MINNESOTA STATE
Career and Technical Education

FY21 Hibbing/Chisholm Consortia

Prepared by Hibbing-Chisholm Consortium
for Minnesota State FY21-22 Strengthening Career and Technical Education for the 21st Century Act (Perkins V)

Submitted by Jessica Matvey

Submitted on 06/29/2020 10:35 PM Central Standard Time

![Minnesota State Career and Technical Education]

Opportunity Details

Opportunity Information

Title

FY21-22 Strengthening Career and Technical Education for the 21st Century Act (Perkins V)

Description

APPLICATION OPENS MARCH 15, 2020.

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.

Opportunity Manager

Yingfah Thao

Public Link

https://www.gotomygrants.com/Public/Opportunities/Details/c8f37cba-6a86-4e88-9d19-1ea1959a2ced

Is Published

Yes

Submission Information

Submission Window

03/15/2020 8:00 AM - 07/10/2020 5:00 PM

Submission Timeline Additional Information

NOTE: SUBMISSION DEADLINE UPDATE COVID-19 has affected us all in many ways and has greatly impacted our work. We recognize these unusual circumstances consortia leaders are facing, including meeting the May 1 deadline for submitting two-year Perkins V applications. Therefore, although we haven't changed the due date of May 1, we would allow consortia to submit applications as late as June 1. This will allow some additional time for those of you who need it due to circumstances caused by COVID-19. If, due to extenuating circumstances, you are unable to meet the May 1, 2020 deadline for submission, contact Jeralyn Jargo at 651-201-1650.

Technical Assistance Session

Technical Assistance Session

Yes

Session Date and Time

04/30/2020 8:00 AM

Conference Info / Registration Link

A link has been sent to all Perkins Consorrtium Coordinators. Contact yingfah.thao@minnstate.edu

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

https://minnstate.edu/system/cte/perkins-local-application/index.html

Additional Information URL Description

All forms and instructions related to the Perkins Local Application can be found on our web site

Project Information

Application Information

Application Name
FY21 Hibbing/Chisholm Consortia

Total Amount of Award Requested
$117,825.26

Primary Contact Information

Name
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Project Description

Consortium Membership List

Consortium Membership List

List the college and school districts in your consortium. Be sure to spell out the full, legal names below.

Hibbing Community College

Hibbing High School

Chisholm High School

Please score the form as either 1-"complete," or 0-"not complete" (Reviewer Only)

Narrative 1: Comprehensive Local Needs Assessment (CLNA)

CLNA Results

Describe the results of the comprehensive local needs assessment. Use the space below to provide additional information on your CLNA that is not already included in your CLNA Framework attachment. For funds budgeted under this item, describe which use(s) of funds in section 135 of Perkins V is/are supported.

UPLOAD CLNA HERE THEN DELETE THIS LINE

SUMMARY:

Regionally, East Range, Hibbing/Chisholm, and Itasca Consortia came together to form the "True North Stars". After meeting regionally multiple times, we established the CLNA process to include regional meetings where we invited local stakeholders from high schools, colleges, and industry. We also surveyed local students, faculty, administration, and business & industry.

Summary of specific insight gained in the needs assessment related to each required element (below).

Element #1: Student Performance on Required Performance Indicators

- Each of our consortiums measured differently.

- This will be a challenge moving forward.

- We can see what is being done successfully and poorly in each individual consortium and adjust accordingly.

Element #2: Program Size, Scope, and Quality to meet the needs of all Students

- Size and scope will continue to be an issue in all rural areas if compared to metro.

- Our consortiums need to be able to determine what constitutes effective size and scope.

- Quality will be maintained even in small programs.

- Provide necessary equipment and professional development.

- Industry involvement.

- CareerForce involvement.

- ALI alignment in appropriate areas.

Element #3: Progress towards Implementation of CTE Programs of Study

- Marketed effectively beginning with the state.

- Providing proper equipment as needed.

- Educating auxiliary staff.

- The ability to hire and retain quality certified CTE staff.

- Have a way to train and certify non-CTE instructors to be CTE instructors.

- Needs to be a state priority to establish and implement these programs.

Element #4: Improving recruitment, retention, and training of CTE professionals, including underrepresented groups

- We can help provide funding for the necessary tools needed in their classroom to offer quality CTE courses.

- The ability to hire and retain quality certified CTE staff.

- Have a way to train and certify non-CTE instructors to be CTE instructors.

- Needs to be a state priority to establish and implement these programs.

- Find a way to make it enticing for our CTE instructors to stay in K12 rather than bolt for private industry.

- All secondary and post-secondary institutions are equal opportunity employers.

Element #5: Progress towards equal access to CTE programs for all students

-

Work with CareerForce center as they target underrepresented groups to provide access to opportunities.

- Work with Disability Services and Special Education Department coordinators to provide opportunities.

- Work with TRIO staff to educate and market the CTE programs, fields and pathways that are available.

There will be no funds budgeted towards this item.

Upload your completed CLNA Framework
CLNA - Final

Please score the form as either 1-"complete," or 0-"not complete" (Reviewer Only)

Narrative 2: Programs of Study

Programs of Study Narrative

Please describe: • How the results of the comprehensive local needs assessment informed the selection of the specific CTE programs and activities selected to be funded • Any new programs of study your consortium will develop and submit to the state for approval • How students, including students who are members of special populations, will learn about their school's CTE course offerings and whether each course is part of a CTE program of study • How your consortium is moving towards a minimum of six complete state-recognized programs of study. Your response should describe how your consortium will implement the action plan developed in element #3 of the CLNA Framework. For funds budgeted under this item, describe which use(s) of funds in section 135 of Perkins V is/are supported.

- The results from the CLNA study have informed our Consortium to provide funding for the following Programs of Study.

