing	Sales
Postsecondary CTE Program #2	Culinary Arts	Culinary Entrepreneur	E-Commerce Essentials	Please Select...
Postsecondary CTE Program #3	Culinary Manager	Pastry Entrepreneur	Marketing Specialist AAS	Please Select...
State-Recognized	Yes		Yes	
Funding Priority	Priority 3		Priority 3	
Interdisciplinary CTE-Related Courses (optional)				

Hennepin West	POS 9		POS 10	
Career Field	Human_Services	Human_Services	Human_Services	Human_Services
Career Cluster	Education_and_Training	Education_and_Training	Law_Public_Safety_Corrections_and_Security	Law_Public_Safety_Corrections_and_Security
Career Pathway	Teaching_Training	Teaching_Training	Emergency_and_Fire_Management_Services	Legal_Services
High Schools & Approved CTE Programs (Table C)	(090101) Eden Prairie, Hopkins, Minnetonka, Osseo, Robbinsdale, Wayzata		(070300) Intermediate 287, Osseo	
Postsecondary Partner Institutions	North_Hennepin_Community_College_071	Hennepin_Technical_College_071	Hennepin_Technical_College_018	North_Hennepin_Community_College_035
Postsecondary CTE Program #1	Education	Early Childhood Education Transfer Pathway	Emergency Medical Services Specialist	Paralegal
Postsecondary CTE Program #2	Personal Training	Please Select...	Emergency Medical Technician	Please Select...
Postsecondary CTE Program #3	Special Education Transfer Pathway	Please Select...	Fire Science Technology	Please Select...
State-Recognized	Yes		No	
Funding Priority	Priority 3		Reserve	
Interdisciplinary CTE-Related Courses (optional)				

Hennepin West Consortium - Hennepin Technical College

Disposed: Relocated:

