



FY20 Hibbing-Chisholm Consortium

Prepared by Hibbing-Chisholm Consortium
for Minnesota State Strengthening Career and Technical Education for the 21st Century Act (Perkins V)

Submitted by Jennifer Boben

Submitted on 05/14/2019 4:46 PM Central Standard Time

Opportunity Details

Opportunity Information

TITLE

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

DESCRIPTION

The Perkins V Grant for Career and Technical Education provides funds for approved Career and Technical Education (CTE) programs. In Minnesota, funds are distributed on the basis of state-approved career and technical education programs and appropriate teacher licensure. Programs are administered under Minnesota Rules Chapter 3505 and the federal Strengthening Career and Technical Education for the 21st Century Act (Perkins V).

The Minnesota Department of Education (MDE) approves Career and Technical Education Programs (CTE) that meet teacher licensing and other criteria. These programs are eligible to access federal Perkins V funds. Districts that accept these federal dollars must report enrollment and student proficiency for CTE courses and programs to the department.

FUND ACTIVITY CATEGORY

Education

OPPORTUNITY MANAGER

Jeralyn Jargo

OPPORTUNITY POSTED DATES

3/7/2019 5:00:00 AM

FUNDING OPPORTUNITY NUMBER

July2019

CFDA NUMBER

84.048A

PUBLIC LINK

<https://www.gotomygrants.com/Public/Opportunities/details/133af0b6-11c1-48e9-b759-9aaba9666e2c>

IS PUBLISHED

Yes

Award Information

AWARD PERIOD

07/01/2019 - 06/30/2020

EXPECTED NUMBER OF AWARDS

26

MATCHING REQUIREMENT

No

Submission Information

SUBMISSION WINDOW

03/13/2019 8:00 PM - 05/16/2019 7:00 PM Central Standard Time

SUBMISSION TIMELINE TYPE

One-Time

SUBMISSION TIMELINE ADDITIONAL INFORMATION

If, due to extenuating circumstances, you are unable to meet the May 16 deadline for submission, contact the State Director at 651-201-1650

Eligibility Information

ELIGIBILITY TYPE

Public

ADDITIONAL ELIGIBILITY INFORMATION

Pursuant to Section 134 of the Perkins V Act, to receive funds under Perkins V, a consortium must develop and submit an annual, unified, local secondary/postsecondary Perkins application and budget. The application must address secondary and postsecondary Career and Technical Education programming. The approved local application—with statement of assurance signatures—serves as the consortium's formal application for receiving Perkins funding.

Additional Information

ADDITIONAL INFORMATION URL

<http://www.minnstate.edu/system/cte/index.html>

ADDITIONAL INFORMATION URL DESCRIPTION

Minnesota State Colleges and Universities Career and Technical Education

Project Information

Application Information

APPLICATION NAME

FY20 Hibbing-Chisholm Consortium

TOTAL AMOUNT OF AWARD REQUESTED

\$133,671.07

Primary Contact Information

NAME

Jennifer Boben

EMAIL ADDRESS

jenniferboben@hibbing.edu

ADDRESS

1515 E. 25th Street, 1515 E. 25th Street
Hibbing, MN 55746

PHONE NUMBER

218.262.7363

Project Description

Summary Narrative

REFER TO YOUR FY19, SUMMARY NARRATIVES PARTS ONE AND TWO IN ANSWERING THE FOLLOWING QUESTIONS:

1) HOW DOES YOUR CONSORTIUM APPLICATION PROPOSE TO USE YOUR LOCAL NEEDS ASSESSMENT TO SUPPORT THE CAREER AND TECHNICAL PROGRAMS SELECTED?

We are uncertain at this point, the direction the needs assessment will lead us in, as we are being directed to reorganize our consortium in FY20. The North Eastern consortiums seem to all be falling short in the required number of both secondary and postsecondary CTE students. Given the geographical and logistical challenges that this presents, it seems prudent to delay this action until all parties in the Northern Consortia are able to meet to confer the specific process that we will undertake in completing the comprehensive "local" needs assessment. So at the time of this grant write, we are unclear the direction the needs assessment will take us.

2) HOW DOES YOUR CONSORTIUM APPLICATION REFLECT THE INCREASED ATTENTION ON RECRUITMENT AND RETENTION OF TEACHERS?

Our Lead FACS teacher has been, and continues to be, actively involved in the selection process for a replacement to our long-time FACS and Perkins Coordinator Jeanne Bymark. Our Lead FACS teacher has actively mentored Jeanne's successor this past year and has continued to manage the demands as a department head, seeking to continue the growth and development of the FACS department. While our consortium is small, the schools which we serve offer very competitive salaries compared to the state average, and therefore faculty generally remain with the districts served for the majority of one's career.

3) IF YOUR CONSORTIUM IS PROPOSING MAJOR CHANGES TO YOUR FY19 SUMMARY PART ONE OR TWO IDENTIFY THE QUESTION WHOSE RESPONSE YOU ARE CHANGING AND DESCRIBE THE CHANGE BELOW.

This statement refers to questions 1, 2 and 4 of Part One and questions 7 and 8 of Part Two.

The greatest change to our Consortium is with a new educational model being piloted at Hibbing High School beginning in the Fall of 2019. A new "Academy" Model has School Board approval and will be in place offering recognition for students selecting career pathways in Health Care, Education and Childcare, Performing Arts, Building and Trades, and Engineering and Engineering Technology. Additional Academies are planned for exploration beginning in academic year 2020-2021. Of note, several of these academies are already represented by Perkins for CTE and will dovetail nicely to support the Perkins programming offered at Hibbing High School.

At the postsecondary level, we will look for opportunities to work with these Academies, creating even more solid pathways for career and technical education. As part of our work, our plans for the PY2020 grant year are to increase the hours of one of our college lab assistants, who also works with the EMPOWER grant program. The EMPOWER grant, which supports female students going into non-traditional technical programs, has existed on the Hibbing Community College campus for the past two years, but funding will be ending going into the FY19-20 academic year. Through Perkins, we look to continue the solid work this program has been doing as it supports Goal 3: Providing Services to Special Populations. Perkins support will be seen in a small increase of hours of the CLA, as she will work with not only female technical college students, but extend her work into the high school level, creating a bridge for female high school students interested in non-traditional technical fields to have opportunities to work with female college students already in these programs.

Another area we will look to partner with the high school academies is in our Automotive and Diesel programs. This past year at the postsecondary level, we utilized reserve allocation to obtain a site license for ASE Automotive testing for the postsecondary students. Currently, this testing is going well and we hope to continue it going into FY20. We plan to once again use funding to obtain a year-long site license for this same testing, but we are looking to increase the seats for the site licensing, in order to work with not only the postsecondary students, but possibly extend down to the high schools. We are exploring the option of offering the testing at the Community College campus for students in these academies as well. There is still more planning needed in order to have this opportunity in place for the coming academic year.

The Academy Model will provide enhanced opportunities that include industry-standard training and certification with local business and industry, enhanced relationships with business and industry leadership as well as additional opportunities for career exploration, real and relevant applications for POS curriculum through "real-world" engagement, work-based learning and job-shadowing experiences within our POS for Chisholm-Hibbing Consortium.

COMMENTS FOR REVIEWER

Goal 1: Designing and Implementing Programs of Study

DESCRIBE CHANGES FROM YOUR FY19 LOCAL CONSORTIUM PLAN THAT WILL BE IMPLEMENTED AS YOU TRANSITION TO PERKINS V. IN ADDITION, DOCUMENT YOUR PROGRESS AND PLANS ON DESIGNING, IMPLEMENTING, AND IMPROVING YOUR PROGRAM OF STUDY (POS). PROGRESS AND PLANS SHOULD INCLUDE PROVIDING PROFESSIONAL DEVELOPMENT, INITIATING LOCAL NEEDS ASSESSMENT, TECHNICAL SKILL ASSESSMENTS (TSAS) AND/OR INDUSTRY RECOGNIZED CREDENTIALS.

THE CONSORTIUM MUST BALANCE THE LOCAL NEEDS ASSESSMENT AND THE EXPECTATION THAT ALL LEARNERS HAVE EQUITABLE ACCESS TO CAREER OPPORTUNITIES.

THE GOAL BY 2022-2023 LOCAL APPLICATION IS TO HAVE EACH CONSORTIUM PROVIDE OPPORTUNITIES-POS- IN ALL SIX CAREER FIELDS. POS IS DEFINED AS "COORDINATED NONDUPLICATIVE SEQUENCE OF ACADEMIC AND TECHNICAL CONTENT AT THE SECONDARY TO POSTSECONDARY LEVEL."

RESOURCE: PERKINS V SECTION 3 (41). AGAIN, THE SEQUENCE MUST INCLUDE BOTH THE SECONDARY AND THE POSTSECONDARY CONTENT.

GOAL 1:

In this transition year, from Perkins IV to Perkins V, we know that the structure of our local consortia will be changing. As we do not meet the required number of students in CTE programs at either the secondary or postsecondary levels, we are currently hosting regional meetings that will put Perkins leaders from Itasca, Mesabi and Hibbing at the same table to discuss our future goals and plans. For this year, postsecondary and secondary will work with the Academy program at the high school, hoping to create a continued, and more robust, pipeline from high school CTE programs to the college CTE programs.

At the postsecondary level, we will focus on two of the six Academies through the high school: Building and Trades Career Academy and the Health Careers Academy. Our program of study in Healthcare Therapeutic was developed because we have an extensive healthcare community in the local area, which continues to grow. At the high school level, students start with the college credit Nursing Assistant program and Intro to Healthcare Careers class. A community college faculty member works closely with a high school teacher to deliver the CNA course at the secondary level and also teaches the same course at the college. This CNA course remains part of the newly created Health Careers Academy and maintains the bridge to the collegiate programs within this POS. Additionally, students in the high school academy will also be required to take either an applied Chemistry or a CITS (College in the Schools) Chemistry, at grade 11, which will also bridge with the Medical Lab Assistant and Registered Nursing healthcare programs at the postsecondary level.

As a collaborative effort and through the request of the CNA postsecondary faculty, Perkins funding was used to purchase a Temporal Thermometer that will be shared among the high school and college nursing assistant students. This is an updated method of assessing temperatures in all age groups and can be utilized for learning in the classroom and in the clinical areas. This purchase was an opportunity to utilize shared equipment between the college and both consortia high schools, which we look to do more of in the future.