  - The results of the CLNA have shown that HealthCare, Industrial Technology, Manufacturing, Information Technology, Hospitality and Tourism, and Transportation are important needs in our region.

  - No new programs of study are currently slated for the next biennium. Computer Science at Hibbing is a possibility, though it will only require minor financial support.

Secondary

- registration meetings led by counseling staff and administrators outlining the procedures and policies and graduation requirements for all students.

- CTE career webpage hosted on the High School website for students to learn about potential careers.

- Hibbing-Chisholm is making progress in attaining the minimum 6 completed state-recognized POS through anticipating collaboration with East Range and Itasca consortia in the formation of

  - Active SRPOS in Chisholm includes Power Mechanics, Home =Maintenance and Construction, Metals 1, Seminar Class and Work Experience. The consortium Chisholm representative is Mr. Erik Kuusinen.
  - Active SRPOS in Hibbing includes Health Science HCCC/CNA, Foods I, Food Preparation, Creative Foods, Automotive Technology, Small Engines, Basic Wedling&Machining I-III, Building Construction, Woods I and II, Intro to Engineering, Grahic Design, Information Technology Applications Science and Engineering, Intro to Engineering and Advanced Welding.

Post Secondary

- recruiting is active, marketing, registration sessions as well.

- Seconday to post-secondary transitions includes concurrent enrolment, PSEO and CITS course offerings that enable seamless transition to the post-secondary environment.

- Programming that directly aligns includes: HCC: Automotive/Diesel, Culinary, Pre-Engineering, CNA HCCC,; MRCC - Graphic Arts Building/Construction, Welding

- Potential for a CLA from the Culinary Program offers opportunities to support people with disabilities in High School FCS classes. There is a need with one of our FCS faculty members for such support, and this would provide assistance in expanding this opportunity.

- The combined consortium of the True North Stars - TNS (East Range, Hibbing-Chisholm, Itasca) is in the process of merging. Our combined consortium will include elements of all of the career wheel categories, with distribution of career pathways amongst and between the three consolidated consortia.

- The results of the CLNA have shown that HealthCare, Industrial Technology, Manufacturing, Information Technology, Hospitality and Tourism, and Transportation.

- Our broad geographical region and cooperative efforts between the three post-secondary institutions from the TNS will leverage skills and talents of all represented in the combined consortium.

For funds budgeted under this item, describe which use(s) of funds in section 135 of Perkins V is/are supported.????

(1) **provide career exploration and career development activities (A-F)**

(2) **provide professional development** (A-I)

(3) **provide within career and technical education the skills necessary to pursue careers in high-skill, high-wage, or in-demand industry sectors or occupations;**

(4) **support integration of academic skills into career and technical education programs and programs of study** (A-B)

(5) **plan and carry out elements that support the implementation of career and technical education programs and programs of study and that result in increasing student achievement (A-S)**

(6) **develop and implement evaluations of the activities carried out with funds under this part, including evaluations necessary to complete the comprehensive needs assessment**

Please score the form as either 1-"complete," or 0-"not complete" (Reviewer Only)

Narrative 3: Workforce Innovation Opportunity Act (WIOA) and other workforce agencies

WIOA Narrative

In collaboration with local workforce development boards and agencies, describe how the consortium will provide: • Career exploration and career development coursework, activities or services • Career information on employment opportunities that incorporate the most up-to-date information on high-skill, high-wage, or in-demand industry sectors or occupations as determined by the comprehensive local needs assessment • An organized system of career guidance and academic counseling to students before enrolling and while participating in a CTE program. For funds budgeted under this item, describe which use(s) of funds in section 135 of Perkins V is/are supported.

- Career exploration and career development coursework, activities, or services.

  - Secondary

    - At HHS a course is taken by all 9th graders for career explorations and supporting activities are undertaken to improve college and career-readiness activities. This includes resume writing, mock interviews, etc…

    - At CHS, the annual Science and HealthCare Careers highlights regional employers and representatives and allows high school students to explore careers in a guest-speaker format in-house.

    - College Fairs are offered at all three of the TNS post-secondary institutions.

    - HCC provides Technical Career Day in which elements of the CTE programs are highlighted and opportunities to meet with faculty and staff are provided in 4 discrete rotations, allowing students to explore up to four different career pathways.

    - Hibbing High School is embarking on a Work-Based Learning Program, which is an extension of a relationship that has been in place for over 14 years with the welding program in cooperation with local heavy industry.

    - A representative from the Hibbing CareerForce office provided support for our English Faculty at HHS to assist with college and career readiness activities for High School juniors.

    - Chisholm Secondary - Heath Boe NEMOJT and Nina Kangas visit with Special Education students, resumes and job skills, interview questions. Job Fair participation in Virginia with all seniors involved. Fall 218 Trades - shop students. Logging Expo in Grand Rapids - all shop kids.

  - Post-Secondary

    - Counselors on campus will assist students with the completion of StrengthsFinder activities.

    - Courses entitled Choosing a Major and Employment Skills

- Career information on employment opportunities that incorporate the most up-to-date information on high-skill, high-wage, or in-demand industry sectors or occupations as determined by the comprehensive local needs assessment.

  - At the Secondary Level, our Work-Based Learning director provides services to high school faculty as it pertains to providing career information about high-skill, high-way and in-demand industry sectors.

  - Chisholm Secondary - union carpenters and millwrights visit 2-3 times to discuss. Signing days. Contractors lined up to sign up students. Booster for advertising for the program.

  - The results of the CLNA support the information provided, which can be disseminated to faculty and/or students at all levels of study.

- An organized system of career guidance and academic counseling to students before enrolling and while participating in a CTE program.

  - Secondary

    - This occurs prior to, during, and in the process of enrolling in coursework, with supplementary guidance provided by CTE faculty. Careers are highlighted and discussed during the course of a term and opportunities for special programs are disseminated from the consortia coordinators.