FY	Description	Cost	Location	Disposed:	Relocated:
2017	10 Thinkpad Yoga @ \$1310 ea	\$13,100.00	HTC-Landscape		
2017	2 Lenovo Thinkpads @ \$801 ea plus 3 yr warranty @ \$75 ea	\$1,752.00	HTC - BPC Dental		
2017	8 Lenovo Think Centres @ \$1053 ea	\$4,212.00	HTC - BPC Math Center		
2017	50% of 1 Lenovo ThinkPad at \$3563 ea	\$1,781.50	HTC - BPC Learning Resource Center		
2017	Forklift: 14013.08 to 526957, 14741.38 to 527187	\$14,013.08	HTC - BPC Carpentry		
2017	53.6% of 1 cabinet mounted camera. Total cost = \$25,406.93	\$13,620.75	HTC - BPC Interactive Design Video Production		
2018	Used robot @ \$13000	\$5,000.00	HTC- EPC Automation Robotics		
2018	10 Lenovo Think Stations at \$1060 each	\$17,469.00	HTC EPC Learning Resource Center		
2018	6 Lenovo Thinkpads @ \$839 ea	\$5,034.00	HTC - Ford ASSET		
2018	1 Think pad yoga	\$1,595.00	HTC - BPC Learning Resource Center		
2018	10 Lenovo Tinys @ 1072 each, plus 12 Lenovo Tiny in one @ \$249 each	\$13,708.00	HTC - BPC Learning Resource Center		
2018	25 Voyager 1750 @ 1198 ea, 25 hard drives @ \$79 ea, 25 dataports @ \$149 ea. 50 Monitors @	\$7,450.00	HTC - BPC IT		
2018	Tire changer and Balancer	\$10,856.75	HTC - BPC Auto Body		
2019	Quote 148634700 Robot Arm, 6-axis, 19.7 working radius, 6.6lb payload, 24.7 lbs weight, 5'	\$22,560.00	HTC - EPC Automation Robotics Engineering Technology		
2019	Quote #148634700, UR E-Series Pendant Armor, shock absorbing, chemical resistant	\$250.00	HTC - EPC Automation Robotics Engineering Technology		
2019	PLC Learning System - AB Compact Logix L16	\$1,541.00	HTC - EPC Automation Robotics Engineering Technology		
2019	Quote S009979956, Compact Logix 5370 L1 Controller, Dual Ethernet w/DLR, 384KB Memory, 1	\$2,590.40	HTC - EPC Automation Robotics Engineering Technology		
2019	Quote S010039409, PanelView Plus 7 Standard 600 Graphic Terminal, 5.7" display, TFT Color,	\$2,143.86	HTC - EPC Automation Robotics Engineering Technology		
2019	PanelView Plus 7 Standard Terminal, Touch Screen, 5.7 inches, TFT Color, Single Ethernet, 24V	\$8,575.38	HTC - EPC Automation Robotics Engineering Technology		
2020	Item#320-04050 Nursing Ann Simulator Dark - Lot/SN:320UMD1320005 Qty:1	\$13,600.00	HTC - EPC Practical Nursing		
2020	Item#320-04050 Nursing Ann Simulator Dark Lot/SN 320UMD1320006 Qty:1	\$13,600.00	HTC - BPC Practical Nursing		
2020	Topaz SIGNATUREGEM LCD 1x5 Signature Capture Pad - Qty:8	\$2,392.00	HTC - EPC Dental Assistant		
2020	SOPRO 617 camera handpiece, mini dock	\$1,389.00	HTC - EPC Dental Assistant		
2020	Lenovo ThinkPad E14 (20RA) Intel 4-Core i5-10210U 8GB - QTY 14	\$10,850.00	HTC - EPC Library		
2020	Lenovo Thinkpad P73 (20QR) - 1TB SSD Intel Core i7 -9850H 9th Gen 6 Core 2.6 GHz 32GB - Qty	\$4,068.00	HTC - EPC Library		