The other Academy we will look for opportunities to bridge within Perkins is the Building and Trades Career Academy at the High School. Currently, the Automotive program at the postsecondary level has a connection with the Auto classes at the secondary level. Students from the high school come to the college multiple times during the fall quarters/semester, working collaboratively with the college students and faculty. In regards to TSAs, for Perkins FY20, we look to once again purchase a site license for ASE testing, but with greater seat capacity. We would like to test both the college and high school students, and provide an opportunity for industry recognized credentials at both levels. We will also work to coordinate the Electrical Maintenance program with this same Academy, opening up opportunities for students at the high schools to connect with the ELM program at the postsecondary level.

A new and innovative idea, brought forth by a postsecondary faculty member in the Electrical Maintenance Program, was the creation of a one credit course related to the use of drones. The ELM faculty member explained how the use of drones is quickly becoming part of the electrical maintenance industry and how students with training in this area will have an advanced skill set, putting them ahead in the hiring process. This course is currently in the beginning stages of creation, but it has support from other CTE programs, such as Law Enforcement, who would like to see the course offered as elective credit, as drones are being used throughout the Law Enforcement field as well. For PY20, we will support professional development opportunities in Drone Training, with the hopes that several faculty members in both ELM and Law Enforcement can attend and progress through training leading to FAA licensing in this area.

Goal 2: Partner with business industry, and local communities

- **DESCRIBE CHANGES FROM YOUR FY19 LOCAL CONSORTIUM PLAN THAT WILL BE IMPLEMENTED AS YOU TRANSITION TO PERKINS V.**
- **EXAMPLES SHOULD INCLUDE, ADVISORY COMMITTEES, PARTNERSHIPS WITH ADULT BASIC EDUCATION (ABE), BUSINESS AND INDUSTRY, WORKFORCE CENTERS, AND CAREER AND TECHNICAL EDUCATION STUDENT ORGANIZATIONS (CTSOS).**
- **EXPERIENTIAL LEARNING AND FORMAL WORK-BASED LEARNING EXPERIENCES WITH BUSINESS AND INDUSTRY SHOULD BE DOCUMENTED.**

GOAL 2:

At the secondary level, as we transition to Perkins V, our local consortium will maintain several of the existing structures set up in past years and incorporate several new elements that are pertinent to the Perkins V legislation.

Our Business and Education Partnership (BEP) Committee will continue to meet for the secondary level at least twice per year. Our experienced members continually provide a vital pulse-check for changes in the economic dynamic in the region as well as key workforce needs. The CTE faculty are engaged and active with the Board, offering insights into student development and preparation whilst open to suggestions for improvement from business and industry peers.

New for FY20, Hibbing High School (HHS) will be implementing Career Academies centered upon Building and Trades, Pre-Engineering, Education and Childcare, Dramatic Arts and HealthCare. We have had several meetings this past year with local business and industry to discuss the importance of fostering and maintaining business and industry partnership connections to help steer our CTE programming. On April 4, 2019, a large meeting was held at the HHS Library where representative business and industry members from the proposed Academies met to confer with CTE faculty, to discuss how the partnerships provide value for both education and business and industry. Feedback was received for the proposed Academies and we believe that these partners stand behind our programming plan. Discussions ensued about how work-based learning and/or experiential learning can be incorporated into existing and proposed curricula moving forward. There appeared to be genuine excitement from industry partners, whose general message was that current applicants must possess effective attitudes towards employment. Multiple respondents referenced two simple concepts: future employees need to show up for work and pass a drug test. While this is bare-minimum criteria, many stated that many skills required could be learned on-the-job, and so fostering a mature attitude about work is important. Our faculty agree, though we feel that we are in a place to offer much of the pre-employment training suggested in advance of this work experience, which is where the work-based learning (WBL) and experiential learning, combined with key employability skills offered at the high school level can be an asset for future employers.

Additionally, the secondary coordinator has had independent meetings with representatives from the local Workforce Center in Hibbing, renamed the Career Force, and a manufacturing partner, DMR Electronics on February 7, 2019. In that meeting, a discussion ensued as to the proposed Academies and potential WBL opportunities with those representatives. DMR Electronics wishes to incorporate WBL with students from HHS in a model similar to the one employed by our HHS Welding Instructor and a local firm L&M Radiator. The latter partnership has been active for between 13 and 14 years, and a training manual was shared from that organization with DMR Electronics for future student opportunities. The CareerForce representatives further added that additional partnership possibilities exist and they are willing to leverage their staff resources to assist in connecting students of Hibbing with additional partners. It is the plan of the secondary coordinator to make additional contact with the Chisholm High School (CHS) CTE faculty to further extend these opportunities across our Consortium.

Further, our CTE faculty at HHS and CHS in building construction maintain a partnership with Habitat-for-Humanity Projects in the vicinity of our communities to support low-income housing construction. This has also been a long-standing partnership with the communities in which our students are able to support those in need while gaining important work experience with their selected trade(s).

In terms of additional programming at the secondary level to meet the goal of 6 career fields represented by each Consortium, one of the Science Faculty at HHS is nearing the completion of a Master's Degree in Theatrical Arts. She has taught theatre classes at HHS in the past and has also been a Drama Coach. Her intention is to teach technical course related to Theatre Staging/Lighting/Design with elements of Industrial Technology in collaboration with one of our Industrial Technology teachers. She has plans to achieve full licensure in Communications Technology Careers in the Fall of 2019 through St. Cloud State University, and will simultaneously be developing her curriculum for submission and approval to MDE. Agriculture and Business are not represented as of yet, but the local business community, through discussion with our BEP Committee and the Career Academy representatives, has suggested the re-introduction of said career field, and it is possible that a new Career Academy may develop from this conversation. As of now, and to our knowledge, we do not have a licensed business instructor at HHS. Agriculture will be a challenge because we do not have a strong agricultural presence within the bounds of the Consortium, though it may be possible to examine Power, Structural and Technical Systems through our Pre-Engineering Academy. The secondary coordinator will explore that possibility moving forward.

At the post secondary level, the Habitat-for-Humanity WBL continues to be weaved within multiple CTE programs. Students in Electrical Maintenance, Industrial Systems Technology, and HVAC work on local Habitat houses during both fall and spring semester. This year, the students worked through a Habitat renovation house located in Hibbing. CTE faculty commented that this was a particularly difficult project as the renovation was a 5 bedroom home which required full wiring within the entire home. They felt that, although the project was a difficult one for students, it gave them a true on-the-job experience many of them needed. In addition to the WBL provided through the Habitat Build, the ELM Program was able to weave WBL experience on campus as well. With the right-sizing project in progress at the Hibbing Community College campus, ELM student worked closely with the HCC Maintenance Department to retrofit LED lighting into a storage building on campus. The ELM students were able to replace 40+ fixtures to make them LED compatible. In addition to the Habit-for-Humanity learning experience and the on campus WBL, students also visit a number of different businesses with the region to better understand different electrician roles. These visits include Hibbing Taconite and other local mines, Solar PV Manufacturing in Mountain Iron, and entrepreneur start up MakerSpace.

The postsecondary Automotive and Diesel programs have their own WBL learning experience, which has been part of the programs for some time and will continue into the coming year. During the academic year, the Automotive program functions as a 'shop', taking in vehicles from the public and working on repairs under the guidance of faculty members. The Diesel program is creating real world work based learning experiences by being the main point of repair on semi-trucks used for the Hibbing Community College's CDL program. Diesel students maintain and repair these trucks, as necessary, for daily use by the CDL students.

At the postsecondary level, we continue to have established internships and/or work based experiences at the college in every healthcare program: Nursing, Dental Assisting, Medical Laboratory Technician, and CNA. These partnerships and learning opportunities are well established and will continue in FY20. In our Culinary area, students get work experience providing breakfast and lunch in the college cafeteria and second year student continue to be in charge of the Fine Dining Area - a restaurant style room where the community, students, and staff can order off a weekly menu. During spring semester, local business book the Fine Dining room for community meetings that require a lunch. These lunches are coordinated and managed by students. Additionally, Culinary Arts continues to host community buffets four times each academic year and also provides culinary services each spring for the annual Foundation Dinner, which is a scholarship fundraiser event open to the community.

The Hibbing Community College is fortunate to house two ABE staff members who work for AEOA (Arrowhead Economic Opportunity Agency). These two staff members have offices on the HCC campus and their work in ABE aligns with refresher courses offered at the college. Continuing into summer 2019, ABE staff will once again run Math Bootcamp, which is a free month long refresher training for students who need to increase their assessment scores to qualify for program entry. This bootcamp is heavily directed at incoming nursing students who are required to have an Accuplacer Arithmetic score of 69 to start the RN program in the fall. In addition to the Math Bootcamp, a College Reading/Writing Prep and first time offering of a Science Prep are scheduled to run as well. For FY20, the campus rightsizing project has created the opportunity to move the ABE staff to the space previously occupied by the campus tutoring center. This space will allow for more students to access the resources provided by the ABE staff and for those staff to offer training out of this space.

Our Perkins Advisory Committee will continue to meet monthly each semester, with the hopes of expanding our committee to other partners within the community. Previously, we held monthly meetings with varied attendance due to class scheduling. We look to establish these meetings, prior to semester start, with the hopes of increasing attendance and representation from within the community. As a campus, we continue with the well-established program advisory boards, which exist for every CTE program at the college level. Business representatives, who advise and recommend changes and improvements to our CTE programs, make up these advisory boards. These boards are active twice each school year. For FY20, the Perkins postsecondary coordinator plans to make one advisory board meeting during the year for each CTE program.

COMMENTS FOR REVIEWER

Goal 3: Improve Service to Special Populations

- **DESCRIBE CHANGES FROM YOUR FY19 LOCAL CONSORTIUM PLAN THAT WILL BE IMPLEMENTED AS YOU TRANSITION TO PERKINS V NOTING THE NEW CATEGORIES OF SPECIAL POPULATIONS.**
- **IN ADDITION, DOCUMENT YOUR STRATEGIES TO ENSURE ACCESS AND SUCCESS OF NONTRADITIONAL AND SPECIAL POPULATES IN CTE.**
- **EXAMPLES SHOULD INCLUDE PROFESSIONAL DEVELOPMENT AROUND CAREER ADVISEMENT, CULTURALLY COMPETENT CURRICULUM REVISIONS, AND OUTREACH EFFORTS TO RECRUIT AND RETAIN SPECIAL POPULATIONS OF STUDENTS.**

RESOURCE: PERKINS V SECTION 3 (48)

SPECIAL POPULATIONS: INDIVIDUALS WITH DISABILITIES, ECONOMICALLY DISADVANTAGED INCLUDING LOW INCOME YOUTH AND ADULTS, INDIVIDUALS PREPARING FOR NON-TRADITIONAL FIELDS, SINGLE PARENTS INCLUDING SINGLE PREGNANT WOMEN, OUT OF WORKFORCE INDIVIDUALS, ENGLISH LEARNERS, HOMELESS INDIVIDUALS, YOUTH WHO ARE IN OR HAVE AGED OUT OF FOSTER CARE SYSTEM, YOUTH WITH A PARENT WHO IS A MEMBER OF THE ARMED FORCES AND IS ON ACTIVE DUTY.