    - The counseling staff is integrally involved in the registration and guidance process for continued participation in the CTE environment.

    - Chisholm Secondary - Guidance provide the registration support, Erik actively involved in the selection process. Conversations off-the-cuff. Carpenters Union visits, students ask a lot of questions and are active in answering questions to guide decisions.

  - Post-Secondary

    - Counselors and Academic Advisors at HCC are available to support the exploration of programs and support structures that are in place. These individuals assist with registration each semester. It should be noted that the programs are very structured, which provides students with continuity of programming where there will be little concern for program variation.

    - Recruiting individuals who directly educate student decisions while in high school or at College Fairs.

- The True North Stars Consortium will work with Lake Superior Consortium collaboratively with our local workforce boards and agencies on career exploration. Currently, we work to support 218 Trades event which brings in over 1000 students and community members to explore careers within apprenticeship trades.

  - Tech Career Day

  - Healthcare EPIC Event

Our goal over the next few years will be to collaborate on where we can best use our funds to educate, market, and guide students into high skill, high-wage, and in-demand jobs. This year we will focus on planning on how we can develop career exploration within the elementary school-age kids along with career exploration within the middle school age kids which in turn will flow into our current and expanding Perkins career fields and POS.

For funds budgeted under this item, describe which use(s) of funds in section 135 of Perkins V is/are supported.
 (1) **provide career exploration and career development activities (ALL)**
(2) **provide professional development** (F)
(3) **provide within career and technical education the skills necessary to pursue careers in high-skill, high-wage, or in-demand industry sectors or occupations;**
(4) **support integration of academic skills into career and technical education programs and programs of study** (AB)

 (6)**develop and implement evaluations of the activities carried out with funds under this part, including evaluations necessary to complete the comprehensive needs assessment (All)**

Please score the form as either 1-"complete," or 0-"not complete" (Reviewer Only)

Narrative 4: Integrated Academic and Technical Skills

Integrated Academic and Technical Skills Narrative

Describe how your consortium will improve the academic and technical skills of students participating in your CTE programs through the integration of rigorous content aligned with challenging academic standards. Content should ensure learning that constitutes a well-rounded education (as defined by ESEA). For funds budgeted under this item, describe which use(s) of funds in section 135 of Perkins V is/are supported.

- Post Secondary

    - For CNA students at both the Secondary and Post-Secondary level, a standardized certification examination and skills test is administered to govern student content mastery of concepts.

    - For Automotive, students have the opportunity to take the Automotive Service Excellence (ASE) certification examination prior to graduation.

- Secondary

    - Students in the Culinary program have the opportunity to take a Precision Exam - Food and Nutrition II as well as Serve-Safe Certification (further completed by Post-Secondary as well).

    - Faculty in the Culinary and Industrial Technology programs are currently seeking unlimited CTE Licensure in their respective areas of expertise. This will bring current methodologies and curriculum to the respective programs of study. While not directly supported by the Perkins Funding, an external funding source allows for a duplicative benefit to be realized for the faculty of said programs.

    - Students of Pre-Engineering have the option to take the Autodesk Certification examination should they meet the standards for eligibility in terms of time directed towards required time and curriculum coverage.

    - Chisholm Secondary - TSAs are done annually. Feedback given by millwrights and carpenters given to students, curriculum developed and shared with schools and incorporated into the curriculum consistently. Graduations standards, district requirements for graduation fit closely to ESSA specifications. Discussions about increasing requirements credits for graduation would have been in effect to Fall 2020. Semesterized for next year. Metals class A and B. More flexibility for students who are at-risk.

- Equipment

- Professional Development provided to teachers and instructors

- Teacher internships

- combine advisory boards (work together)

- working with industry to provide actual examples

- We will provide our teachers the resources, in the form of supplies, equipment and training necessary to provide the desired skills for our students.

For funds budgeted under this item, describe which use(s) of funds in section 135 of Perkins V is/are supported.
(1) **provide career exploration and career development activities (ALL)**
(2) **provide professional development** (ALL)
(3) **provide within career and technical education the skills necessary to pursue careers in high-skill, high-wage, or in-demand industry sectors or occupations;**
(4) **support integration of academic skills into career and technical education programs and programs of study** (ALL)

(5) **plan and carry out elements that support the implementation of career and technical education programs and programs of study and that result in increasing student achievement (ALL)**

Please score the form as either 1-"complete," or 0-"not complete" (Reviewer Only)

Narrative 5: Special Populations

Special Populations Narrative

Describe how your consortium will: • Provide activities to prepare special populations for high-skill, high-wage, or in-demand industry sectors or occupations that will lead to self-sufficiency • Prepare CTE participants for non-traditional fields • Provide equal access for special populations to CTE courses, programs and programs of study • Ensure that members of special populations will not be discriminated against on the basis of their status as members of special populations. Your response should describe how your consortium will implement the action plan developed in element #5 of the CLNA Framework. For funds budgeted under this item, describe which use(s) of funds in section 135 of Perkins V is/are supported.

- Provide activities to prepare special populations for high-skill, high-wage, or in-demand industry sectors or occupations that will lead to self-sufficiency

  - For Post-Secondary, HCC had planned in FY 2020 to utilize the Culinary program to showcase the student skills as a competition similar to "Chopped" Secondary students match with post-secondary and test their knowledge and skill in preparing meals. Judging would be facilitated by the Administration at HCC and the Culinary faculty members. This will instead be rolled out during the FY21-22 Application period, due to the effects of the COVID-19 Pandemic (C19).

  - Post Secondary: TRiO is a program dedicated to ensuring students with low income or first-generation college students succeed in the classroom.