2020	Lenovo ThinkPad E14 (20RA) Intel Core i5 10210U 8GB - Qty 20	\$15,500.00	HTC - BPC Library		
2020	Lenovo Thinkpad P73 (20QR) - 1TB SSD Intel Core i7 -9850H 9th Gen 6 Core 2.6 GHz 32GB - Qty	\$4,068.00	HTC - BPC Library		
2020	Robotic Conveyor - Mechatronic Solutions 2200 Series End Drive Conveyor Package	\$5,449.44	HTC - EPC Automation Robotics Engineering Technology		
2020	Rational 101 NG Combi Machine - Qty:1	\$11,062.35	HTC - BPC Culinary		
2020	Ford SUVs - VIN:1FM5K8AR4EGC15337 - Qty:1	\$4,500.00	HTC - BPC Law Enforcement Center		
2020	Ford SUVs - VIN:1FM5K8AR4GGB89647 - Qty: 1	\$5,500.00	HTC - BPC Law Enforcement Center		
2020	Police Interceptor SUV - VIN:1FM5K8AR9FGC27016 - Qty:1	\$6,500.00	HTC - BPC Law Enforcement Center		
2020	Police Interceptor SUV - VIN:1FM5K8AR3FGC41235 - Qty:1	\$6,000.00	HTC - BPC Law Enforcement Center		
2021	Lenovo ThinkPad E14 (20RA) Intel(R) Core(TM) i7-7700T CPU @ 2.90GHz 8GB - Qty:6	\$4,716.24	HTC - BPC Ford ASSET		
2021	Schick 33 S22 6' STARTER KIT W/ cable & remote S/N:QS20008102 Qty:1	\$6,800.00	HTC - EPC Dental Assistant		
2021	Lenovo ThinkPad P17s Gen1 (20SQ) Intel Core i7-10850H vPRO 2.7GHz 32GB Qty:5	\$12,185.00	HTC - BPC Information Technology & Cyber Defense		
2021	Physio-Control LIFEPAK 15 Defibrillator with 3-Lead ECG -Recertified Qty:1	\$9,995.00	HTC - BPC Emergency Vehicle Services		
2022	Low-force Sterolithography (LFS) 3D Printer - Formlabs From 3+ Complete Package	\$6,998.00	HTC - BPC Engineering CAD		
2022	Low-force Sterolithography (LFS) 3D Printer - Formlabs From 3+ Complete Package	\$6,998.00	HTC - EPC Engineering CAD		
2022	Mitsui MH 200 Surface Grinders V-speed 0-4,000rpm GW capacity 8" x 3/4" x 1 1/4", 1 D-2	\$27,699.00	HTC - BPC Machine Tool Technology		
2022	Auto Leveling System Qty:2	\$26,720.00	HTC - BPC & EPC Autobody		
2023	Dentsply Sirona - DXTR(Human) Dental Heads Qty:2	\$33,839.40	HTC - BPC Dental Program		
2023	TopDon Phoenix 1000 Mobile ADAS Basic Package	\$5,364.00	HTC - EPC AutoBody / Automotive Programs (shared)		
2023	TopDon Phoenix 1000 Mobile ADAS Basic Package	\$5,364.00	HTC - BPC AutoBody / Automotive Programs (shared)		
2023	Rigid Tool 1/2hp Power Threader Qty: 1	\$5,400.00	EPC - Pre-Apprenticeship Plumbing Program		
2024	iTero Element Flex, Certified Pre-owned 3D Scanner	\$10,750.00	EPC - Dental Assistant		
2024	Amatrol Portable Smart Manufacturing Learning System Qty: 1	\$12,709.00	BPC - Automotive Robotics Engineering Tech		
2024	Matterport MC3000 Pro3 Camera + Axis Motorized Mount Bundle Qty: 1	\$6,907.68	EPC - Architectural Technology		
Hennepin West Consortium - North Hennepin Community College					
2017	IPAD2 PDA-12201	\$699.00	ES		
2017	IPAD2 PDA-12202	\$699.00	FAC		

