



**MINNESOTA STATE**  
Career and Technical Education

## **FY19 PERKINS GRANT APPLICATION**

### **ANNUAL PERFORMANCE REPORT**

**Award Year:** 2018

**Report Period:** 7/1/2018 – 6/30/2019

**Consortium Name:** Hibbing-Chisholm

**Submitted by:** Jen Boben, Carl Sandness

**Submitted Date:** October 11, 2019

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

**QUESTION:** What activities were conducted during the grant year that supported quality Programs of Study (POS)?

- Habitat for Humanity – Chisholm and Hibbing High Schools Building Construction and HCC Electrical Maintenance work to complete local habit homes.
- Chocolate Enrobing Machine for Culinary Arts, Head Chef travels to offer demonstrations with the unit.
- HHS CNA program students visited the local Hospital multiple times during FY19 to explore medical careers and “shadow” physicians and nurses.
- HHS Electronics program visited Detroit Daimler to explore electronics careers.
- HHS Graphic Arts program visited Mesabi Range Community College to explore graphic arts careers and learn advanced skills.
- Career Panels offered HHS Students grades 10-12 the opportunity to learn professionalism and enhance employment readiness skills from local business and Industry professionals and two Human Resources experts.
- Science/Allied Health and Mathematics Career Days offered at Chisholm High School to students grades 9-12 to support and enhance interest in STEM Career Pathways.

- HCC CLAs supported five programs, one CLA continued to support the EMPOWER Grant Program which targets females in CTE non-traditional trades.
- HCC also continues to present Technical Career Day, hosting 16 schools and 257 students on campus to explore CTE Programming. High school students also hear, through student panels, from current college students in CTE programs.
- HHS FACS teacher facilitated a student visit to Grand Rapids to visit a local restaurant and discuss food safety and proper procedures for food preparation.
- HCC purchases site licensing for ASE testing for Automotive program. Students were able to complete 8 ASE tests over a 2 day testing period.
- HCC CNA purchases industry current thermometer, utilized between the high school and college CNA courses.

**QUESTION:** Describe the impact of the POS in terms of participation, concentrators, student outcomes, etc.

- Participation at HHS in CTE POS from FY 18 to FY 19 showed increases in student participation in Graphic Design (60%), Automotive (132%), Basic Welding and Machining I/II (70%, 67%) and CNA Nursing Assistant (9%). Declines included Housing and Design, Child Development, Building Construction, Advanced Welding and Basic Welding and Machining III. It is the opinion of the secondary coordinator that the declines were due to the retirement of a FACS Instructor and perhaps migration between POS.
- HCC – Nursing Program, Electrical Maintenance, and Diesel Programs continue to maintain full enrollment. There is a decline in the Medical Laboratory Technician program and the Industrial Systems Technology (IST) Program is in its final year of phase-out. The Dental Assistant program is strong and a cohort has been added to Duluth.
- Concentrators remain strong for Health Care Therapeutic, which leads to CNA, LPN, RN Dental Assistant and also MLT, though the latter is in decline.

**QUESTION:** What activity (or POS) was the most successful, something that you would repeat or share with others and why?

- On the post-secondary side, HCC Technical Career Day because it introduces students to technical programs and FY19 introduced males and females to non-traditional programs of study. Two choices were selected by the students and for the third, a non-traditional program was required for students to attend, ie. young men were introduced to Nursing, MLT, and Dental Assistant whereas young women were introduced to Electrical Maintenance, Diesel Mechanic, Law Enforcement and IT Networking.
- On the secondary side, the Career Panels and Career Days at both secondary schools was the most successful. The reasons for this include large student participation, engagement with business and industry professionals and the provision of college and career readiness skills to a large population of students. POS include the aforementioned Graphic Design, Automotive, Basic Welding and Machining I/II. These continue to be strong POS for Hibbing.

**QUESTION:** Describe any innovative initiatives. Did your consortium award incentive sub-grants for exemplary performance or to promote innovation? If yes, please describe.