  - At the Secondary level, our lead FCS teacher has been incorporating the skills of Special Needs students in the Foods Curriculum to great success on campus. Given the success of this venture, it will be continued and possibly expanded in the FY21-22 grant cycle. At HHS, all 9th-grade students are required to enroll in a career exploration course, in which students are provided with skills and training to become college and career ready. Inclusivity to 218 Trades, Logging at Grand Rapids.

  - Science-Allied Health and Math Health career day in the Fall for all students 9-12 Science and Math classes.

- Prepare CTE participants for non-traditional fields

  - Post Secondary: EMPOWER is a group on campus that exists to support women in non-traditional fields, we plan to continue to support this group specifically by employing a CLA who facilitate the day to day operations. The RN and Dental Assistant programs enable male students to receive certification to serve as nurses as well as dental assistants.

  - Secondary, for both CHS and HHS the CLNA Nursing program provides training leading to an industry-recognized credential for all students enrolled in the HCCC course. This enables male students to become CNA nursing professionals. HHS further offers a course tailored to young women in basic industrial arts experiences in electricity and woodworking.

    - Chisholm Secondary - Nursing CNA . Intro to Industrial Tech courses offered, for small engines, with young women to course.

- Provide equal access for special populations to CTE courses, programs and programs of study

  - Post Secondary TRiO ensures access is available for students who are low income and also first generation college students.

  - Secondary, at HHS, all 9th grade students are required to enroll in a career exploration course, in which students are provided with skills and training to become college and career ready. The Counseling department provides guidance meetings for all students annually during the registration process and additional support in the form of one-to-one counseling for course registration support, credit verification and tailoring to a student's individual needs.

    - Chisholm Secondary - Special Education overseas the process. Have to have a career class - transitions class in special ed.

- Ensure that members of special populations will not be discriminated against on the basis of their status as members of special populations. Your response should describe how your consortium will implement the action plan developed in element #5 of the CLNA Framework.

  - Post Secondary: Disability services on campus provides support to individuals who need special assistance in regards to education. This is done in a discreet manner where privacy is ensured among the disability coordinator and the student.

  - Secondary schools have special education directorships which provide oversight for special populations in terms of their rights and provision of services for students with special needs and students belonging to special populations. Special Education departments have additional staff for record-keeping and mandated documentation. In Grade 9, Hibbing students are required to take a career course to explore different job

  - Chisholm Secondary - special ed and admin monitor this process.

  - opportunities in the trades, health care, education, and the arts. This coincides with students 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 CTE courses.

  - *The Hibbing Chisholm Consortium will commit and allocate funds to support non-traditional initiatives in collaboration with our local Career Force agencies. By working on non-traditional initiatives with workforce development, the hope would be to offer potential experiences for traditionally underserved populations. Potential areas include: females and students of color in welding, females and students of color in construction trades, experiences in manufacturing and or allied health for homeless or in-transition populations.*

  - *Hibbing Chisholm Consortium abides by each school's disability services and affirmative action policies.*

For funds budgeted under this item, describe which use(s) of funds in section 135 of Perkins V is/are supported.

  - (1) **provide career exploration and career development activities (ALL)**

  - (2) **provide professional development** (ALL)

  - (3) **provide within career and technical education the skills necessary to pursue careers in high-skill, high-wage, or in-demand industry sectors or occupations;**

  - (4) **support integration of academic skills into career and technical education programs and programs of study** (ALL)

- **(5) plan and carry out elements that support the implementation of career and technical education programs and programs of study and that result in increasing student achievement (ALL)**

- For the majority of the programming needs in Special Populations, at both the Secondary and Post-Secondary levels, these programs do not draw upon the Perkins V grant. Some funding is used by the FCS teacher with special population students for the delivery of content and material costs associated with the course offering.

Addendum addressing Feedback from State Staff with respect to the Perkins Presentation May 28, 2020

The process to be employed in determining priority decision-making for strategies, action and growth plan includes the following:

Year 1 - Define and Measure

- *Clearly define the need in the context of the individual organization.*

- *Collect Data*

- *Disaggregate Data*

  - *Discuss Data with State Staff*

  - *Identify gaps*

- *Develop a plan*

  - *Bring individuals together to develop a plan on how to best move forward*

  - *Determine if funds need to be allocated*

Year 2 - Analyze and Improve

- *Observe the data metrics and look for correlations to the identified need.*

- *Consolidate the information*

- *Select and begin initial improvement strategies*

Year 3 - Improve and Control

- *Using the feedback obtained from Year 2, make adjustments to the improvement strategy in response to the data gained in year*

- *Employ statistical data control tools to maintain process fulfillment in delivering to the need.*

Please score the form as either 1-"complete," or 0-"not complete" (Reviewer Only)

Narrative 6: Work-based Learning

Work-based Learning Narrative

Describe the work-based learning opportunities that will be provided to students participating in CTE programs and how your consortium will work with representatives from employers to develop or expand work-based learning opportunities. For funds budgeted under this item, describe which use(s) of funds in section 135 of Perkins V is/are supported.

- Secondary

  - Work-Based Learning (WBL) is an integral component of the current Career Academy Model for students of Hibbing High School. Students will be given the opportunity to gain experience in the business and industry sector, whether it be through job-shadowing, defined working experience, guest speaker presentations and/or in-house projects. It is expected that a portion of Perkins Funding will be used to support these partnerships with local business and industry in the form of transportation, faculty substitutes, material and equipment needs to support said partnerships.

  - Building and Construction students have the opportunity to participate in the Habitat for Humanity Program, operating in the region to provide low-income families quality built and safe housing. The program also includes partnering with post-secondary students, business and industry partners and regional leadership in providing equitable homes for people in need.

  - Chisholm Secondary - making inroads for this process. Already have done this in the past, 5 weeks of service to L&M Radiator - April and May. Erik brings students and is on site to supervise the students.