GOAL 3:

In grade 9, Hibbing students are required to take a career course to explore different job opportunities in the trades, health care, education, and the arts. This coincides with a student with disabilities who are provided services through an IEP that addresses transition in the areas of instruction, related services, community participation, and development of employment. To assist, the special education department provides a special education instructor to co-teach the Careers 9 course in order to provide an inclusive experience for students with an IEP or 504 plan. Students with an IEP or 504 are also encouraged by their case manager, school counselor, and/or school psychologist to register for the new Hibbing Career Academy option for students to get real-world experiences in the following areas: Building and Trades, Engineering, Engineering and Technologies, Education and Childcare, Health, and Performing Arts. These academies include job shadowing opportunities and CITS courses.

For economically disadvantaged and low-income students, our school has a new "Room of Requirements" that was initiated by an HHS Teacher to provide for the needs of said students, and even for those who otherwise have the means financially to accommodate their needs. Students may obtain clothing, personal care items and even food for no charge. The room is staffed periodically through the day, though students may access this service weekdays outside of school time (within reason) when escorted by a staff member.

Our Alternative Learning Program (ALP) offers students the opportunity for credit recovery and even full-time enrollment both during and after the school day. This allows students with special circumstances to maintain progress for graduation requirements.

As far as students of parents of the Armed Services, during the most recent conflicts in the Middle East, the school made efforts to reach out to assist with the needs of these students, and while few in number, the effort was appreciated.

Students who are deaf or hard-of-hearing are provided with interpreters through the Special Education Department. Further, one student who is a resident of Assisting Living in Southern Minnesota is receiving services for completing HHS graduation requirements remotely.

Curriculum revisions have been underway this year at HHS, and curriculum mapping has been the starting point in 2018-2019. Changes to some of the academic standards, noting particularly those in Science, will require collaboration from K-12 Teachers of Science. After the curriculum mapping has been completed, a portion of time allocated by the School Board will task our Professional Learning Communities to focus upon discussions and possible revision to instructional goals and benchmarks, content delivery and likely culultural competence. Indeed MDE has listed in the 2nd revision the necessity for incorporation of several cultures, including Native American oral history/tradition/language styles/traditions in Chemical Concepts.

At the postsecondary level, some of the changes we will be putting into place for the FY20 grant cycle include additional hours for one of our current CLA's, who works within the Electrical Maintenance program and coordinates the EMPOWER Program. Our current CLA in this role is a licensed female electrician who provides lab support during ELM class time and, in addition to her Perkins hours, coordinates the EMPOWER Grant Program. EMPOWER, which supports women in non-traditional CTE programs, provides opportunities during the academic year for women to connect with one another through meetings, special programming, social networking, and through monthly check-ins. This past year, EMPOWER worked with 23 female student in non-traditional CTE programs and of these 23, 10 will graduate from their programs in May 2019. For the past two years, EMPOWER has been funded by an outside grant from the Women's Foundation. This grant helped provide monetary support for females enrolled in nontraditional gender programs including Diesel, Law Enforcement, HVAC, Electrical Maintenance, Truck Driving, and Industrial Systems Technology. Many of the women accessing EMPOWER resources are single parents, females who have been out of

the workforce for a number of years, or students who were economically disadvantaged and/or coming from low-income backgrounds.

For grant cycle FY20 the current coordinator will extend the mission of EMPOWER to the secondary level by visiting with students in high school CTE courses. She will plan to make 3 visits per semester (September, October, November, February, March and April) attempting to build a bridge for female students going into the above-mentioned non-traditional CTE programs. Female students at the secondary level, taking CTE courses, will be invited once per semester to take part in an EMPOWER Club Meeting held at the HCC campus, where they will be connected to current females working through CTE programs at the postsecondary level. Additionally, these student will be invited to take part in one special EMPOWER luncheon to be held spring 2020. The EMPOWER Luncheon held May 1, 2019 brought together current female CTE students, HCC College Staff, and employers from the community. During the FY20 cycle, we will look to add high school students to this luncheon. This programming will be supplemented by the Perkins grant when needed.

Another change implemented during the FY19 grant cycle, which will continue for FY20, is within our Technical Career Day. This past year, Technical Career Day had 257 students, from 16 different high schools in attendance. The students were able to visit the two programs with which they had the most interest. During our afternoon session, we introduced students to programs non-traditional by gender. Female student were able to hear from Electrical Maintenance, Diesel, HVAC, Law Enforcement and IT Networking. Male students toured through and heard from faculty in Nursing, Dental Assisting, Medical Laboratory Tech., and Pharmacy Technician programs. From our Nursing Department, we had our male instructor lead the discussion for the male high school students and our female CLA, along with CTE Instructors, lead the discussion for the female students. We will continue this for FY20, with some adjustments to ensure our group sizes are more manageable.

We remain closely connected to the MN Workforce Center, Northeast MN Service Coop., Arrowhead Economic Opportunity Agency (AEOA), and all other groups that help underserved and needy people in this area. HCC also houses both a TRIO Educational Opportunity Center (EOC) staff member and a TRIO SSS program, who work with first generation college-goers, low-income students, and students with disabilities. Both of these programs strive to provide extra support on campus to aid students in achieving their degree or diploma. FY20 will continue with the combined role of TRIO SSS Director and Perkins Postsecondary Coordinator. Due to this combined role, the TRIO program, during the FY19 grant cycle, was able to serve more CTE students than in past grant cycles. Services included more personalized advising, more time spent with an advisor on academic and career planning, the opportunity to attend leadership events in both fall and spring semesters, opportunities to visit four-year campuses to explore transfer opportunities, and both personal counseling and StrengthsQuest Coaching.

Lastly, the Hibbing Community College campus will be offering for the first time, ESOL courses in fall 2019. The campus is currently in the hiring process for these newly created ESOL classes and hopes to find a qualified instructor to move these courses forward. The ABE staff on campus will be supporting, through designed study halls, extra classroom time for student within the ESOL courses.

The Hibbing Community College provides various strategies to help students overcome barriers. We have a strong Multicultural Student Club and Diversity Officer. The Diversity Officer meets monthly with the multicultural club and puts together newsletters highlighting opportunities for faculty to weave diversity into their classroom settings. An Equity and Inclusion Workshop hosted in January provided opportunities for faculty to discuss how they could bring equity to their classrooms. In the FY20 grant year, Perkins will look to support professional development in this area by arranging for more in-depth training for all CTE faculty at the January 2020 In-Service Training.

The Hibbing Community College continues to have Learning Communities established for both Law Enforcement and Healthcare Careers. The LCOM's are required for students who test below college level on the Accuplacer assessment. These learning communities have college study labs built into them, run by ABE (Adult Basic Education) staff members. This model has shown success over the past few years and will continue into the FY20 academic year.

COMMENTS FOR REVIEWER

Goal 4: Continuum of Service Provision for Enabling Student Transitions

DESCRIBE CHANGES FROM YOUR FY19 LOCAL CONSORTIUM PLAN THAT WILL BE IMPLEMENTED AS YOU TRANSITION TO PERKINS V.

EXAMPLES SHOULD INCLUDE EARLY COLLEGE CREDIT OPPORTUNITIES, ARTICULATION AGREEMENTS, CAREER AND COLLEGE READINESS ACTIVITIES, TRANSITION OF ADULT LEARNERS INTO THE WORKFORCE, AND BROKERING WITH OTHER CONSORTIA.

GOAL 4:

At the High School level students are able to obtain transcribed credit as part of the College-In-The-Schools (CITS) partnership with Hibbing Community College. Courses include:

English:

377 CITS English Senior Advanced Composition .5 Credit Grade 12

378 CITS English Senior English Literature .5 Credit Grade 12

Social Studies

1125 American History (CITS) .5 Credit Grade 11

1126 Contemporary American History (CITS) .5 Credit Grade 11

Science

1035A Chemistry (CITS) S1 .5 Credit Grades 11, 12

1035B Chemistry (CITS) S2 .5 Credit Grades 11, 12

1039A Applied Physics for Technology (APT), CITS S1 .5 Credit Grades 11,12

1039B Applied Physics for Technology (APT), CITS S2 .5 Credit Grades 11,12

1043A Intro to Physics I (CITS) S1 .5 Credit Grades 11, 12

1043B Intro to Physics II (CITS) S2 .5 Credit Grades 11, 12

Math

726A CITS College Prep Algebra II S1 .5 Credit Grades 11, 12

726B CITS College Prep Algebra II S2 .5 Credit Grades 11, 12

The CNA Program at HHS is offered in conjunction with Hibbing Community College, and is also transcribed credit, but is not part of the CITS course list. This 6 credit course is in our Healthcare Therapeutic program of study for the Chisholm-Hibbing Consortium at the High School level.

Our past articulation agreements welding and machining III and advanced Welding, building constructions, woods I and graphics arts programs have had articulation agreements with Mesabi Range Community College. There is some uncertainty with this arrangement due to changes within the Applied Learning Institute for the Iron Range area schools, and its plan for a transition away from the collegiate credit requirement for participation due to the demands placed upon Secondary Faculty for HLC credentialing. For instructors to become certified, there are plans to offer teachers training and/or advanced credential opportunities to be meet the HLC requirements for secondary teachers teaching Collegiate Credit Courses.

College and Career Readiness at the High School Level includes Career Days at Chisholm High School, in which guest speakers from a variety of career fields involving Mathematics and Science present to the students in 9th-12th Grades. Students have the opportunity to engage with these professionals with question-and-answer as well as career-related activities in which students can experience first-hand what a typical work assignment might entail. Please find in supplementary materials the reports from the FY19 event at Chisholm High School.