- HCC Electrical Maintenance program has a proposal for a one credit course on drone operations. If approved through college committee, this course will be open to multiple career pathways, including ELM and Law Enforcement. The ELM program received a mini-grant for the purchase of two new drones to support the expansion of this project.
- HHS began the introduction of the Career Academies to commence FY20. The initiation of this programming addition during FY19 enabled student enrollment into CTE courses to fulfill Academy pathway requirements. As a benefit, CTE courses received greater visibility to a larger proportion of students for course selection during the 2019-2020 academic year. No incentive sub-grants were awarded because this program is funded through an external grant, but this serves to identify needed Perkins support to the CTE POS that support this initiative.

If you answer “Yes” to any of the following questions, please briefly describe your activities.

**QUESTION:** Did your consortium:

- expand the use of technology in CTE programs?
  - HCC will be utilizing drone technology in the ELM and Law Enforcement programs of study.
  - HHS adds new Engineering Computational Lab to the High School to support the Pre-Engineering courses. The units purchased add robust support for the demands of more graphically-intensive software packages such as Autodesk Inventor.
  - HCC Site License for ASE Automotive testing. Students can take up to 8 ASE Certification Tests, representing the first occurrence and showed near 100% proficiency in the exams taken.
  - Perkins assists in supporting Campbell’s Interest and Skill surveys, used by the HCC Counselor for PSEO students unclear of a major leading to technical training. Assessments moved to online format for faster feedback.
  - HCC supported the purchase of two Ipads and an Apple TV, which interface with the nursing simulation lab. The Ipads read QR codes, which then show wound examples and nursing simulation on the Apple TV. This technology is taking the place of previous “make up” used to simulate wounds.
- offer or provide professional development to CTE teachers, faculty, administrators, and/or career guidance and academic counselors?
  - FACS teacher attends state conference and enhances personal learning through attendance in FACS break-out sessions. Networking opportunities were also available for her professional growth and development.
  - Perkins assists in supporting Campbell’s Interest and Skill surveys, used by the HCC Counselor for PSEO students unclear of a major leading to technical

training. Assessments moved to online format for faster feedback. This serves to provide more efficient assessment for Counseling and Guidance staff.

- CHS IT teacher joined the Northern Minnesota Builders Association, a professional organization supporting the building trades in the region. This offers an opportunity for said teacher to better communicate with local business and industry to update his skills and keep up-to-date with changes to building codes and best practices.
- HHS Pre-Engineering teacher maintained professional memberships for continued professional development in best practices to Engineering and the Teaching of Engineering to High School Students. Students benefit from an annual Guide to Post-Secondary Engineering Schools provided by the ITEEA, which outlines baccalaureate degree programs, school data and related statistical data to assist in college selection.
- Perkins Coordinators, Post-Secondary and Secondary attend CTE Works to enhance proficiency and maintain program integrity as the transition to Perkins V ensued.
- provide support for CTE programs that improve the academic and career and technical skills of students through the integration of academics with CTE?
  - Career Panels and Science/Math Career days offer traditional 4-year collegiate bound students along with CTE students the opportunities to learn college and career readiness skills that will serve all students moving forward.
- use Perkins funds to support CTE programs that offer experience in and understanding of, all aspects of an industry for which students are preparing to enter?
  - Career Panels offered HHS Students grades 10-12 the opportunity to learn professionalism skills and employment strategies from local business and industry HR professionals.
  - Science/Allied Health and Mathematics Career Days offered at Chisholm High School to students grades 9-12 to support and enhance interest in STEM Career Pathways.
  - Field trips to local business and industry in Graphic Arts and CNA Nursing offered students first-hand experience in exploring related career pathways.
  - Partnerships with a local welding industry offered students the opportunity to network with a nationally-recognized manufacturing company.
  - Support Culinary Arts through employment of a CLA, as students in this CTE program prepare daily meals in a restaurant-like setting, along with a cafeteria setting, for purchase by the campus and community. Culinary Arts also hosts 3 fall buffets, open to the community.
  - Support Dental Assisting, through CLA employment. The CLA helps works with students transitioning during the spring for externship hours. The CLA in

Electrical Maintenance also works at the Habitat for Humanity sites for extra support to the students.