2017	IPAD2 PDA-12205	\$699.00	FAC		
2017	9.7-IN WIFI 32 GB IPAD PRO	\$579.00	LRC - 172 Computer Lab		
2017	9.7-IN WIFI 32 GB IPAD PRO	\$579.00	LRC 165 Computer Lab		
2017	CELL PHONE CHARGING LOCKER	\$4,699.00	CBT - Hallway Computer Lab		
2017	CELL PHONE CHARGING LOCKER	\$5,499.00	CC - Cafeteria Computer Lab		
2017	CELL PHONE CHARGING LOCKER	\$4,699.00	LRC - Hallway Computer Lab		
2017	WIRELESS PRESENTATION DEVICE	\$322	CC - 101C Academic Suport Administration		
2017	WIRELESS PRESENTATION DEVICE	\$322	LRC - 143 Academic Suport Administration		
2017	WIRELESS PRESENTATION DEVICE	\$322	LRC - 144 Academic Suport Administration		
2017	WIRELESS PRESENTATION DEVICE	\$321.59	BHCC - 202 Academic Suport Administration		
2017	WIRELESS PRESENTATION DEVICE	\$321.59	BHSS - 204 Academic Suport Administration		
2017	WIRELESS PRESENTATION DEVICE	\$322	BHCC - 203 Academic Suport Administration		
2017	ROGER PEN	\$2,185.99	LRC Access Services		
2017	APPLE 12.9' IPAD PRO	\$1,253.00	FAC		
2017	TABLET COMPUTER PDA-12905	\$767.00	ES - 67		
2017	TABLET COMPUTER PDA-12805	\$767.00	ES - 52		
2017	TABLET COMPUTER PDA-12804	\$767.00	ES - 52		
2017	TABLET COMPUTER PDA-12803	\$767.00	ES - 52		
2017	TABLET COMPUTER PDA-12802	\$767.00	ES - 52		
2017	TABLET COMPUTER PDA-12801	\$767.00	ES - 52		
2017	TABLET COMPUTER PDA-12713	\$499.00	CBT - 102 Upward Bound		
2017	DATA PROJECTOR DMC-12045	\$2,017.56	FAC - 116		
2021	Matrix Lifestyle LED Treadmil	\$2,730.00	HWC 153		
2021	Matrix Lifestyle LED Treadmil	\$2,730.00	HWC 153		
2021	Matrix Lifestyle LED Elliptical	2270.00	HWC 153		
2021	SimBaby with Tracheostomy Medium	\$33,889.00	BHCC 120		
2022	Epiphan Pear 2	\$7,496.00	CBT 103		
2022	Catchbox Audience Engagement Wireless Microphones	\$2,495.00	CBT 103		
2022	ASL 5000 Lung Solution	\$41,561.00	BHCC 120		
2023	Matrix Lifestyle LED Treadmil	\$2,730.00	HWC 153		
2023	Matrix Lifestyle LED Treadmil	\$2,730	HWC 153		
2023	Mannequin Mask Overlays for Simulation	\$7,140	BHCC 120		
2024	Matrix Endurance LED Treadmill	\$10,032	HWC 153		
2024	Exercise Equipment	\$10,496	HWC 153		
2024	Sim	\$19,636	BHCC 122		
Hennepin West Consortium - Secondary					
2017	Maker Bot	\$3,163.45	St . Louis Park High School-Tech lab		
2017	Water Bath	\$1,592.00	Hopkins High School-Culinary Room		
2017	Vacuum Sealer	\$1,020.00	Hopkins High School-Culinary Room		
2018	Desktop Computers	\$10,407.00	Robbinsdale - Cooper HS Business Lab		
2018	Desktop Workstation	\$2,255.00	Robbinsdale - Cooper HS PLTW		
2018	Computer Equipment/Workstation	\$3,863.60	Robbinsdale - Cooper HS PLTW		
2018	Tormach CNC Mill	\$6,237.68	Minnetonka Engineering classroom-1303		
2018	Boelter Premier Industrial refrigerator	\$1,725.00	Minnetonka- Facs culinary lab		
2018	Vinyl Cutter	\$5,000.00	Hopkins HS Engineering classroom		
2018	MAC Book Air	\$1,432.00	LionsgateAcademy-Business classroom		
2018	Poster Maker, Stand and Accessories	\$2,995.00	St. Louis Park High/Marketing Classroom		
2018	35 ACER CB3 Chromebook -16 gigbytes, 4GB	\$9,356.20	Brooklyn Center Business Ed Department		Moved to FACS
2018	Table Saw	\$1,427.97	Wayzata High School, D215		
2018	3 –Afinia 3d Printers - \$1899 Each	\$5,697	Maple Grove HS, Rooms 147, 156, 231		
2018	Smart TV	\$1,400.00	District 287, G145		
2019	12 PanelView Plus touch screens	\$8,575.38	EPC Automation Robotics		
2019	Camera & Accessories	\$6,755.29	BPC Video Production		
2019	Epson Powerlite 535W - 3LCD Projector - LAN	\$1,077.12	Robbinsdale - Cooper HS PLTW		
2019	Makerbot Replicator - 2 @ \$2650.00	\$5,300.00	Robbinsdale - Cooper HS PLTW		