At Hibbing High School, we continue to utilize Career Panels to assist in the preparation for our students' futures from 10-12th Grade. Each panel consists of between 3 and 5 professionals who then mentor a fraction of each grade level in the student body to fashion small-group type activities. The 10th Grade Panel involves exploring Team-work and Time-Management Skills. The 11th Grade Panel explores Employability Skills. The 12th Grade Panel explores the art and science of Resume writing. Based on feedback received from the 12th Grade Panel, additional activities and possible integration of career growth activities may be explored beginning in FY20 with the English faculty of HHS. The 9th Grade students of HHS are required to enroll in a semester-long Career Explorations course, that is taught by an English teacher and designed to explore many facets of the college-and-career readiness skillset. The secondary teacher can confirm that the exploration process has been valuable for one of his own children who has been a participant this past year. Please find in supplementary materials the reports from the FY19 event at Hibbing High School.

Furthermore, as was previously mentioned in Goal 3, in grade 9, Hibbing students are required to take a career course to explore different job opportunities in the trades, health care, education, and the arts. This coincides with a student with disabilities who are provided services through an IEP that addresses transition in the areas of instruction, related services, community participation, and development of employment.

Finally, at the secondary level, the CareerForce (Hibbing Office) has offered its support in terms of CCR activities, as discussed in Goal 2, and student preparations for post-secondary study, post-secondary direct-to-employment transitions and job skills preparatory guidance. Its director and staff opened conversations with the secondary coordinator in March of 2019 to work collaboratively with our English Department to assist in the preparations of cover letters, resumes, interview training and whatever else we could request, to enable students to be well-prepared to generate high-quality professionally-reviewed documents and offer guidance to bolster the requisite student communication skills for career preparation and job placement. A goal for the secondary coordinator in 2019-2020 will be to foster continued conversation with CareerForce and our English Department to provide these services to all students from grades 10-12 at Hibbing High School. The coordinator will further make efforts to encourage Chisholm High School faculty to consider adopting a similar approach with its students so as to provide consistency Consortium-wide. Enlisting this support of the CTE Instructor and Principal at Chisholm will be the first step,

At the postsecondary level, as discussed in Goal 3, we will continue with Technical Career Days, with the hopes of hosting these in both fall and spring for local high schools to attend. Technical Career Days bring together high school students, college CTE students, and faculty. High school students in grades 9-12 have the opportunity to explore CTE programs and hear from a panel of current CTE college students. Our fall CTE student panel consisted of 10 students from each of the CTE programs. These students shared experiences they had within their respective program, advice for future CTE students, and goals they have for employment following completion of their program. We will continue with our student panels for the coming year, but in addition to a student panel, we look to implement an employer panel as well, so both high school and college aged students have the opportunity to hear both about the availability of jobs and employer expectations. This will be another opportunity to bring all areas of CTE together.

With the transition to Perkins V, our continuum of service is one area that likely has the ability to strengthen in the coming years. As we move into discussions on the realignment of our Perkins consortium, the colleges within the North East Higher Education District (NEHED) which includes the Hibbing Community College, Itasca Community College, Mesabi Range College, Vermilion Community College, and Rainy River Community College are also on a path of transition. As the five NEHED colleges continue campus talks about moving toward consolidation, it opens the doors for students at the high school level to transition more easily into postsecondary CTE programs at each of the NEHED campuses. As the college transition discussions are moving at a measured pace, leading into Perkins V we are not fully aware of how this may benefit the grant.

At the postsecondary level, for the FY20 transition year, we will continue to offer an online Medical Lab Tech class (3 years) and our Nursing program will once again have cohorts in both Grand Rapids and International Falls, which receive ITV courses from the HCC Campus. Currently, each cohort is set up for 10 seats, which we anticipate being filled going into the 2019-20 academic year. The cohorts allow different groups of students to stay closer to home, while receiving the same courses (via ITV) HCC on-campus learners are receiving. The HCC Nursing program will continue to allow students to re-enter the nursing program if they were not successful in a previous semester or school year. For the second year, HCC will also offer the Dental Assisting

program with a co-hort of students at the Lake Superior College campus. We will look to involve our CLA in Dental more with this group in addition to her on campus work. The college remains flexible and open to options to accommodate differing schedules.

We also look to our Culinary Arts program, over the course of the next year, to be a factor in our transition to Perkins V. During Perkins grant cycle FY19, the second year head chef utilized Perkins funding to purchase a chocolate enrobing machine. He did so to work with current students on industry specific training and with the anticipation of its use in his newly created 17 credit Pastry Artist certificate curriculum. The curriculum provides opportunities to advance skills in baking and pastries. The 17 credit certificate consists of 3 courses, which can be taken in any sequence. These courses include: Edible Design and Show Pieces, Advance Baking, and Cake Design and Decoration. This certificate program is offered beginning summer 2019 and continues through fall and spring semester and students can start the certificate any of the three semesters. The fall semester is set up to be Fridays only, which allows for more students – even beyond Culinary Arts designated majors – to take these courses. For FY20, we plan to host a baking event that would bring together FACS classes at the High School with the postsecondary students in this certificate. From the secondary level, if the proposed academy model for the 2019-20 academic year proves to be successful, a future Culinary/Hospitality academy will be proposed for the 2020-21 academic year.

At the secondary level, flexibility in allowing students to participate in PSEO and concurrent enrollment in CITS programs is worked into the school schedule. Flexibility is also found with our leadership in their willingness to block off times for sophomores, juniors, and seniors to participate in the Career Day events. These events are not optional and all students that are in school that day must attend. Cooperation and flexibility is displayed, in particular, by the Senior English Department members who coordinate due dates for resumes within a set timeframe coinciding with the Career Days.

High School students in the Auto classes continue to have a connection with the Auto program at the postsecondary level. Some of the Auto courses are taught by college faculty, which encourages these high school students to transition to the college automotive program. The Nursing Assistant program at the high school provides students an opportunity to obtain work experience and then move into CTE healthcare programs at the college, and even to move on to a 4 year healthcare degree. The CNA program is typically the introductory course used to gauge student interest in Healthcare Therapeutic POS. The implementation of continuum of services within our Healthcare Therapeutic POS has worked seamlessly due to the efforts of the high school instructor and post-secondary instructor within the CNA program. These faculty members jointly monitor the number of hours that must, by requirement, be logged for each student completing the CNA course. These efforts allow students a smooth continuation of services from high school to college coursework.

Industrial Tech high school students work with CTE college students and teachers on the Habitat for Humanity home. Working side-by-side with these students and faculty, makes it an easier transition to a CTE program after high school. Due to the success of this model, and the real world experience it provides both secondary and postsecondary students, it will continue to be supported by Perkins.

Career and college readiness activities will include counseling at both the high school and college level, academic advising at the college level, career events at the college for area high schools (Technical Career Days), and open houses at the college for students and parents. Specific parent sessions will once again be hosted by college staff in August and are tailored to educate parents on college rigor and services, while students may be present. College tours and high school visits are common place for college admission staff. Developmental classes, which are part of Learning Communities at the college, also help the less-prepared high school students as they enter college. The Academic Center at the college offers free tutoring services and is staffed by a Master Tutor and 8-10 peer tutors. As the Hibbing Community College campus recently underwent a right-sizing project, we were able to move the Academic Center and Library to a centralized campus location. It will be the focal point of campus, connecting both the technical area and liberal arts area. As this is set to open summer of 2019, plans are for faculty to host professional tutoring hours out of this location. It provide more opportunities for students to receive the assistance they need to be successful.

Adult Learners transition into the workforce through several ways. The college helps adult graduates by first introducing them to companies via fieldtrips and industry speakers. The MN Workforce Center is often invited to CTE programs to discuss resumes and job search information. Many CTE programs, in order to create a resume and practice interviewing skills, require students to complete the 1 credit Employment Skills course prior to graduation. This is an ongoing effort to ensure HCC students are workforce ready.

The EMPOWER grant, as discussed in Goal 1, will continue to help enroll underemployed and unemployed women into non-traditional technical programs. We will also continue to receive

referrals from the Workforce Center. We have an on campus Veteran's Center, staffed by a Veteran's Representative, who recruits and supports veterans by holding special events.

COMMENTS FOR REVIEWER

Goal 5: Consortium Governance

DESCRIBE YOUR CONSORTIUM'S CONFIGURATION, SYSTEMS, AND OPERATIONS. PUTTING STUDENTS' NEEDS FIRST, WHAT ACTIONS WILL YOU TAKE DURING THE TRANSITION YEAR TO ADDRESS THE 2020 CONSORTIA CRITERIA?

BE BOLD, INNOVATIVE, AND FOCUSED ON CONTINUOUS IMPROVEMENT AND PROVIDING EQUITABLE ACCESS.

IN THE 2020 MINNESOTA 4-YEAR STATE APPLICATION CONSORTIUM IS DEFINED AS HAVING:

- **IN THE 2020 MINNESOTA 4-YEAR STATE APPLICATION CONSORTIUM IS DEFINED AS HAVING:**
- **MINIMUM OF ONE SCHOOL DISTRICT + ONE POSTSECONDARY MINNESOTA STATE COLLEGE**
- **MINIMUM OF 6 PROGRAMS OF STUDY**
 - **OF THESE 6 PROGRAMS OF STUDY, A MINIMUM OF 4 CAREER FIELDS MUST BE REPRESENTED**
 - **ALL COMPONENTS OF 3 OF THE 4 POS BY CAREER FIELD MUST BE PROVIDED WITHIN THE CONSORTIUM (IN OTHER WORDS ONLY 1 OF THE 4 POS CAN BE BROKERED.)**
- **GREATER THAN 1000 CTE PARTICIPANTS AT THE SECONDARY LEVEL (BASED ON MOST RECENT DATA YEAR) OR GREATER THAN 1800 FYE AT THE POSTSECONDARY LEVEL (BASED ON MOST RECENT DATA YEAR)**

GOAL 5:

For the secondary level, our Consortium is configured such that two high schools are served: Chisholm High School and Hibbing High School. In the past, Chisholm High School had representation in the areas of FACS and Industrial Technology. This ceased to exist upon the retirement of a past FACS teacher who worked in close collaboration with the former Hibbing-Chisholm Secondary Coordinator. At this point, Chisholm only operates in our Consortium with one CTE Instructor, who has many vocational licensures which provides for multiple Industrial Technology programs. Chisholm High School operates independently from Hibbing High School in all aspects of programming, systems and operations. The Superintendent of Schools and High School Principal are in communication with the current Chisholm-Hibbing Secondary Coordinator with requests for annual funding. In terms of purchase fulfillment and fiscal management, the Chisholm District purchases equipment approved for CTE Programming and is reimbursed from the Hibbing Schools Business Office. The Hibbing Schools Business Manager and Chisholm Schools Business Manager are in close communication in these operational procedures. The Secondary Coordinator is in frequent communication with the Hibbing Business Manager and the High School Principal regarding Perkins purchasing and budget reconciliation.