- use Perkins funds to support the improvement or development of new career and technical education courses and initiatives, including career clusters, career academies, and distance education?
  - HCC Electrical Maintenance program has a proposal for a one credit course on drone operations. This course will be open to multiple career pathways, including ELM and Law Enforcement. As of Perkins 2019-20, two faculty members will complete the online Drone certification training.
  - HCC Culinary Arts program started several new culinary certificate programs, including a 16 credit Pastry Artist certificate. As part of the planning process for the certificate programs, Perkins supported the purchase of a chocolate enrobing machine. This machine is used within the program and also is used for demonstration purposes at high schools.
  - While Perkins funding was not directly used to support the HHS Career Academies, the Secondary Coordinator was able to attend the preparatory planning and strategic decision-making meetings, thereby assisting the Administrators and Academy Leadership in facilitating the roll-out of the Initiative. Perkins does support the Secondary Coordinator in leveraging planning time for assisting in this process.
- use Perkins funds to provide activities to support entrepreneurship education and training?
  - At the CHS Career Days in FY19, a local engineer/entrepreneur and owner of a local MakerSpace volunteered to speak with Advanced Algebra students at Chisholm High School. His presentation included his use of advanced mathematics in the planning of the layout of his facility. As an entrepreneur, he was able to share his vision with the students of providing a safe and inclusive space for people to meet and confer with respect to small business and regional development. This activity was partially supported with Perkins funding.
  - At HCC, Perkins funds did not support entrepreneurship education. We are looking at opportunities in the future to work with our Culinary Arts program for the possibility of a Food Truck/Mobile Lab. This is in the beginning stages of discussion.

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

**QUESTION:** How did your consortium support partnerships among local educational agencies, institutions of higher education, adult education providers, and, as appropriate, other entities,

such as employers, labor organizations, intermediaries, parents, and local partnerships, to enable students to achieve state academic standards and career and technical skills?

- HCC technical programs, including Electrical Maintenance, Diesel Mechanic, and Automotive Technician take industry tours and have representatives from local industry speak in classes. The HCC Diesel program works closely with Ziegler on internship opportunities.
- HCC Electrical Maintenance program and Industrial Systems Technology, partner with Habitat for Humanity and assist with the construction of 1-2 homes per academic year.
- HCC Nursing, MLT, and Dental programs all have clinical/intern hours built into the program. Students are required to complete hours within hospital, eldercare facilities, and/or dental offices.
- The BEP Advisory Board for HHS and CHS offers local business and industry volunteer Board Members the opportunity to network with CTE Faculty at both institutions, as well as each other, working for the common goal of providing students from said schools college and career readiness skills that will provide for effective school to work transitions. The Board advises our programs in best practice and employment needs as well as serving to provide oversight of our program offerings. Representatives include high school faculty, community college faculty, administrators, employers, union members, and parents of the students we serve.

**QUESTION:** Do business and industry partners help connect students to experiential and work-based learning opportunities? If so, what type of experiential/work-based learning is available to students in which programs? How many students were impacted in specific career pathways?

- HCC Nursing program has work based learning, set up as clinical hours, built into the program. All students (64 first year and 64 second year) are required to complete clinical hours as part of their program.
- Electrical Maintenance works on 1-2 Habitat for Humanity homes during an academic year. All first and second year ELM students spend time wiring these homes. For the 2018-19 academic year, this would have included 30 first year students and second year students.
- HCC Dental Assisting students are placed into Extramural clinical hours, which enable students to work in private dental offices with dentists and staff as they assist with office and patient related duties. The student fulfill the role of an employed dental assistant. The Perkins CLA in Dental helps to transition students to these opportunities. For academic year 2018-19, dental students complete this training.
- HCC Medical Laboratory students also complete clinical hours. A total of 6 students complete these hours during the past grant cycle.
- The HHS Welding program has had a long-standing relationship with a local manufacturing industry, in which students are offered the opportunity to work and learn in a high-paced, global leader in welding and fabrication.
- For FY20 and beyond, the HHS Career Academies will leverage support offered by local business and industry to provide high-quality, timely and real-world experienced in both

experiential and work-based learning modalities. Discussions and Outreach sessions seeking to elicit business and industry feedback occurred during FY19.