2019	3D Printer	\$2,826.57	Lionsgate – WBL Program		
2019	2 electric ranges for FACS	\$1,146.36	Brooklyn Center		
2019	Tormach Rapid Turn	\$2,100.00	Minnetonka HS		
2019	4th Axis for CNC	\$1,795.00	Minnetonka HS		
2020	2 electric ranges for FACS	\$1,196.36	Brooklyn Center		
2020	2 electric ranges for FACS	\$1,197.36	Brooklyn Center		
2020	Edgebender	\$10,527.10	Wayzata High School, D215		
2021	DNC Desktop Router	\$6,598.40	D216 Wayzata High School		
2021	Color Printer	\$1,529.19	A220 Wayzata High School		
2022	Laser Engraver	\$8,295.00	D216 Wayzata High School		
2022	Rocker Arm Welder	\$1,863.84	D215 Wayzata High School		
2021	Pizza Dough Roller/Sheeter	\$1,199.00	HTC Culinary classroom -Eden Prairie		
2021	Refrigerate recovery Machine	\$3,450.00	HTC Automotive Shop-Eden Prairie		
2022	5 Medical statiions for the CNA classes	\$24,000.00	Robbinsdale Schools, Cooper High School, New Health Science Lab		
2022	Portable Sink	\$1,783.95	HTC Health Science 287 Classroom Eden Prairie		
2022	Emergency Cart	\$1,715.00	HTC Health Science 287 Classroom Eden Prairie		
2021	Vex robotics materials- V5 controllers, motors and sensors	\$7,698.00	Minnetonka HS, room 1303		
2021	Sublimation Printer	\$2,495.00	Minnetonka HS, room 1303		
2021	Heat Press	\$1,575.00	Minnetonka HS, room 1706		
2020	Planetary Mixer	\$11,751.39	HTC , 287 Pathways, Automotive Area		
2021	Powertrain Lift Table	\$1,719.72	HTC , 287 Pathways, Automotive Area		
2021	Wheel Balancer	\$2,136	HTC , 287 Pathways, Automotive Area		
2021	P222386 Mohawk Lifts - Bench Lathe for Osseo High	\$11,448	Osseo schools, Osseo Senior High, Woodshop		
2021	P213617 Avid CNC For Park Center High (Router Kit)	\$12,124	Osseo Schools, Park Center High School, woodshop		
2021	6 Real Care Babies and baby accessories with a 5 year warrenty by Reality Works	\$9,631	Robbinsdale , Armstrong HS Child Care classroom		
2021	Work benches in woodshop	\$16,066	Eden Prairie High School Woodshop		
2021	Document Camera	\$2,123.00	Eden Prairie High School Culinary Arts Room in FAC		
2022	Vertical Turret Milling Machine and accessories	\$15,112.00	Armstrong High School		
Pending	E Learning Library Subscriptions	\$1,050.00	St Louis Park High School		
Pending	Portable AC/DC Electrical	\$8,495.00	St Louis Park High School		
Pending	Portable Electric Relay Control	\$7,974.00	St Louis Park High School		
2023	All Clad Stainless Steel Cookware	\$4,899.93	Wayzata High School, Culinary Arts Lab		
2023	Epilog Fusion Maker Laser, Fume extrator air pump and corel draw	\$16,097.00	Minnetonka		
2023	Seven Vernier Go Direct Wireless EKG Sensors	\$1,200.92	Wayzata		
2022	Chrome books and software for class	\$8,000.00	Minnetonka Auto Shop		
2022	HP Zbook Firefly computer package	\$36,751.47	Intermediate District 287		
2023					