  - **Automotive**

    Students from Hibbing High School have opportunities to participate with a local Automotive Repair Shop to work for 2-3 hours at a time after school. Future opportunities will be forthc

    Chisholm Students participate collaboratively with the HCCAutomotive Program, a total of 8 visits of a half-day in which students work on brakes, batteries, alignments, computers, elect

    Welding and Machining

    Students from Hibbing High School participate in hands-on practice at a local Fabrication Facility. Twelve students report for 12 hours per semester each, during the second semester o

    Chisholm Metals and Welding students spend 3 days per week for 5 weeks working with the same Fabrication Facility as Hibbingstudents. There students spend time going through de

    Building and Construction

    Hibbing High School students work at the local Habitat for humanity house project during the entire academic year for two hours per day. They receive training on the job with the class ir

    Chisholm High School students also work at the local Habitat for Humanity house project, and participate in a similar fashion to Hibbing.

    Pre-Engineering

    Opportunity for Job-Shadowing in cooperation with local business and industry. While we recognize this is not truly WBL, we are working to establish pa

    Graphic Design

    While site visits do not best represent WBL, we are trying to find opportunities to expand this potential.

    CNA/HCCC

    High School faculty member assists with conducting regular visits to the local hospital to shadow medical personnel, and while not truly, this supports student growth and development. L

    Hospitality, Culinary Arts

    Hibbing students travel to local restaurants to observe activities in the kitchens "behind the scenes." Students also visit HCC to observe the Culinary Instructors in demonstrations of proj

    A new child development course supports the Parenting course that was established by the former FACS Lead and Secondary Perkins Coordinator. This experience enables Hibbing s

- Post-Secondary

  - MLT, Dental Assistant are required to participate in an internship but will not draw funding to support the experience.

  - Diesel and Automotive students have the opportunity to participate in an internship but will not draw funding to support the experience.

  - Auto and Diesel participate in a simulated "working shop" scenario in which external clients are solicited for repairs or maintenance related to their respective industries.

- IT Networking and Securities students have a similar opportunity to provide service for external clients in the form of maintenance and repairs of client computing systems. The variety of models and architecture of computing systems provides students with a breadth of experience.

- Nursing students are required to participate in Clinical experiences, again not supported by Perkins Funding, but instilling professionalism and providing external oversight to student preparation.

- Electrical Maintenance serves in the Habitat for Humanity Program, operating in the region to provide low-income families quality built and safe housing. The program also incorporates high school students working in conjunction with post-secondary students, business and industry partners and regional leadership in providing equitable homes for people in need.

- **Use of funding includes transportation, substitute teachers, small tools and supplies to assist students in providing said services.**

- **(1)**

- (3) **provide within career and technical education the skills necessary to pursue careers in high-skill, high-wage, or in-demand industry sectors or occupations;**

- (5) **plan and carry out elements that support the implementation of career and technical education programs and programs of study and that result in increasing student achievement (ALL)**

- (6)**develop and implement evaluations of the activities carried out with funds under this part, including evaluations necessary to complete the comprehensive needs assessment (All)**

Please score the form as either 1-"complete," or 0-"not complete" (Reviewer Only)

Narrative 7: Early College

Early College Narrative

Describe how high school students participating in CTE programs will be provided with the opportunity to gain postsecondary credit, such as through dual or concurrent enrollment programs or early college high school, as practicable. Examples could include dual enrollment, PSEO, and concurrent enrollment, etc. For funds budgeted under this item, describe which use(s) of funds in section 135 of Perkins V is/are supported.

- At the Secondary Level, both Hibbing High School and Chisholm High School offer CITS (College-In-The-Schools) in a variety of disciplines from Science to Social Studies to CTE. The post-secondary partners include Hibbing Community College, Mesabi Range College, and the University of Minnesota Duluth. Funds are not going to be allocated at this time for these services, as they are provided from individual school "general" funding streams in accordance with the PSEO act and CITS program expenditures.
  - Chisholm Secondary - CITS courses are offered. Partnered with HCC. PSO offered.
- PSEO courses are offered to students who meet the criteria from Hibbing Community College for both Secondary Schools (Hibbing High School and Chisholm High School). PSEO is not funded through Perkins, it is provided by school districts as per state law.

For funds budgeted under this item, describe which use(s) of funds in section 135 of Perkins V is/are supported.

Secondary = no funds encumbered

Post Secondary = No funds encumbered

Please score the form as either 1-"complete," or 0-"not complete" (Reviewer Only)

Narrative 8: Support to Professionals

Support to Professionals Narrative

Describe how your consortium coordinates with the state and institutions of higher education or alternative programs to support the recruitment, preparation, retention, training, and professional development of education professionals to ensure applicable state certification and licensure requirements are met. Education professionals include teachers, faculty, administrators, and specialized instructional support personnel and para-professionals, including individuals from groups underrepresented in the teaching profession. Your response should describe how your consortium will implement the action plan developed in element #4 of the CLNA Framework. For funds budgeted under this item, describe which use(s) of funds in section 135 of Perkins V is/are supported.

The True North Stars CLNA plan Element 4 is listed below. These items were identified as our strategies going forward.

- **Strategy 1**: Advocate for CTE Licensure Programs

    - **Roles/Responsibilities (List the roles and responsibilities for K-12, Business/Industry, Postsecondary, Workforce Development):**

        - K-12 - willingness to obtain CTE licensure by faculty. School Districts offering incentives for faculty to obtain said certification.

        - Post-Secondary - provision of program training encouraging student completion of programs leading to CTE licensure.

        - Business and Industry - support ways K-12 and post-secondary faculty members can obtain licensure.

        - Workforce. - funding support through TDP funding for PD leading to certification in industry.