**QUESTION:** Describe the status and activities of CTE advisory committees in your consortium.

- Post secondary advisory committees met monthly during the academic year, with the exception of December, as Technical Career Day is held during this month. For the April 2019 meeting, several members of the BEP (Secondary Advisory Board), joined the HCC Perkins Advisory Board Meeting.
  - The Perkins Post-Secondary Advisory Board reviews Perkins State updates, decides on funding opportunities, and provides updates on program development.
- The Secondary Coordinator is also the Co-President of the Range Engineering Council (REC), which serves as an external Advisory Committee to STEM programming. This committee serves to advise the Pre-Engineering program at HHS. The REC holds monthly meetings.
- Members of the BEP, including representatives from local business and industry, serve to advise FACS, Industrial Technology, CNA Nursing, Welding and Graphic Arts. The BEP holds biannual meetings with an opportunity to join the HCC Advisory Board meeting in the spring of each year.

**QUESTION:** Did your consortium use Perkins funds to support CTSOs? If so, how?

- HCC – Post Secondary: Our CTSO's, which formerly included SkillsUSA, were highly supported through Student Life Funding at the college level and Perkins funding was not requested. However, we have not had an active SkillsUSA group for a number of years.

**QUESTION:** Did your consortium use Perkins funds to support partnerships between education and business, or business intermediaries, including cooperative education and adjunct faculty arrangements at the secondary and postsecondary levels? If yes, please describe.

- The Business-Education Partnership (BEP) Committee/Advisory Board for the Secondary Programming holds biannual meetings where business and industry partners meet with faculty from the CTE programming areas to discuss regional needs and best practices in business and industry. This continues to be a successful partnership with our local stakeholders.
- Our local DEED workforce development office representative acts as a quasi-business intermediary in facilitating conversations at our local BEP meetings in which local hiring trends are discussed and job market information is presented. Local business and industry representatives as well as CTE faculty therefore have current information available for decision-making in terms of curriculum development and implementation strategies for best-practice.

### Goal 3: Improve Service to Special Populations

**QUESTION:** What strategies were adopted to overcome barriers for special populations and non-traditional (by gender) learners?

- HCC Postsecondary Perkins supports the EMPOWER grant program, which was established to support women in non-traditional trades. The EMPOWER grant Coordinator is also the CLA for Electrical Maintenance, so she makes connections with many of the female students. Monthly meetings and a larger end of the year meeting, which included female industry professionals, Workforce Center staff, faculty and staff, college students, and a high school CTE student, took place. The larger luncheon meeting was well attended and provided students, through the comments and stories of working professionals and Work Force Center staff, with a direct look into CTE fields.
- It is the opinion of the Secondary Coordinator that the CNA Nursing faculty member at HHS provides an inclusive, welcoming environment for young men wishing to explore Nursing. Likewise, the IT Faculty have been very welcoming and encouraging for young women interested in Welding and Fabrication as well as traditionally male-dominated industrial courses.

**QUESTION:** What support service was provided during the grant year that was most successful in increasing special population and/or non-traditional learner recruitment and retention?

- HCC EMPOWER grant has had the most significant impact on special populations/non-traditional learners. Twenty-six female learners, across 4 different CTE programs, were supported through this program. Perkins supported these female learners by helping to purchase a set of tools for the ELM program and some specific tools for the Automotive program. Female students access these tools throughout the program, but specifically during the start of fall semester, when they may not be able to purchase tools sets without the assistance of financial aid funding. This allows these female students, many of whom are single parents, to continue working and learning. The tools are labeled and will remain with the ELM and Auto programs for years to come.