At the secondary level, there still exists a Business and Education Partnership (BEP) Board, created by the past secondary grant coordinator Jeanne Bymark. Efforts are made to recruit active participants representing the full range of CTE programming offered at Hibbing High School and Chisholm High School. Faculty representatives are encouraged to actively participate as members of the Board. The Board serves to offer oversight of Perkins Grant CTE programming at both Secondary Schools and to offer guidance for CTE Teachers in their respective fields of expertise. The BEP Board meets twice per year, once in the Fall and once in the Winter. An optional joint meeting with the Post-Secondary Advisory Committee at Hibbing Community College is held in early to mid Spring, whereby opportunities are given for communications between the Collegiate CTE Faculty, the BEP Board and the Post-Secondary Advisory Board. Rich conversation often ensues with the latter, and it is a good forum to provide suggestions for improvements with programming at all levels.

The challenges for this transition are many, and as with most new ideas in education, the financial strain will be chief among them. Our School Board is supportive of the Academy Model, but we are still a small rural school district, and we must strive to meet the needs of all of the learners within the geographic confines of our communities. With the restructuring of the Consortium concurrently eminent, we do not have a lot of time to reflect upon past practice as it relates to future planning whilst addressing the dynamic of change involved in the restructuring process. It is fortunate that we will begin the conversation about the "how" of this reorganization, but the magnitude of the size of a restructured Consortium cannot be underestimated. Our CTE programs at the secondary and post-secondary level are most dependent on the continued availability of the Carl D. Perkins annual grants.

The transition year FY20 offers both challenges and opportunities for our Consortium in terms of its growth. From the Hibbing Schools perspective, it is hoped that with the advent of the new Career Academies, students will be encouraged to enroll in CTE Programs and complete the CTE pathway through matriculation to a Community College or 4-Year University for completion of additional training and/or certifications. A new Academy Director for HHS has been appointed full-time to oversee the Career Academies and facilitate student engagement with WBL and Job Shadowing opportunities as well as educational leaders, teachers and regional stakeholders. A former STEM Teacher, the Director will play an integral role in engaging local business and industry to forge important relationships to bridge the school-to-work transition and to streamline the employment transition process. It is hoped that these additional opportunities will

be synergistic in creating a regional cooperative network of employers willing to support CTE programming within and outside of our schools. We have already held two meetings this past year with opportunities for local and regional stakeholders to voice their suggestions for an effective roll-out of the Academy Model. Initial contact between the faculty and business/industry leadership has provided direction for planning and preparation for next year's class offerings. Financial support is being leveraged from the gracious donations of the Board of Directors of the Ben Owen's Educational Trust. With representation from key business and industry leaders, the Owens Board is poised to assist the adoption of the Academy model and for its successful launch in Fall 2019.

To meet the new requirements for the 4-year State Application and the continued support at the Secondary Level, it is hoped that through cooperative models between the existing Northern Consortia, that we are able to meet the 6 POS goal through the variety of programming offered amongst our individual campuses. New applications for POS are surely likely as a result of this transition, notably with the application for a Performing Arts and Communications pathway for HHS students and possibly the addition of a Computer Programming or Computer Science POS. The former is a new career academy for next year. The latter would support an Arts, Communications, and Information Systems Career Field. The latter could extend across a Consortium between campuses, but this is not a definitive direction as yet.

Further, the Education and Childcare Career Academy will seek to provide a course sequence for future teachers and childcare professionals, thus broaching the Human Services Career Field and providing additional offerings for students interested in those career choices.

This leaves the Agriculture, Food, and Natural Resources POS, which may or may not be accessible for our Consortium, given the predominantly industrial/human services orientation of the communities in our Consortium. That being said, we are well on our way in planning to reach at least 4 of the 6 Career Fields, with likely 6 POS possible from Hibbing-Chisholm alone.

At the postsecondary level, Perkins maintains the Perkins Committee, which meets monthly. At these monthly meetings, the committee reviews and assesses what has been funded (i.e. equipment) to date and as a committee, we review new requests for funding. At each meeting, budgetary details and fiscal monitoring are provided for all present, so the entire committee is aware of monies available to support CTE programs and those that have been spent. Additionally, we only have two high schools and one college so we easily collaborate on the budget. The secondary and postsecondary coordinators are in touch on a weekly basis informing each other of program development, purchased items, and opportunities for CTE connections. We share how dollars are being spent and if we can collaborate on an initiative for the consortium (i.e. Technical Career Days, program speakers, field trips, etc.). For budgets, the high schools are asked to determine their needs prior to the school year and the college committee discusses and agrees upon Perkins expenditures at the postsecondary level both prior to, and during, the academic year. The Hibbing-Chisholm consortium is constantly self-assessing our programs at both the secondary and postsecondary levels.

As for addressing students' needs during the 2020 transition year, we feel that the consolidation of consortia in our area opens some doors to better serve students and provide them collaborative opportunities beyond what was previously emphasized. Each Consortium realizes that the process and path of realignment needs to be addressed delicately in order to ensure the process rolls out fairly and remains student focused. At this time, we are in the beginning phase of hosting meetings with secondary and postsecondary leaders from the Itasca Consortium, East Range Consortium, and our Hibbing/Chisholm Consortium. We are including both principals and college provosts in the initial meetings, along with state representation from MDE and Perkins leaders at the state level. As we progress with a consortium consolidation, we can better discuss ways to be innovative across multiple campuses and high schools.

COMMENTS FOR REVIEWER

Workforce Center Collaboration

ENTER INFORMATION INTO THIS TABLE AS IT APPLIES TO YOUR CONSORTIUM. THIS TABLE DOES NOT SELF-TABULATE. ADD TOTALS FROM POSTSECONDARY TOTAL (LINE 3) AND SECONDARY (LINE 6) AND ENTER THAT FIGURE IN TOTAL (LINE 7). IF THERE IS NO TOTAL OR DOLLAR AMOUNT IN A LINE, ENTER ZERO (0) IN THE CORRESPONDING SPOT.

WORKFORCE CENTER COLLABORATION

	Total(s)
(POSTSECONDARY) Total Perkins funds used in collaboration with WorkForce Centers	
(POSTSECONDARY) Estimated expenditure/in-kind contributions used in collaboration with workforce Centers	200
Postsecondary Subtotal	200
(SECONDARY) Total Perkins funds used in collaboration with WorkForce Centers	100
(SECONDARY) Estimated expenditures/in-kind contributions used in collaboration with WorkForce Centers	
Secondary Subtotal	100
TOTAL	300

COMMENTS FOR REVIEWER

Perkins Funded Positions

THIS SECTION ONLY REQUIRES THAT YOU PROVIDE NAMES AND POSITIONS FOR PERKINS FUNDED POSITIONS. UPLOAD THE POSITION DESCRIPTIONS FOR EACH INDIVIDUAL YOU IDENTIFIED IN THE TABLE. IF YOU HAVE MORE POSITION DESCRIPTIONS THAN ALLOWED IN THE SPACE BELOW, ATTACH THEM TO THE END OF THE APPLICATION.

LIST ALL PERKINS PARTIALLY- AND FULLY- FUNDED POSITIONS. INDICATE WHETHER THAT POSITION IS SECONDARY OR POSTSECONDARY AND THE PERCENTAGE OF TIME THAT POSITION IS FUNDED BY PERKINS AND THE AMOUNT FUNDED BY PERKINS.

PERKINS FUNDED POSITIONS

Name	Position	Secondary/Postsecondary	File Folder # (Secondary)	Percentage of Time	Amount
Jennifer Boben	Perkins Post-Secondary Coordinator	Postsecondary		25	26662.20
Carl Sandness	Science Faculty	Secondary	350991	10	23918.54
Angela Heikkila	CLA	Postsecondary		50	16170.14
Mike Knutson	CLA	Postsecondary		37.5	15628.01
April Sailor	CLA	Postsecondary		37.5	8441.03
Janet Swanson	CLA	Postsecondary		37.5	12435.48

COMMENTS FOR REVIEWER

ATTACH ALL POSITION DESCRIPTIONS AS .PDF DOCUMENTS PRIOR TO SUBMITTING THIS APPLICATION

POSITION DESCRIPTION

HCC Perkins Coordinator Position Description

POSITION DESCRIPTION

Perkins Secondary Coordinator Position Description_mod

POSITION DESCRIPTION

CLA1 Electrical Maintenance Heikkila HCC 9.20.17

POSITION DESCRIPTION

CLA1 Auto & Diesel

POSITION DESCRIPTION

CLA1 Dental Assisting Sailor HCC

POSITION DESCRIPTION

CLA1 Culinary UPT Swanson HCC

POSITION DESCRIPTION

POSITION DESCRIPTION

POSITION DESCRIPTION

POSITION DESCRIPTION

POSITION DESCRIPTION

POSITION DESCRIPTION

Programs of Study- Career Pathway 1

Career Pathway 1

CAREER FIELD: SELECT THE CAREER FIELD FROM THE DROP DOWN MENU.

Engineering, Manufacturing, and Technology

CAREER CLUSTER: SELECT THE CAREER CLUSTER FROM THE DROP DOWN MENU.

Transportation, Distribution, and Logistics

CAREER PATHWAY: TYPE THE CAREER PATHWAY NAME IN THE TEXT BOX.

Automotive Technology

ALIGNS WITH WHICH POSTSECONDARY CTE PROGRAM? TYPE THE POSTSECONDARY PROGRAM:

Automotive Technician/Diesel Mechanic/CDL

INDIVIDUALLY LIST THE HIGH SCHOOL(S) AND THE ASSOCIATED MINNESOTA DEPARTMENT OF EDUCATION (MDE) APPROVED PROGRAM CODE FROM TABLE C, THAT ALIGNS WITH THE CAREER CLUSTER IDENTIFIED ABOVE.

Hibbing High School: 170302, 170303

Chisholm High School: 170303

AT WHICH COLLEGE(S)? LIST THE POSTSECONDARY INSTITUTION(S) THAT THE PROGRAM OF STUDY ALIGNS WITH.