    - **Start & end dates:** Ongoing Continuous Improvement

- **Strategy 2**: Professional Development and/or Certification for CTE Instructors

    - **Roles/Responsibilities (List the roles and responsibilities for K-12, Business/Industry, Postsecondary, Workforce Development):**

        - K-12 - willingness to obtain CTE licensure by faculty. School Districts offering incentives for faculty to obtain said certification.

        - Post-Secondary - partnering with K12, MDE and MOHE to offer more programming

        - Business and Industry - providing oversight and resources as able to facilitate the process

        - Workforce - providing oversight and resources as able to facilitate the process

    - **Start & end dates:** Ongoing Continuous Improvement

- **Strategy 3**: Marketing

    - **Roles/Responsibilities (List the roles and responsibilities for K-12, Business/Industry, Postsecondary, Workforce Development):**

        - K-12 - sharing best-practices in faculty members process of obtaining CTE certification

        - Post-Secondary - sharing best-practices in K12 faculty members process of obtaining CTE certification

        - Business and Industry - offering resources where appropriate and guidance for best-practice.

        - Workforce - engagement with other stakeholders and showcasing model programs for innovative educational opportunities.

        - State of MN: Videos about non-traditional CTE participants. Provide the content and literature to truly educate everyone on the importance of CTE.

        - Chamber of Commerce - assist with marketing opportunities, bridging gulfs between business/industry and education.

- **Strategy 4**: Integrating State Centers of Excellence

    - **Roles/Responsibilities (List the roles and responsibilities for K-12, Business/Industry, Postsecondary, Workforce Development):**

        - K-12 - willingness to obtain CTE licensure by faculty. School Districts offering incentives for faculty to obtain said certification.

        - Post-Secondary - The Centers of Excellence provides activities and funding for events.

        - Business and Industry - service on a Center of Excellence Board of Directors, provision of logistical or expertise support

        - Workforce - service on a Center of Excellence Board of Directors, assist with marketing opportunities

        - Chamber of Commerce - assist with marketing opportunities, bridging gulfs between business/industry and education.

- **Start & end dates:** Ongoing Continuous Improvement

- **Strategy 5**: Showcasing that we can provide classrooms the necessary tools to educate students.

  - **Roles/Responsibilities (List the roles and responsibilities for K-12, Business/Industry, Postsecondary, Workforce Development):**

    - K-12: Administration and HR staff being educated to promote the benefits of working in that particular CTE classroom.

    - Post-Secondary - Find ways to distribute pieces of equipment to secondary schools (Perkins).

    - Business and Industry - provision of equipment and supplies that can be useful in the classrooms

    - Workforce - marketing novel partnerships to encourage additional participation of regional partners.

- While not a comprehensive list, post-secondary faculty members from Culinary, Automotive, Diesel, Dental Assistant, Medical Lab Technician (MLT), Nursing CNA, Law Enforcement, Electrical Maintenance programs may apply for professional development in their respective areas of expertise. This will bring current methodologies and curriculum to the respective programs of study.

- At the Secondary level, funding is available and used for professional development in such areas as conferences, professional associations and comprehensive local needs assessment activities related to our Multi-Consortium activities. Additional funding is utilized for on-campus program improvement related professional development.

- The structure of the NHED system is still in transition, and much needs to be decided in terms of how faculty and staff will be "shared" between institutions. At this point, recruitment is also hampered due to the influence of the COVID 19 pandemic, and so we are not able to elaborate on efforts currently underway with respect to that aspect of CTE instructors, administrators, support staff etc...

- For the Secondary, at this juncture, the staffing and leadership is relatively constant, no changes are anticipated until December of 2020 due to the retirement of an Industrial Technology faculty member at HHS. We are working currently to obtain CTE licensure for the newest FCS faculty member at HHS, who has been accepted into an approved graduate program in Wisconsin, first course to commence in June of 2020. TDP funds may be encumbered to support the program of study for said faculty member.

- Chisholm Secondary - Staff Development funds - workshops, professional organizations, teacher visits to local business and industry. Lane changes with professional growth. Participation in annual PDS in Virginia with options for all areas of education. CTE hires have not been the case in recent years. In-house hires are sought to obtain Licensure. Discussions for incentive pay for CTE licensure.

For funds budgeted under this item, describe which use(s) of funds in section 135 of Perkins V is/are supported.

- (1) **provide career exploration and career development activities (ALL)**

- (2) **provide professional development** (ALL)

- (3) **provide within career and technical education the skills necessary to pursue careers in high-skill, high-wage, or in-demand industry sectors or occupations;**

- (4) **support integration of academic skills into career and technical education programs and programs of study** (ALL)

- (5) **plan and carry out elements that support the implementation of career and technical education programs and programs of study and that result in increasing student achievement (ALL)**

- (6) **develop and implement evaluations of the activities carried out with funds under this part, including evaluations necessary to complete the comprehensive needs assessment** required under section 134(c) and the local report required under section 113(b)(4)(B).

Please score the form as either 1-"complete," or 0-"not complete" (Reviewer Only)

Narrative 9: Performance Gaps

Performance Gaps Narrative

Describe the process for how disparities or gaps in student performance will be addressed each year, and if no meaningful progress has been achieved prior to the third program year, what additional actions will be taken to eliminate those disparities or gaps. For funds budgeted under this item, describe which use(s) of funds in section 135 of Perkins V is/are supported.

First and foremost, this question was not an established need for examination in our CLNA documentation. Further, COVID19 has prevented a possible follow-up meeting that would have revealed this gap and afforded us the opportunity to address this aspect prior to the submission of the application. That being said, within each post-secondary and secondary educational institutions, there are staff and policies in place to support students in need. Moving forward, our expectation is to pursue continuous improvement in this specific element.

Strengths

- Secondary level, all courses are offered for all students

- Title I/Para support offered through the districts.

- Trio programming supports secondary students whilst affording continued collaboration with the post-secondary environments.