**QUESTION:** Describe how your consortium uses data-driven decisions to target consortium activities to the needs of special populations. What impact have these efforts had on success of special populations?

- The EMPOWER grant was put together out of data received on women in the trades and the need for financial assistance to this group of students. Programming was based around this data and Perkins supports lab hours for the CLA who works within this grant and for the ELM program.
- FY19, data has been collected on Technical Career Day attendance and application and enrollment figures for this group of 257 students was reviewed, in September, to set a baseline for future Tech. Career Day events. We look to track this data to impact outreach efforts following Technical Career Day.



**QUESTION:** How did your consortium provide preparation for non-traditional fields in current and emerging professions and other activities that expose students to high-skill, high-wage occupations?

- HCC Technical Career Day: 15 high schools and a total of 257 student attended this day long event, which introduces student to the technical fields. As part of the day, a student panel, made up of 12 student (3 of which were females in non-traditional fields), spoke and answered questions about their respective CTE programs. Students attending Technical Career Day were also required to learn, through breakout rotation sessions, about non-traditional technical career fields. Female high school students toured and learned about Electrical Maintenance, Diesel, Automotive Technician, Networking, and Law Enforcement. Male students toured and learned about Dental Assisting, Nursing, Medical Laboratory Technician, and Pharmacy Technician CTE programs.

**QUESTION:** How did your consortium provide support for programs for special populations that led to high-skill, high-wage or in-demand occupations?

- HCC – purchased tool sets, which remain with the ELM and Auto programs, for female student use.
- HCC – Perkins CLA in Electrical Maintenance, who works closely with all students – but especially focuses on female student who are also part of the EMPOWER grant program.

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

**QUESTION:** Describe the kinds of articulation, dual enrollment, and transfer credit courses offered. What was the level of participation? How are these advanced credit courses transcribed on the student’s high school record and on college transcripts?

- Both PSEO and CITS (College in the Schools) courses are offered to both Hibbing and Chisholm high schools students. All completed courses show on a student’s Hibbing Community College transcript.
- During the 2018-19 Academic year, increased numbers of PSEO students from Hibbing and Chisholm took courses at HCC. Additionally, 13 CITS courses were offered at HHS (some duplicate semester courses), with a total enrollment of 227.
- Transcribed credit for CITS courses is documented on a student’s academic record whereby the course(s) taken have the CITS designator explicitly listed as part of the course title. This enables counselors, teachers, parents, students and other stakeholders who have permission according to FERPA regulations to recognize the level of credit granted.

**QUESTION:** Did your consortium use Perkins funds to establish agreements, including articulation agreements, between secondary school and postsecondary career and technical

education programs to provide postsecondary education and training opportunities for students? If yes, please describe.

- Agreements between secondary and post-secondary educational stakeholders have been established in the past with regards to articulation agreements. These have been defined by the credit-granting institutions in consultation with institutional leadership counselors and the faculty.
- As a matter of coincidence, Perkins funding has indirectly supported such activities through the involvement of the Post-Secondary Coordinator and the leadership, faculty and counselors of Hibbing Community College and Mesabi Range Community College.
- Training opportunities have been provided by Perkins funding from the standpoint of sponsored field trips where students from the Secondary School attend informational and educational activities amongst the Post-Secondary Institutions.

**QUESTION:** Did your consortium use Perkins funds to improve career guidance and academic counseling programs and/or to support occupational and employment information resources? If yes, please describe.

- Perkins, at the post-secondary level, supported the purchase of Campbell's Interest and Skills Survey Codes (CISS) for use by one of the HCC Counselors. These assessments are used with many of the PSEO students, who have unclear career directions. These assessments may identify student interest in CTE programs. If identified, the counselor typically has students tour the CTE program(s) of interest.
- TSAs were given to students at CHS in Industrial Programs, HHS in FACS and Graphic Arts. These instruments, when successfully passed, provide students with an industry-recognized certificate, thereby bolstering their preparation for career readiness, offering an occupational resource reflecting their proficiency.