Hibbing Community College

RECOGNIZED SECONDARY CREDENTIALS

ENTER THE RECOGNIZED SECONDARY CREDENTIALS HERE:

- TSA: ENTER APPLICABLE TSA EXAMS (E.G., NOCTI, PRECISION EXAM, ETC.)
- LICENSURE: ENTER THE APPROPRIATE LICENSURE NAME (E.G., MN. RESIDENTIAL CONTRACTOR LICENSE)
- CERTIFICATION: ENTER THE APPROPRIATE CERTIFICATIONS AS APPLICABLE (E.G., OSHA 10, MSSC, ETC.)
- INDUSTRY RECOGNIZED CREDENTIAL: ENTER THE INDUSTRY RECOGNIZED CREDENTIAL NAME (E.G., EMT-B)

NOTE: NOT ALL FIELDS ARE REQUIRED. AT MINIMUM, THERE SHOULD BE AT LEAST ONE CREDENTIAL IDENTIFIED AND LISTED.

RECOGNIZED SECONDARY CREDENTIAL(S):

TSA	
Licensure	
Certification	
Industry Recognized Credential	

RECOGNIZED POSTSECONDARY CREDENTIALS

ENTER THE RECOGNIZED POSTSECONDARY CREDENTIALS HERE:

- ACADEMIC AWARD: ENTER ANY OR ALL ACADEMIC AWARDS (I.E., CERTIFICATE, DIPLOMA, DEGREE)
- TSA: ENTER APPLICABLE TSA EXAMS (E.G., NOCTI, PRECISION EXAM, ETC.)

- **LICENSURE:** ENTER THE APPROPRIATE LICENSURE NAME (E.G., MN RESIDENTIAL CONTRACTOR LICENSE)
- **CERTIFICATION:** ENTER THE APPROPRIATE CERTIFICATIONS AS APPLICABLE (E.G., OSHA 10, MSSC, ETC.)
- **INDUSTRY RECOGNIZED CREDENTIAL:** ENTER THE INDUSTRY RECOGNIZED CREDENTIAL NAME (E.G., EMT-B)

NOTE: NOT ALL FIELDS ARE REQUIRED. AT MINIMUM, THE ACADEMIC AWARD FIELD SHOULD HAVE AN AWARD IDENTIFIED.

RECOGNIZED POSTSECONDARY CREDENTIAL(S):

Academic Award	Diploma	AAS	Certificate
TSA			
Licensure			
Certification	ASE		
Industry Recognized Credential			

OTHER ASSESSMENTS (ONLY IF NOT PREVIOUSLY LISTED):

COMMENTS FOR REVIEWER

Programs of Study- Career Pathway 2

Career Pathway 2

CAREER FIELD: SELECT THE CAREER FIELD FROM THE DROP DOWN MENU.

Engineering, Manufacturing, and Technology

CAREER CLUSTER: SELECT THE CAREER CLUSTER FROM THE DROP DOWN MENU.

Manufacturing

CAREER PATHWAY: TYPE THE CAREER PATHWAY NAME IN THE TEXT BOX.

Welding and Machining

ALIGNS WITH WHICH POSTSECONDARY CTE PROGRAM? TYPE THE POSTSECONDARY PROGRAM:

Welding Technology

INDIVIDUALLY LIST THE HIGH SCHOOL(S) AND THE ASSOCIATED MINNESOTA DEPARTMENT OF EDUCATION (MDE) APPROVED PROGRAM CODE FROM TABLE C, THAT ALIGNS WITH THE CAREER CLUSTER IDENTIFIED ABOVE.

Hibbing High School: 170321, 172306

AT WHICH COLLEGE(S)? LIST THE POSTSECONDARY INSTITUTION(S) THAT THE PROGRAM OF STUDY ALIGNS WITH.

Mesabi Range College

RECOGNIZED SECONDARY CREDENTIALS

ENTER THE RECOGNIZED SECONDARY CREDENTIALS HERE:

- TSA: ENTER APPLICABLE TSA EXAMS (E.G., NOCTI, PRECISION EXAM, ETC.)
- LICENSURE: ENTER THE APPROPRIATE LICENSURE NAME (E.G., MN. RESIDENTIAL CONTRACTOR LICENSE)
- CERTIFICATION: ENTER THE APPROPRIATE CERTIFICATIONS AS APPLICABLE (E.G., OSHA 10, MSSC, ETC.)
- INDUSTRY RECOGNIZED CREDENTIAL: ENTER THE INDUSTRY RECOGNIZED CREDENTIAL NAME (E.G., EMT-B)

NOTE: NOT ALL FIELDS ARE REQUIRED. AT MINIMUM, THERE SHOULD BE AT LEAST ONE CREDENTIAL IDENTIFIED AND LISTED.

RECOGNIZED SECONDARY CREDENTIAL(S)

TSA	
Licensure	
Certification	
Industry Recognized Credential	

RECOGNIZED POSTSECONDARY CREDENTIALS

ENTER THE RECOGNIZED POSTSECONDARY CREDENTIALS HERE:

- ACADEMIC AWARD: ENTER ANY OR ALL ACADEMIC AWARDS (I.E., CERTIFICATE, DIPLOMA, DEGREE)
- TSA: ENTER APPLICABLE TSA EXAMS (E.G., NOCTI, PRECISION EXAM, ETC.)
- LICENSURE: ENTER THE APPROPRIATE LICENSURE NAME (E.G., MN RESIDENTIAL CONTRACTOR LICENSE)

- **CERTIFICATION: ENTER THE APPROPRIATE CERTIFICATIONS AS APPLICABLE (E.G., OSHA 10, MSSC, ETC.)**
- **INDUSTRY RECOGNIZED CREDENTIAL: ENTER THE INDUSTRY RECOGNIZED CREDENTIAL NAME (E.G., EMT-B)**

NOTE: NOT ALL FIELDS ARE REQUIRED. AT MINIMUM, THE ACADEMIC AWARD FIELD SHOULD HAVE AN AWARD IDENTIFIED.

RECOGNIZED POSTSECONDARY CREDENTIAL(S)

Academic Award	Diploma
TSA	
Licensure	
Certification	
Industry Recognized Credential	

OTHER ASSESSMENTS (ONLY IF NOT PREVIOUSLY LISTED)

COMMENTS FOR REVIEWER

Programs of Study- Career Pathway 3

Career Pathway 3

CAREER FIELD: SELECT THE CAREER FIELD FROM THE DROP DOWN MENU.

Engineering, Manufacturing, and Technology

CAREER CLUSTER: SELECT THE CAREER CLUSTER FROM THE DROP DOWN MENU.

Manufacturing

CAREER PATHWAY: TYPE THE CAREER PATHWAY NAME IN THE TEXT BOX.

Building Construction

ALIGNS WITH WHICH POSTSECONDARY CTE PROGRAM? TYPE THE POSTSECONDARY PROGRAM:

Carpentry/Electrical Maintenance/HVAC

INDIVIDUALLY LIST THE HIGH SCHOOL(S) AND THE ASSOCIATED MINNESOTA DEPARTMENT OF EDUCATION (MDE) APPROVED PROGRAM CODE FROM TABLE C, THAT ALIGNS WITH THE CAREER CLUSTER IDENTIFIED ABOVE.

Hibbing High School: 171000

Chisholm High School: 171000

AT WHICH COLLEGE(S)? LIST THE POSTSECONDARY INSTITUTION(S) THAT THE PROGRAM OF STUDY ALIGNS WITH.

Hibbing Community College, Mesabi Range College

RECOGNIZED SECONDARY CREDENTIALS

ENTER THE RECOGNIZED SECONDARY CREDENTIALS HERE:

- TSA: ENTER APPLICABLE TSA EXAMS (E.G., NOCTI, PRECISION EXAM, ETC.)
- LICENSURE: ENTER THE APPROPRIATE LICENSURE NAME (E.G., MN. RESIDENTIAL CONTRACTOR LICENSE)
- CERTIFICATION: ENTER THE APPROPRIATE CERTIFICATIONS AS APPLICABLE (E.G., OSHA 10, MSSC, ETC.)
- INDUSTRY RECOGNIZED CREDENTIAL: ENTER THE INDUSTRY RECOGNIZED CREDENTIAL NAME (E.G., EMT-B)

NOTE: NOT ALL FIELDS ARE REQUIRED. AT MINIMUM, THERE SHOULD BE AT LEAST ONE CREDENTIAL IDENTIFIED AND LISTED.

RECOGNIZED SECONDARY CREDENTIAL(S):

TSA	
Licensure	
Certification	
Industry Recognized Credential	

RECOGNIZED POSTSECONDARY CREDENTIALS

ENTER THE RECOGNIZED POSTSECONDARY CREDENTIALS HERE:

- ACADEMIC AWARD: ENTER ANY OR ALL ACADEMIC AWARDS (I.E., CERTIFICATE, DIPLOMA, DEGREE)
- TSA: ENTER APPLICABLE TSA EXAMS (E.G., NOCTI, PRECISION EXAM, ETC.)

- **LICENSURE:** ENTER THE APPROPRIATE LICENSURE NAME (E.G., MN RESIDENTIAL CONTRACTOR LICENSE)
- **CERTIFICATION:** ENTER THE APPROPRIATE CERTIFICATIONS AS APPLICABLE (E.G., OSHA 10, MSSC, ETC.)
- **INDUSTRY RECOGNIZED CREDENTIAL:** ENTER THE INDUSTRY RECOGNIZED CREDENTIAL NAME (E.G., EMT-B)

NOTE: NOT ALL FIELDS ARE REQUIRED. AT MINIMUM, THE ACADEMIC AWARD FIELD SHOULD HAVE AN AWARD IDENTIFIED.

RECOGNIZED POSTSECONDARY CREDENTIAL(S)

Academic Award	Diploma	Certificate
TSA		
Licensure		
Certification		
Industry Recognized Credential	Class A Journeyman (1 year towards)	

OTHER ASSESSMENTS (ONLY IF NOT PREVIOUSLY LISTED)

COMMENTS FOR REVIEWER

Programs of Study- Career Pathway 4

Career Pathway 4

CAREER FIELD: SELECT THE CAREER FIELD FROM THE DROP DOWN MENU.

Engineering, Manufacturing, and Technology

CAREER CLUSTER: SELECT THE CAREER CLUSTER FROM THE DROP DOWN MENU.

Science, Technology, Engineering, and Mathematics

CAREER PATHWAY: TYPE THE CAREER PATHWAY NAME IN THE TEXT BOX.

Engineering

ALIGNS WITH WHICH POSTSECONDARY CTE PROGRAM? TYPE THE POSTSECONDARY PROGRAM:

Pre-Engineering/Engineering

INDIVIDUALLY LIST THE HIGH SCHOOL(S) AND THE ASSOCIATED MINNESOTA DEPARTMENT OF EDUCATION (MDE) APPROVED PROGRAM CODE FROM TABLE C, THAT ALIGNS WITH THE CAREER CLUSTER IDENTIFIED ABOVE.