- Disability coordinator exists at each post-secondary institution. Guidance at the secondary

- Consortia offer camps, courses, activities for all students, and even some that focus on non-traditional students: women in welding, women in engineering, males in nursing, women in natural resources

- Open house events, skills and knowledge fairs. All in attendance have equal access.

Gaps

- **Inability of CTE coursework to cover broadly other graduation requirements. For example, allowing a CTE Ag course to count for a science credit because a licensed Ag teacher may be qualified to teach a course such as Chemistry.**

- COVID19 has already forced the cancellation of some existing programming that would lead to additional information about equal access

- Lack of Qualtrex software limited our ability to analyze the data collected. We believe that the time and financial support tendered for the staffing of the analytics might better have been spent in continued discussion, analysis, collation and developing correlations of the CLNA results to the application document.

- Two year planning cycle has caused difficulties in anticipating the needs for equal access, not to mention the other aspects of the CLNA results.

- Qualifications limit what courses can be offered and henceforth also affects the ability of students to access all CTE programs of study. Licensure is an issue.

- Students with special needs are often placed in CTE programming by course schedulers. Being able to address the needs of these students in a general education setting can be challenging, and when existing institutional programs do not provide sufficient supporting staff to provide equal access for all students.

- A CTE course or two is not currently required under the guidelines for MDE for graduation requirements.

- As mentioned, this was not an emphasis of this CLNA process. That being said:

- **Inability of CTE coursework to cover broadly other graduation requirements. For example, a CTE Ag course to count for a science credit, while a licensed Ag teacher may be qualified to teach a course such as Chemistry. Requirements necessitate equal access.**

- The definition of "qualified" faculty to teach said CTE courses - this impacts equal access.

As part of the discussions and analysis of the data, it became apparent that a "common brand" will be necessary. Due to the rural nature of our consortia, a modified structure such as "career fields" versus career pathways. Too restrictive and narrow a channel for students to pursue excludes said students from the opportunities available and limits or puts into jeopardy our continued reach to students from CTE. Faculty and students voiced concern over the ability of districts to offer continuous focusses career pathways. We see this as an important discussion at the state and federal level, especially as it pertains to Northern Minnesota as opposed to Metropolitan areas.

- Secondary guidance counselors need to help make students aware of the tremendous opportunities that are afforded from taking CTE courses.

- Pathways to alternative licensure or enabling otherwise qualified faculty to be able to teach in areas of need.

- Marketing materials for career fields that lead to career pathways

- Inclusion in the field trips or experiential learning opportunities for stakeholders in CTE (faculty, staff, administrators, guidance, special education, Title I, etc..)and assisting them in branding the career fields to ensure equal access for all students.

- CTE teachers need to have the ability to communicate the availability of programming in CTE for all students.

- Lobby State and Federal Stakeholder for counting graduation requirements in CTE to be counted.

  - K12 - Faculty request CTE courses requirement for graduation requirements in the State of Minnesota

- Post-Secondary - assist secondary and promote the importance at the post-secondary level
  Business/Industry - emphasize the importance of CTE coursework for new hires
  Workforce - support lobbying efforts to emphasize and the state and local levels for CTE requirements

- Lobby for CTE courses for levy purposes to count middle school courses

  - K12 - continuous conversation with administrators at the local level and engagement at the state level

    Post-Secondary - support the lobbying and logistics in providing secondary faculty with opportunities for CTE licensure.
    Business/Industry - press the school boards for the requirement for levy dollars returned to CTE program fields
    Workforce - assist K12, and business and industry

- CTE levy dollars return

  - K12 - continuous conversation with administrators at the local level and engagement at the state level

    Post-Secondary - support the lobbying and logistics in providing secondary faculty with opportunities for CTE licensure.
    Business/Industry - press the school boards for the requirement for levy dollars returned to CTE program fields
    Workforce - assist K12, and business and industry

- Marketing and Branding

  - K12 - provide materials for students to be aware of accessibility to programming, common message

    Post-Secondary - assist in developing and rolling out marketing materials, common message
    Business/Industry - guiding the marketing and branding process from the perspective of B&I, common message
    Workforce - emphasizing the importance of branding and assisting in the marketing process with B&I and local/regional economies

- Career Fields vs. Career Pathways

  - K12 - develop and market a consistent brand for each career field, which leads to career pathway

    Post-Secondary - develop and market a consistent brand for each career field, which leads to career pathway and provision of continued coursework post high school. Assist in identifying the needed coursework, realize the branding effort.
    Business/Industry - assist in the process of common branding and embrace the opportunity to realize the benefit of a broadfield experience in CTE. Identify core abilities for students to possess in order that they may therefore be trained on-site with greater expediency.
    Workforce - communicating the message of broadfield abilities to allow for lifelong learning.

- The first step is to identify what gaps exist. This can be partially determined from the results of the CLNA, but, moving forward, being sufficiently agile in our Consortium Structure to be able to respond effectively.

  - Gaps identified by the CLNA include but aren't limited to:

    - Work based learning has been a gap that we have had in terms of the programming at HHS. This will be rectified with the addition of our Career Academy Model, one aspect of which will be WBL experiences for students progressing towards completion of a career academy. We expect that participation rates will increase in 2021, 2022 due to the implementation of this programming.

    - Non-traditional program concentration has shown a decrease in the previous 5 years. With COVID19, it is possible that additional enrollment will occur with male students in nursing due to the demand of the labor market. Activities provided in terms of job fairs, career exploration and media coverage of medical professionals - the need for caring individuals to enter the field may spur additional enrollment.

    - Non traditional program enrollment for Post Secondary. Encouraging students to think outside the box when it comes to careers. Exposing and supporting women to enter non traditional programs such as Electrical Maintenance, Heating and Cooling, Law Enforcement, etc. This can be done by support through the EMPOWER Program. By providing the tools and resources needed for these students, along with support from others like them in similar situations, the retention rate should increase.