**QUESTION:** Did your consortium use Perkins funds to support initiatives to facilitate the transition of sub-baccalaureate career and technical education students into baccalaureate programs? If yes, please describe.

- At the postsecondary level, we approved funding for transportation so Dental Assisting students could tour the University of Minnesota Dental Therapy program. Unfortunately, even after several attempts to arrange visits to the program, it became too difficult to make this tour happen. The funding was redirected.

**QUESTION:** Describe other transition activities (secondary to postsecondary; secondary to work; postsecondary to work), courses, or services you provided. What were the lessons learned from these activities?

- At the post-secondary level, we have supported an on-campus job fair. This past year, at the Perkins Advisory Board monthly meeting, the opportunity to host another on campus job fair was presented, but Perkins Advisory Board members did not approve funding to be used. Prior year information regarding student attendance and employer feedback was cited as the reasons for not moving forward with this.
- Support of Technical Career Day. Perkins has supported this initiative for a number of years, but this is the first year data was collected to track students' attendance, student

application to HCC following Tech Career Day, and student enrollment in CTE programs. We are most interested in finding out if Technical Career day impacts students' interest and eventual enrollment into CTE programs. Because this is the first year this data has been collected in this way, we do not have a well established base-line for review. So far, the data collected has provided information for better follow up by the HCC Admissions Team, as it became clear that several high school, with student Technical Career Day attendance of nearly 30 students, had not resulted in any applications to campus. The HCC Admission team will now be making efforts to follow up more closely with these high school counselors to offer additional CTE information

- The aforementioned relationship of our Welding Instructor with local business and industry offers students training and work experience that enable students to bridge the transition from secondary to work with relative ease. The lesson learned is that having a high-quality faculty member with exceptional skills and positive relationships with an industry partner is an advantage for students seeking to enter the workforce upon graduation.

## Goal 5: Sustain the Consortium

**QUESTION:** What activities were conducted that helped to improve and sustain the consortium? Are you considering changes to your consortium structure to better serve students? If yes, please describe.

- Through State recommendation, the Hibbing-Chisholm Perkins consortium will be consolidating with the Itasca Community College consortium and the East Range consortium. We have been hosting bi-monthly meetings since May, so as to move in this direction. The consolidation of the consortium, if well planned out, should help sustain all of three consortiums and provide additional opportunities across the Iron Range area.

**QUESTION:** Provide an overview of the consortium leadership team (i.e. are they representing all districts, colleges, business and industry, and other community partners)?

- Hibbing-Chisholm consortium consists of a Perkins Secondary and Post-Secondary Coordinator. The Coordinators work closely together to include community partners in Advisory Board meetings, along with communicating information to high school and college administration.
- The Advisory Board consists of business and industry partners representing a broad cross-section of local industry and business leaders. The Advisory Board offers suggestions for programming and offers oversight for the best practices in their respective industries.

**QUESTION:** Did your consortium use Perkins funds to improve the recruitment and retention of career and technical education teachers, faculty, administrators, or career guidance and academic counselors, and the transition to teaching from business and industry, including small business? If yes, please describe.

- At the FACS teacher convention for the past two years, the High School FACS Teacher has been networking in an attempt to recruit a licensed and certified FACS teacher to augment the FACS Program at HHS. To attend this meeting, the FACS teacher drew Perkins support.
- Looking ahead to the FY21 grant cycle, we will need to recruit for a new Welding Instructor at HHS due to an expected retirement from a long-term instructor. We will likely use a similar strategy to find a suitable licensed, certified and experienced instructor.

**QUESTION:** To what degree does the consortium seek additional grants (federal, state, or local) or braid various funding streams together to support consortium activities? Please provide examples.