Equipment and capital assets are recorded and maintained in the equipment module within Minnesota State's ISRS program.

Equipment of \$10,000 or more is to be expensed with object code 4000 (equipment)

Equipment purchased between \$5,000.00 and \$9,999.99 is to be expensed with object code 3006 (sensitive equipment)

Equipment under \$5,000, and determined to be classified as sensitive (e.g. computer equipment) is to be expensed with object code 3006

Designate a unique department number in the equipment module to record equipment purchased with Perkins Grant funds

All equipment purchased with federal dollars must have specially marked asset tags

Asset tag must include the asset number and verbiage indicating equipment was purchased with either "federal" or "Perkins" funds (See example in Appendix C). & I'm sending you these via Equipment purchased with federal funds requires a physical inventory at least every two years, with proof of the inventory process

Record physical inventory date in the equipment module

Perform equipment reconciliation at least annually, or more often, as determined by System Office recommendation and requirements

Run a report filtered by object codes 4000 and 3006 and FPK appropriation

Run equipment module report, filtered by the designated department number

Compare to ensure all equipment purchased with Perkins Grant funds are listed in the equipment module with the unique department code

Run fixed asset reconciliation equipment module report

Item Identification				Purchasing Information						Condition of Item						Disposition					Secondary Only	
Secondary and Post-Secondary				Secondary and Post-Secondary						Secondary and Post-Secondary						Complete this section if you are selling/disposing equipment:					Additional secondary reqs, not part of EDGAR	
FY	School/College	Equipment Name and Description (please include brand/make/model)	ID Number a serial # or other ID number (determine at the local level)	Source of funding (fed, state, college, donation, district)	Does it include a purchased by Perkins tag? Yes/No	Percentage paid with Perkins (over 50% means it is owned by Perkins/HWC)	Who holds the title?	Cost (total cost) per unit value of \$1000 or more for secondary, \$5000 for post-sec. EDGAR 200.313 part d #1-5	Acquisition date	location (please include school/college - home location within, building and room number)	use & condition	needs investigation (item is missing, damage, theft)	Inventory of item has taken place every two years (put a date of inspection)	Life expectancy (please share any information about how long this piece of equipment is expected to last)	Maintenance Planning (please indicate that the maintenance plan for this equipment is being followed to ensure long life expectancy)	disposition date	disposition property value (if it is over \$5000 we have to document that... life expectancy, how is the equipment depreciating)	disposition sale price	Have you offered it to another district? Yes/No	Have you established a sales procedures established for highest possible return? Yes/No	secondary equipment MDE control number	secondary approval date
FY25	Minnetonka High School	Aviation Simulators		Perkins	Yes		Scott Schaffer	\$7,539.74	6/28/24	VanMo Building - Aviation	New		Yes								MDE Approval?	
FY25	Maple Grove Senior High	2 Bambu x1C Carbon		Perkins		100%	Joshua River	\$5,429.46	3/15/25	MGSH	new			4 years							25-4-107	
FY25	Osseo Senior High	2 Bambu x1 Carbon		Perkins		100%	Patrick Mulcahy	\$5,429.46	3/15/25	OSH 162	new			4 years							25-4-108	
FY25	Park Center Senior High	2 Bambu x1 Carbon		Perkins		100%	Matthew Sauter	\$5,429.46	3/15/25	PC 145	new			4 years							25-4-109	
FY25	North Hennepin Community College	Matrix Endurance Climbrill - LED Console		Perkins	Yes	100%	Daniel Shuggarts	\$6,450.00	2/10/25	NHCC - Biosciences and Health and Wellness	New	N/A	N/A	100,000 miles	Wiped down after every use; follow maintenance schedule	N/A	N/A	N/A	N/A	N/A	N/A	N/A
FY25	North Hennepin Community College	Matrix LED Treadmill (2 at \$5,315 each)		Perkins	Yes	100%	Daniel Shuggarts	\$10,630.00	4/20/25	NHCC - Health and Wellness	New	N/A	N/A	7-12 years		N/A	N/A	N/A	N/A	N/A	N/A	N/A