Hibbing High School: 171502

AT WHICH COLLEGE(S)? LIST THE POSTSECONDARY INSTITUTION(S) THAT THE PROGRAM OF STUDY ALIGNS WITH.

Hibbing Community College

RECOGNIZED SECONDARY CREDENTIALS

ENTER THE RECOGNIZED SECONDARY CREDENTIALS HERE:

- TSA: ENTER APPLICABLE TSA EXAMS (E.G., NOCTI, PRECISION EXAM, ETC.)
- LICENSURE: ENTER THE APPROPRIATE LICENSURE NAME (E.G., MN. RESIDENTIAL CONTRACTOR LICENSE)
- CERTIFICATION: ENTER THE APPROPRIATE CERTIFICATIONS AS APPLICABLE (E.G., OSHA 10, MSSC, ETC.)
- INDUSTRY RECOGNIZED CREDENTIAL: ENTER THE INDUSTRY RECOGNIZED CREDENTIAL NAME (E.G., EMT-B)

NOTE: NOT ALL FIELDS ARE REQUIRED. AT MINIMUM, THERE SHOULD BE AT LEAST ONE CREDENTIAL IDENTIFIED AND LISTED.

RECOGNIZED SECONDARY CREDENTIAL(S):

TSA	
Licensure	
Certification	
Industry Recognized Credential	

RECOGNIZED POSTSECONDARY CREDENTIALS

ENTER THE RECOGNIZED POSTSECONDARY CREDENTIALS HERE:

- ACADEMIC AWARD: ENTER ANY OR ALL ACADEMIC AWARDS (I.E., CERTIFICATE, DIPLOMA, DEGREE)
- TSA: ENTER APPLICABLE TSA EXAMS (E.G., NOCTI, PRECISION EXAM, ETC.)
- LICENSURE: ENTER THE APPROPRIATE LICENSURE NAME (E.G., MN RESIDENTIAL CONTRACTOR LICENSE)

- **CERTIFICATION:** ENTER THE APPROPRIATE CERTIFICATIONS AS APPLICABLE (E.G., OSHA 10, MSSC, ETC.)
- **INDUSTRY RECOGNIZED CREDENTIAL:** ENTER THE INDUSTRY RECOGNIZED CREDENTIAL NAME (E.G., EMT-B)

NOTE: NOT ALL FIELDS ARE REQUIRED. AT MINIMUM, THE ACADEMIC AWARD FIELD SHOULD HAVE AN AWARD IDENTIFIED.

RECOGNIZED POSTSECONDARY CREDENTIAL(S)

Academic Award	AS/BS
TSA	
Licensure	EIT/PE
Certification	
Industry Recognized Credential	

OTHER ASSESSMENTS (ONLY IF NOT PREVIOUSLY LISTED)

COMMENTS FOR REVIEWER

Programs of Study- Career Pathway 5

Career Pathway 5

CAREER FIELD: SELECT THE CAREER FIELD FROM THE DROP DOWN MENU.

Arts, Communications, and Information Systems ▼

CAREER CLUSTER: SELECT THE CAREER CLUSTER FROM THE DROP DOWN MENU.

Arts, Audio/Video Technology and Communications ▼

CAREER PATHWAY: TYPE THE CAREER PATHWAY NAME IN THE TEXT BOX.

Graphic Design/Information Technology

ALIGNS WITH WHICH POSTSECONDARY CTE PROGRAM? TYPE THE POSTSECONDARY PROGRAM:

Graphic Design Media/IT Networking and Security

INDIVIDUALLY LIST THE HIGH SCHOOL(S) AND THE ASSOCIATED MINNESOTA DEPARTMENT OF EDUCATION (MDE) APPROVED PROGRAM CODE FROM TABLE C, THAT ALIGNS WITH THE CAREER CLUSTER IDENTIFIED ABOVE.

Hibbing High School: 171502

AT WHICH COLLEGE(S)? LIST THE POSTSECONDARY INSTITUTION(S) THAT THE PROGRAM OF STUDY ALIGNS WITH.

Hibbing Community College

Mesabi Range College

RECOGNIZED SECONDARY CREDENTIALS

ENTER THE RECOGNIZED SECONDARY CREDENTIALS HERE:

- TSA: ENTER APPLICABLE TSA EXAMS (E.G., NOCTI, PRECISION EXAM, ETC.)
- LICENSURE: ENTER THE APPROPRIATE LICENSURE NAME (E.G., MN. RESIDENTIAL CONTRACTOR LICENSE)
- CERTIFICATION: ENTER THE APPROPRIATE CERTIFICATIONS AS APPLICABLE (E.G., OSHA 10, MSSC, ETC.)
- INDUSTRY RECOGNIZED CREDENTIAL: ENTER THE INDUSTRY RECOGNIZED CREDENTIAL NAME (E.G., EMT-B)

NOTE: NOT ALL FIELDS ARE REQUIRED. AT MINIMUM, THERE SHOULD BE AT LEAST ONE CREDENTIAL IDENTIFIED AND LISTED.

RECOGNIZED SECONDARY CREDENTIAL(S):

TSA	
Licensure	
Certification	
Industry Recognized Credential	

RECOGNIZED POSTSECONDARY CREDENTIALS

ENTER THE RECOGNIZED POSTSECONDARY CREDENTIALS HERE:

- ACADEMIC AWARD: ENTER ANY OR ALL ACADEMIC AWARDS (I.E., CERTIFICATE, DIPLOMA, DEGREE)
- TSA: ENTER APPLICABLE TSA EXAMS (E.G., NOCTI, PRECISION EXAM, ETC.)

- **LICENSURE:** ENTER THE APPROPRIATE LICENSURE NAME (E.G., MN RESIDENTIAL CONTRACTOR LICENSE)
- **CERTIFICATION:** ENTER THE APPROPRIATE CERTIFICATIONS AS APPLICABLE (E.G., OSHA 10, MSSC, ETC.)
- **INDUSTRY RECOGNIZED CREDENTIAL:** ENTER THE INDUSTRY RECOGNIZED CREDENTIAL NAME (E.G., EMT-B)

NOTE: NOT ALL FIELDS ARE REQUIRED. AT MINIMUM, THE ACADEMIC AWARD FIELD SHOULD HAVE AN AWARD IDENTIFIED.

RECOGNIZED POSTSECONDARY CREDENTIAL(S)

Academic Award	Diploma, AAS	Diploma, AAS
TSA		
Licensure		
Certification		A+/NET+/CISCO&II/CERTIPORTMST
Industry Recognized Credential		A+/NET+/CISCO&II

OTHER ASSESSMENTS (ONLY IF NOT PREVIOUSLY LISTED)

COMMENTS FOR REVIEWER

Programs of Study- Career Pathway 6

Career Pathway 6

CAREER FIELD: SELECT THE CAREER FIELD FROM THE DROP DOWN MENU.

Health Science Technology

CAREER CLUSTER: SELECT THE CAREER CLUSTER FROM THE DROP DOWN MENU.

Health Science

CAREER PATHWAY: TYPE THE CAREER PATHWAY NAME IN THE TEXT BOX.

Nursing/Medical Lab Technician/Dental Assistant

ALIGNS WITH WHICH POSTSECONDARY CTE PROGRAM? TYPE THE POSTSECONDARY PROGRAM:

Certified Nurse Assistant/Registered Nurse/Medical Lab Technician/Dental Assistant/Med Coding

INDIVIDUALLY LIST THE HIGH SCHOOL(S) AND THE ASSOCIATED MINNESOTA DEPARTMENT OF EDUCATION (MDE) APPROVED PROGRAM CODE FROM TABLE C, THAT ALIGNS WITH THE CAREER CLUSTER IDENTIFIED ABOVE.

Hibbing High School: 070300 - 02,22

Chisholm High School: 070300

AT WHICH COLLEGE(S)? LIST THE POSTSECONDARY INSTITUTION(S) THAT THE PROGRAM OF STUDY ALIGNS WITH.

Hibbing Community College

RECOGNIZED SECONDARY CREDENTIALS

ENTER THE RECOGNIZED SECONDARY CREDENTIALS HERE:

- TSA: ENTER APPLICABLE TSA EXAMS (E.G., NOCTI, PRECISION EXAM, ETC.)
- LICENSURE: ENTER THE APPROPRIATE LICENSURE NAME (E.G., MN. RESIDENTIAL CONTRACTOR LICENSE)
- CERTIFICATION: ENTER THE APPROPRIATE CERTIFICATIONS AS APPLICABLE (E.G., OSHA 10, MSSC, ETC.)
- INDUSTRY RECOGNIZED CREDENTIAL: ENTER THE INDUSTRY RECOGNIZED CREDENTIAL NAME (E.G., EMT-B)

NOTE: NOT ALL FIELDS ARE REQUIRED. AT MINIMUM, THERE SHOULD BE AT LEAST ONE CREDENTIAL IDENTIFIED AND LISTED.

RECOGNIZED SECONDARY CREDENTIAL

TSA	
Licensure	CNA
Certification	
Industry Recognized Credential	CNA

RECOGNIZED POSTSECONDARY CREDENTIALS

ENTER THE RECOGNIZED POSTSECONDARY CREDENTIALS HERE:

- ACADEMIC AWARD: ENTER ANY OR ALL ACADEMIC AWARDS (I.E., CERTIFICATE, DIPLOMA, DEGREE)
- TSA: ENTER APPLICABLE TSA EXAMS (E.G., NOCTI, PRECISION EXAM, ETC.)

- **LICENSURE:** ENTER THE APPROPRIATE LICENSURE NAME (E.G., MN RESIDENTIAL CONTRACTOR LICENSE)
- **CERTIFICATION:** ENTER THE APPROPRIATE CERTIFICATIONS AS APPLICABLE (E.G., OSHA 10, MSSC, ETC.)
- **INDUSTRY RECOGNIZED CREDENTIAL:** ENTER THE INDUSTRY RECOGNIZED CREDENTIAL NAME (E.G., EMT-B)

NOTE: NOT ALL FIELDS ARE REQUIRED. AT MINIMUM, THE ACADEMIC AWARD FIELD SHOULD HAVE AN AWARD IDENTIFIED.