- Due to an overlap of work duties, Perkins and the TRIO grant program, explored supporting efforts to take Dental student to the U of M. Perkins, TRIO SSS and TRIO Upward Bound had plans to split transportation costs for the visit. Unfortunately, the event did not happen.
- Perkins and the EMPOWER grant program work together to support females in non-traditional CTE program. EMPOWER and Perkins share costs on the CLA salary and also on tool purchases.
- Locally, the HHS CTE programs have sought additional funding support from a local charitable foundation, which has provided much needed additional support for facilities and programming, which is above and beyond what the Perkins Grant can support. This was the driving funding source for the new Pre-Engineering Lab, as well as equipment and facility upgrades for the Industrial Technology program.

**QUESTION:** How would the new definition of size, scope, and quality change the way you spent your Perkins funds this past year? What changes will you need to make in your next submission regarding size, scope, and quality?

- The consortium will need more information to specifically answer this question, however as always we will implement any national and/or state requirements.
- As stated in prior questions, we are consolidating the Hibbing-Chisholm consortium with Itasca and East Range. This consolidation would have, and will in the future, considerably change how funds are utilized.

**QUESTION:** How is your consortium planning to conduct the comprehensive local needs assessment required for submission with the two-year Perkins V application?

- The East Range, Hibbing-Chisholm and Itasca Perkins Consortia began meeting in May of 2019 to discuss the possibility of becoming one large consortium. Several meetings with consortium staff, administration and state leaders have resulted in the conclusion that this is the best option for our area.
- Consortium leaders have continued to meet twice a month and have outlined a three-year plan documenting the steps toward this merger. Specifically, for the two-year application, the three consortia will develop a calendar for all secondary and post-

secondary activities throughout the region. New consortia board structure will be developed and secondary fiscal agent will be identified during this time frame. Funding request formats will be identified, reviewed and developed to best meet the needs of all consortium members.

## Other Summary Comments

**QUESTION:** If you were unable to accomplish activities in your plan, indicate reasons why and what you might do differently. How can state staff better support your efforts?

- Greater participation by CTE faculty in professional development activities was desired, though funding totals for Perkins was not sufficient to provide said opportunities. Time was also a confounding factor that prevented such participation. The former could be resolved with additional funding streams, but given our locale and the number of requests made to external stakeholders for such support, it would be advantageous for funding levels to increase. It may be possible to secure additional grant opportunities from Perkins at the State Level, and this will be explored moving into the FY21 funding cycle.

**QUESTION:** What lessons-learned will you incorporate into your two-year application due May 1, 2020?

- Career Panels will require modification of the structure, given the whole student body involvement, it became clear that certain students may not be motivated to participate and the gains expected in terms of CTE matriculation may be overestimated. Further, an offer from CareerForce to integrate more directly with English faculty within individual class settings may offer a more personalized approach, over a longer term, therefore providing a better opportunity for sustained college and career readiness mentorship.
- With Technical Career Day, held at the HCC Campus, more follow up data needs to be collected to evaluate the effectiveness of the event. In the coming year, we will look to more accurately collect students' grade level, to follow through with application/enrollment status for the future. If available, a look at past (2015-2018) student participation data will be reviewed. We also look to work with CareerForce, to possibly offer career assessments prior to the event. This will allow for students to focus on careers, with which they have interest.
- We have found the bimonthly multi-consortium meetings to be invaluable! Consortium leaders across the state resemble many of our CTE programs, which are stand-alone programs, with a single teacher in a district. The knowledge and experience we are gaining from working so closely together is ultimately going to create lasting friendships but more importantly strong, unified, knowledgeable CTE Perkins Coordinators. We are ....True North Stars!

State Staff Review:

Congratulations on the innovations to the drone operations course serving multiple pathways and the ELM purchases! The increases in student participation and your continued work with external partners to serve students is well documented.

Opportunities:

Adequate resources to provide professional development through-out the region should be possible with the combined consortia activities. There is such an opportunity to enhance learner access as you continue and further build the full regional career pathway models. Yes- True North Stars!