FY 25	Armstrong High School	2 3D Printers		Perkins	Yes	100%		\$5,998.00		Armstrong HS 172	New			7-10 years	Quarterly checkups						25-4-102	1/27/25
FY 25	Armstrong High School	Canine Vet Trainer		Perkins	Yes	100%		\$2,999.00		Armstrong HS 173	New			7-10 years	Semester checkups						25-4-100	12/2/24
FY 25	Armstrong High School	Feline Vet Trainer		Perkins	Yes	100%		\$1,999.00		Armstrong HS 174	New			7-10 years	Semester checkups						25-4-100	12/2/24
FY 25	Armstrong High School	Canine CPR Trainer		Perkins	Yes	100%		\$2,249.00		Armstrong HS 175	New			7-10 years	Semester checkups						25-4-100	12/2/24
FY 25	Armstrong High School	Mobile programming PCs		Perkins	Yes	100%		\$1,705.06		Armstrong HS 176	New			5 years	Yearly reimaging						25-4-101	12/16/24
FY 25	Eden Prairie High School	Lincoln Multipurpose Welder	00001	Perkins	Yes	100%	Sheila Shalberger	\$10,304.00	4/9/25	EPHS 263	New	N/A		10 years							25-4-112	3/11/25
FY 25	Armstrong High School	JUKI DDL-9000C-SMS Single Needle		Perkins	Yes	100%		\$2,495.00		Armstrong HS 274	New			10 years	Semester checks						25-4-113	3/10/25
FY 25	Park Center Senior High	Luquna REVO 1524 Lathe		Perkins		100%	Matthew Sauter	\$3,238.16	3/15/24	PCSH 157	new			10 - 15 years							25-4-110	
FY 25	Osseo Senior High	Nursing Anne Manequin Laerdal		Perkins		100%	David Casella	\$4,003.12	3/30/25	OSH 130	new			5-10 years							25-4-106	
FY 25	Armstrong High School	7 Stainless Steel Prep Tables		Perkins	yes	100%		\$3,818.78		Armstrong HS 275	new			10 years	Wipe down after use						25-4-116	4/15/25
FY25	St. Louis Park High School	70-058 Schwinn Airdyne AD7 Bike		Perkins	yes	100%	Kara Mueller	\$1,034.10	9/26/24	SLPHS A304	new			7-10 years							MDE Approval?	
FY25	St. Louis Park High School	68-380 SportArt T673L Treadmill		Perkins	yes	100%	Kara Mueller	\$6,750.00	9/26/24	SLPHS A304	new			7-10 years							MDE Approval?	
FY25	St. Louis Park High School	70-343 Concept 2 BikeErg		Perkins	yes	100%	Kara Mueller	\$1,259.10	9/26/24	SLPHS A304	new			7-10 years							MDE Approval?	
FY25	St. Louis Park High School	2 Bambu Lab X1C 3D Printer - X1C		Perkins	yes	100%	Kara Mueller	\$2,508.15	11/4/24	SLPHS A202	new			4 years							MDE Approval?	
FY25	St. Louis Park High School	Nikon NIKKOR Z 28-400mm f/4-8 VR Mirrorless Lens		Perkins	yes	100%	Kara Mueller	\$1,296.95	10/22/24	SLPHS C250	new			7-10 years							MDE Approval?	
FY25	St. Louis Park High School	Nikon Z 6II Versatile full-frame mirrorless stills/video hybrid camera Nikon USA Model		Perkins	yes	100%	Kara Mueller	\$1,596.95	10/22/24	SLPHS C250	new			7-10 years							MDE Approval?	
FY25	Hennepin Technical College	Schick33 S2 Sensor Start Kit 3.0 USB IN 6FT (\$6,190 each)	TBD	Perkins	In Progress	100%	Tamara Erickson	\$6,190.00	In Route	3@ BPC, 3@ EPC Medium Heavy Truck Technology	New			10-15 years	DNTL Program Responsible							
FY25	Hennepin Technical College	Engine Cummins ISX15 0.275" to 0.500" Borematic Absolute	2517-888	Perkins	In Progress	100%	Brent Newville	\$10,000.00	12/11/24	- BPC Machine Tool	Used			10 years	MHTT Program Responsible							
FY25	Hennepin Technical College	Digimatic Snap bore Gage set	TBD	Perkins	In Progress	100%	Richard Granlund	\$5,750.00	In Route	BPC Machine Tool	New			20-25years	MACH Program Responsible							
FY25	Hennepin Technical College	SBM-1" CXFST	TBD	Perkins	In Progress	100%	Richard Granlund	\$5,990.00	In Route	BPC Machine Tool	New			20-25 years	MACH Program Responsible							
FY25	Hennepin Technical College	SBM-2" CXFST	TBD	Perkins	In Progress	100%	Richard Granlund	\$6,260.00	In Route	BPC Machine Tool	New			20-25 years	MACH Program Responsible							
FY25	Hennepin Technical College	SJ-411 System with Column Stand and ISO Calibration (Mitutoyo America Corporation)	TBD	Perkins	In Progress	100%	Richard Granlund	\$8,920.00	In Route	Machine Tool - BPC	New			20-25 years	MACH Program Responsible							
FY25	Hennepin Technical College	(LMX100SE) Taffio Skillet Braising Pan, CT, Elec	S/N 8086017	Perkins	In Progress	100%	Tracy Figueroa	\$16,869.60	2/18/25	Culinary - BPC	New			15-20 years	CULA Program Responsible							
FY25	Hennepin Technical College	Miller Copilot Cobot	S/N NE228003U	Perkins	Leverage In Progress	26%	Chris Henziak	\$74,369.00	1/3/25	Welding - BPC	New			25-30 years	WELD Program Responsible							