RECOGNIZED POSTSECONDARY CREDENTIAL(S)

Academic Award	AS	AAS	Certificate/Diploma
TSA			
Licensure	NCLEX		
Certification			
Industry Recognized Credential	CNA, RN	MLT	RDA

OTHER ASSESSMENTS (ONLY IF NOT PREVIOUSLY LISTED)

COMMENTS FOR REVIEWER

Programs of Study- Career Pathway 7

Career Pathway 7

CAREER FIELD: SELECT THE CAREER FIELD FROM THE DROP DOWN MENU.

Agriculture, Food, and Natural Resources

CAREER CLUSTER: SELECT THE CAREER CLUSTER FROM THE DROP DOWN MENU.

Agriculture, Food, and Natural Resources

CAREER PATHWAY: TYPE THE CAREER PATHWAY NAME IN THE TEXT BOX.

Hospitality and Tourism

ALIGNS WITH WHICH POSTSECONDARY CTE PROGRAM? TYPE THE POSTSECONDARY PROGRAM:

Culinary Arts

INDIVIDUALLY LIST THE HIGH SCHOOL(S) AND THE ASSOCIATED MINNESOTA DEPARTMENT OF EDUCATION (MDE) APPROVED PROGRAM CODE FROM TABLE C, THAT ALIGNS WITH THE CAREER CLUSTER IDENTIFIED ABOVE.

Hibbing High School 090101

AT WHICH COLLEGE(S)? LIST THE POSTSECONDARY INSTITUTION(S) THAT THE PROGRAM OF STUDY ALIGNS WITH.

Hibbing Community College

RECOGNIZED SECONDARY CREDENTIALS

ENTER THE RECOGNIZED SECONDARY CREDENTIALS HERE:

- **TSA: ENTER APPLICABLE TSA EXAMS (E.G., NOCTI, PRECISION EXAM, ETC.)**
- **LICENSURE: ENTER THE APPROPRIATE LICENSURE NAME (E.G., MN. RESIDENTIAL CONTRACTOR LICENSE)**
- **CERTIFICATION: ENTER THE APPROPRIATE CERTIFICATIONS AS APPLICABLE (E.G., OSHA 10, MSSC, ETC.)**
- **INDUSTRY RECOGNIZED CREDENTIAL: ENTER THE INDUSTRY RECOGNIZED CREDENTIAL NAME (E.G., EMT-B)**

NOTE: NOT ALL FIELDS ARE REQUIRED. AT MINIMUM, THERE SHOULD BE AT LEAST ONE CREDENTIAL IDENTIFIED AND LISTED.

RECOGNIZED SECONDARY CREDENTIAL(S):

TSA	Serve Safe/Food and Nutrition
Licensure	
Certification	
Industry Recognized Credential	

RECOGNIZED POSTSECONDARY CREDENTIALS

ENTER THE RECOGNIZED POSTSECONDARY CREDENTIALS HERE:

- **ACADEMIC AWARD: ENTER ANY OR ALL ACADEMIC AWARDS (I.E., CERTIFICATE, DIPLOMA, DEGREE)**
- **TSA: ENTER APPLICABLE TSA EXAMS (E.G., NOCTI, PRECISION EXAM, ETC.)**
- **LICENSURE: ENTER THE APPROPRIATE LICENSURE NAME (E.G., MN RESIDENTIAL CONTRACTOR LICENSE)**

- **CERTIFICATION: ENTER THE APPROPRIATE CERTIFICATIONS AS APPLICABLE (E.G., OSHA 10, MSSC, ETC.)**
- **INDUSTRY RECOGNIZED CREDENTIAL: ENTER THE INDUSTRY RECOGNIZED CREDENTIAL NAME (E.G., EMT-B)**

NOTE: NOT ALL FIELDS ARE REQUIRED. AT MINIMUM, THE ACADEMIC AWARD FIELD SHOULD HAVE AN AWARD IDENTIFIED.

RECOGNIZED POSTSECONDARY CREDENTIAL(S)

Academic Award	Certificate/Diploma/AAS
TSA	Serve Safe
Licensure	
Certification	
Industry Recognized Credential	

OTHER ASSESSMENTS (ONLY IF NOT PREVIOUSLY LISTED)

COMMENTS FOR REVIEWER

Additional Documentation

ADDITIONAL DOCUMENTATION MAY BE UPLOADED HERE. THE REQUIRED UPLOADS ARE: STATEMENTS OF ASSURANCE, SECONDARY SUPPLEMENT BUDGET, AND CONSORTIUM CONSOLIDATED EQUIPMENT INVENTORY. STATEMENTS OF ASSURANCE SHOULD BE COMBINED AND UPLOADED AS ONE SINGLE PDF. THE REMAINING FIELDS ARE AVAILABLE AS NEEDED IF APPLICANTS HAVE ADDITIONAL MATERIAL TO SHARE.

STATEMENTS OF ASSURANCE:

Statements of Assurance

SECONDARY SUPPLEMENTAL BUDGET:

Perkins Secondary Budget Summary spreadsheet - FY20_rev2-locked

CONSORTIUM CONSOLIDATED EQUIPMENT INVENTORY

Perkins Equip Inventory 2017-2019 Grant Application

ADDITIONAL MATERIAL:

High School Academies 2019-20

ADDITIONAL MATERIAL:

Inventories Chisholm-Hibbing Secondary 2019

ADDITIONAL MATERIAL:

FY19 Career Days Chisholm and Hibbing High School

Budget

Proposed Budget

	Grant Funded	Total Budgeted
Goal 1		
Postsecondary Equipment	\$3,532.19	\$3,532.19
Postsecondary Personnel (Salary and Benefits)	\$36,504.53	\$36,504.53
Subtotal	\$40,036.72	\$40,036.72
Goal 2		
Postsecondary Non-Personnel	\$4,649.35	\$4,649.35
Postsecondary Personnel (Salary and Benefits)	\$26,662.20	\$26,662.20
Subtotal	\$31,311.55	\$31,311.55
Goal 3		
Postsecondary Non-Personnel	\$1,895.28	\$1,895.28
Postsecondary Personnel (Salary and Benefits)	\$16,170.14	\$16,170.14
Subtotal	\$18,065.42	\$18,065.42
Goal 4		
Postsecondary Non-Personnel	\$5,000.00	\$5,000.00
Postsecondary Non-Personnel	\$1,500.00	\$1,500.00
Subtotal	\$6,500.00	\$6,500.00
Goal 5		
Postsecondary Non-Personnel	\$2,100.00	\$2,100.00
Subtotal	\$2,100.00	\$2,100.00
Total Proposed Cost	\$98,013.69	\$98,013.69

Proposed Budget Narrative

Goal 1

Create a budget line item for each of the following elements by copy/pasting each into the Name field. The 'Item Type' drop down may be left as is (Non-Personnel) for each individually created line item. Every element should be created as a line item, even if the dollar value is \$0.00. Do not enter any budget items under the 'Match' column. a. Secondary Personnel (Salary and Benefits) b. Secondary Non-Personnel c. Secondary Equipment d. Secondary Admin (5% max) UFARS 895 e. Postsecondary Personnel (Salary and Benefits) f. Postsecondary Non-Personnel g. Postsecondary Equipment h. Postsecondary Admin (5% max)

Postsecondary Personnel (Salary and Benefits)

College Lab Assistants within Culinary Arts, Auto/Diesel, and Dental Programs.

Postsecondary Equipment

Equipment purchases during 2019-20 academic year to support CTE Programs.

Goal 2

Create a budget line item for each of the following elements by copy/pasting each into the Name field. The 'Item Type' drop down may be left as is (Non-Personnel) for each individually created line item. Every element should be created as a line item, even if the dollar value is \$0.00. Do not enter any budget items under the 'Match' column. a. Secondary Personnel (Salary and Benefits) b. Secondary Non-Personnel c. Secondary Equipment d. Secondary Admin (5% max) UFARS 895 e. Postsecondary Personnel (Salary and Benefits) f. Postsecondary Non-Personnel g. Postsecondary Equipment h. Postsecondary Admin (5% max)

Postsecondary Personnel (Salary and Benefits)

Perkins Post Secondary Coordinator

Postsecondary Non-Personnel

Reserve funding. Utilizing for combined equipment purchases, employer visits (on and off campus).

Goal 3

Create a budget line item for each of the following elements by copy/pasting each into the Name field. The 'Item Type' drop down may be left as is (Non-Personnel) for each individually created line item. Every element should be created as a line item, even if the dollar value is \$0.00. Do not enter any budget items under the 'Match' column. a. Secondary Personnel (Salary and Benefits) b. Secondary Non-Personnel c. Secondary Equipment d. Secondary Admin (5% max) UFARS 895 e. Postsecondary Personnel (Salary and Benefits) f. Postsecondary Non-Personnel g. Postsecondary Equipment h. Postsecondary Admin (5% max)

Postsecondary Personnel (Salary and Benefits)

CLA for Electrical Maintenance, along with EMPOWER coordination support females in non-traditional CTE programs.

Postsecondary Non-Personnel

Outreach events to work with secondary and post secondary female students and students who meet criteria of Goal 3: Special Populations.

Goal 4

Create a budget line item for each of the following elements by copy/pasting each into the Name field. The 'Item Type' drop down may be left as is (Non-Personnel) for each individually created line item. Every element should be created as a line item, even if the dollar value is \$0.00. Do not enter any budget items under the 'Match' column. a. Secondary Personnel (Salary and Benefits) b. Secondary Non-Personnel c. Secondary Equipment d. Secondary Admin (5% max) UFARS 895 e. Postsecondary Personnel (Salary and Benefits) f. Postsecondary Non-Personnel g. Postsecondary Equipment h. Postsecondary Admin (5% max)

Postsecondary Non-Personnel

Technical Career Days (one each semester): Held at the Hibbing Community College. Supporting transitions for high school students to post secondary CTE programs.

Postsecondary Non-Personnel

CTE Challenge Days (Culinary/CTE Programs): Supporting High School students and college students competing in a baking/culinary challenge and repair challenges in other CTE Programs.

Goal 5

Create a budget line item for each of the following elements by copy/pasting each into the Name field. The 'Item Type' drop down may be left as is (Non-Personnel) for each individually created line item. Every element should be created as a line item, even if the dollar value is \$0.00. Do not enter any budget items under the 'Match' column. a. Secondary Personnel (Salary and Benefits) b. Secondary Non-Personnel c. Secondary Equipment d. Secondary Admin (5% max) UFARS 895 e. Postsecondary Personnel (Salary and Benefits) f. Postsecondary Non-Personnel g. Postsecondary Equipment h. Postsecondary Admin (5% max)

Postsecondary Non-Personnel

CTE Conference and Professional Development opportunities for CTE faculty.