[illegible]

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



STATEMENT OF ASSURANCES & CERTIFICATIONS


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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:	<u>Brooklyn Center Community Schools</u>
District Number/Type:	<u>Public</u>
Superintendent's Name – (Print):	<u>Dr. Carly Baker</u>
<div><div><div>Signed by:</div><div><div>004C0DF95FDB7445...</div></div></div><div>4/27/2025 5:17 PM CDT</div></div>	
Signature	Date
email: <u>cbaker@bccs286.org</u>	
Phone: <u>(763) 272-8387</u>	

(Duplicate as needed)



STATEMENT OF ASSURANCES & CERTIFICATIONS

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Consortium Name: Hennepin West Consortia

College: _____	
College President's Name - (Print): _____	
Signature _____	Date _____
Email: _____	
Phone: _____	

District Name: <u>District 287</u>	
District Number/Type: <u>287-06</u>	
Superintendent's Name - (Print): <u>Mary Doud</u>	
<u>M Doud</u>	<u>4/9/25</u>
Signature _____	Date _____
Email: <u>madoud@district287.org</u>	
Phone: _____	

(Duplicate as needed)



MINNESOTA STATE

Career and Technical Education

STATEMENT OF ASSURANCES & CERTIFICATIONS

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ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: Hennepin West Consortia

District Name: Eden Prairie Schools

District Number/Type: 0272

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



Signature



Date

Email: josh_swanson@edenpr.org

Phone: 952-975-7011

(Duplicate as needed)



STATEMENT OF ASSURANCES & CERTIFICATIONS

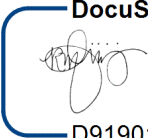
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Consortium Name: Hennepin West Consortium

College: _____	
College President's Name (Print): _____	
Signature	Date
email: _____	
Phone: _____	

District Name: <u>Hopkins</u>	
District Number/Type: <u>270</u>	
Superintendent's Name – (Print): <u>Rhoda Mhiripiri-Reed</u>	
 D919010A410A417...	
04/08/2025	
Signature	Date
email: <u>Rhoda.M-Reed@hopkinsschools.org</u>	
Phone: <u>952-988-4022</u>	

(Duplicate as needed)

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Consortium Name: Hennepin West Consortia

College: _____	
College President's Name - (Print): _____	
Signature _____	Date _____
Email: _____	
Phone: _____	

District Name: <u>Lionsgate Academy</u>	
District Number/Type: <u>Charter</u>	
Superintendent's Name - (Print): <u>Hala Asamarai</u>	
<u>Hala Asamarai</u>	<u>3/31/2025</u>
Signature	Date
Email: <u>hala.asamarai@lgmn.org</u>	
Phone: <u>651-400-0455</u>	

(Duplicate as needed)



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Consortium Name: Hennepin West Consortium

College: _____

College President's Name (Print): _____

Signature _____ Date _____


email: _____

Phone: _____

District Name: Minnetonka Public Schools

District Number/Type: 276

Superintendent's Name – (Print): DAVID LAW

Signature  Date 3/10/25

email: david.law@minnetonkaschools.org

Phone: 952-401-5004

(Duplicate as needed)



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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.
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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.

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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: Osseo Area Schools

District Number/Type: 279

Superintendent's Name - (Print): Dr. Kim Hiel +



Signature

3/13/25

Date

Email: hielk@district279.org

Phone: (763) 391-7000

(Duplicate as needed)

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:	<u>Robbinsdale School District</u>
District Number/Type:	<u>ISD # 281</u>
Superintendent's Name – (Print):	<u>Dr. Teri Staloch</u>

	<u>4/24/25</u>
Signature	Date

email: teri_staloch@rdale.org

Phone: 763-504-8012

(Duplicate as needed)



STATEMENT OF ASSURANCES & CERTIFICATIONS

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MINNESOTA STATE
Career and Technical Education

STATEMENT OF ASSURANCES & CERTIFICATIONS

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College: _____

College President's Name (Print): _____

Signature Date

email: _____

Phone: _____

St. Loius Park Public Schools

District Name: _____

ISD 283 - Public

District Number/Type: _____

Dr. Carlondrea Hines

Superintendent's Name – (Print): _____

Signed by: *Dr. Carlondrea Hines*
03DFA5B12CA249C...

Date 2/28/2025

hines.carlondrea@slpschools.org

email: _____

952-928-6001

Phone: _____

(Duplicate as needed)



STATEMENT OF ASSURANCES & CERTIFICATIONS

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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: <u>Wayzata Public Schools</u>	
District Number/Type: <u>284</u>	
Superintendent's Name - (Print): <u>Chace B. Anderson</u>	
Signature <u>Chace B. Anderson</u>	Date <u>4-11-25</u>
Email: <u>chace.anderson@wayzataschools.org</u>	
Phone: <u>763-745-5000</u>	

(Duplicate as needed)



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ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: _____

College: _____

College President's Name (Print): _____

Signature Joy Bodin Date 4/16/25

email: _____

Phone: _____

District Name: _____

District Number/Type: _____

Superintendent's Name – (Print): _____

Signature _____ Date _____

email: _____

Phone: _____

(Duplicate as needed)



MINNESOTA STATE

Career and Technical Education

STATEMENT OF ASSURANCES & CERTIFICATIONS

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ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: Hennepin West Consortia

College: North Hennepin Community College

College President's Name - (Print): Dr. Rolando Garcia



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)