    - Post Secondary Retention and Placement. As the need for qualified technical tradesmen and women increases in the workforce, the placement rate will also increase as with more positions available, more students will be getting jobs.

    - Program placement. It is hoped that the use of Career Academies and the Careers Course at the high school level will encourage early adoption of a selected program of study by students. Individual mentoring and guidance through ancillary program exploratory activities will continue to provide opportunities for students to explore career options. These include, but are not limited to, engineering mentoring night, 218 Trades as a broad consortium, medical careers events, work-based learning through Career Academies.

    - Mathematics continues to be a gap for our consortium, though it is hoped that through continued efforts by our highly qualified Mathematics faculty, the institution of Professional Learning Communities (PLCs) and their related effect to the alignment of curriculum and faculty course delivery, that increases for Mathematics will be realized. Further, it should be noted that we still institute a Math Corps at HHS where students obtain individual tutoring by a dedicated faculty member.

- Performance gaps may appear in student performance, but at this point, we have difficulty in measuring this disparity, in part, due to the lack of software that integrates effectively between consortia. Our consortium will be strategic in identifying gaps, sitting down with our governance board will all for the appropriation of sufficient resources to address said issues. Qualtrex is a current software choice, and shared between the members of the Mult-Consortium, will provide continuity for our programming analysis.

- If the consortia are able to efficiently gather and analyze data, then better progress can be made in ascertaining disparities and making effective plans for rectifying said disparities. This will become important in moving forward as a larger Consortium.

- Gaps in certain areas, for example mathematics, having the data to support gathering industry representatives and education faculty will allow for better diagnostics as to the wholesale improvement of and aligning to current industry standards.

For funds budgeted under this item, describe which use(s) of funds in section 135 of Perkins V is/are supported.

- (1) **provide career exploration and career development activities (ALL)**

- (2) **provide professional development** (ALL)

- (3) **provide within career and technical education the skills necessary to pursue careers in high-skill, high-wage, or in-demand industry sectors or occupations;**

- (4) **support integration of academic skills into career and technical education programs and programs of study** (ALL)

- (5) **plan and carry out elements that support the implementation of career and technical education programs and programs of study and that result in increasing student achievement (ALL)**

(6) **develop and implement evaluations of the activities carried out with funds under this part, including evaluations necessary to complete the comprehensive needs assessment** required under section 134(c) and the local report required under section 113(b)(4)(B).

Addendum addressing Feedback from State Staff with respect to the Perkins Presentation May 28, 2020

The process to be employed in determining priority decision-making for strategies, action and growth plan includes the following:

Year 1 - Define and Measure
- *Clearly define the need in the context of the individual organization.*

- *Collect Data*

- *Disaggregate Data*

  - *Discuss Data with State Staff*

  - *Identify gaps*

- *Develop a plan*

  - *Bring individuals together to develop a plan on how to best move forward*

  - *Determine if funds need to be allocated*

Year 2 - Analyze and Improve
- *Observe the data metrics and look for correlations to the identified need.*

- *Consolidate the information*

- *Select and begin initial improvement strategies*

Year 3 - Improve and Control

- *Using the feedback obtained from Year 2, make adjustments to the improvement strategy in response to the data gained in year*

- *Employ statistical data control tools to maintain process fulfillment in delivering to the need.*

Please score the form as either 1-"complete," or 0-"not complete" (Reviewer Only)

Narrative 10: Consortium Governance

Consortium Governance Narrative

In the Minnesota 4-year State Plan, a consortium is defined as having:

·   Minimum of 1 school district and 1 postsecondary Minnesota State College
·   Minimum of 6 programs of study
    o Of these 6 programs of study, a minimum of 4 career fields must be represented
    o 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 2018 definitions and data) OR greater than 1800 FYE at the postsecondary level (based on 2018 definitions and data)

Describe your consortium's configuration, systems, and operations. Putting students' needs first, what actions will your consortium take to address consortia criteria, especially size, scope, and quality? Your response should describe how your consortium will implement the action plan developed in element #2 of the CLNA Framework. For funds budgeted under this item, describe which use(s) of funds in section 135 of Perkins V is/are supported.

FY20 Governance Narrative

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 that 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 Partnerhip (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 PostSeondary 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 levels 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 HibbingChisholm 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 roles 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 discussion ways to be innovative across multiple campuses and high schools.

FY21 and future Governance Planning Model

During the grant FY19 cycle, new state guidelines were identified for minimum qualifications to be considered a MN Perkins Consortium. East Range, Hibbing-Chisholm, and Itasca did not meet the minimums. In May 2019 the three consortia began the process of exploring the idea of becoming one large consortium serving all 5 Northeast Higher Education District Colleges and surrounding areas.

Throughout FY20 the three consortia have worked collaboratively on completing a combined "True North Stars" CLNA. This produced many challenges because of distance, time, true understanding of the assignment and most notably Itasca losing their secondary and post-secondary consortia coordinator in January.

At this point, the consortia continues to move forward with the tentative goal to be fully aligned by the 21-23 application. During FY 21-22 the consortium will need to review each and every process for each aspect of how individual consorti are operated, ultimately agreeing and creating one Standard Operating Procedure for the new 5 college and 22 school district consortium. This will require an increase in time and local meetings with all stakeholders before implementing a new agreed upon SOP.

Specifics:
   Board Structure
   Fiscal decision – budget planning, SOP (request forms/procedures)
   WBL opportunities
   Programs of Study, Career Pathways, State Approved Programs
   Fiscal Agents
   Coordination structure

Specifics as to SOP:
   Board Structure
   Fiscal decision – budget planning, SOP (request forms/procedures)
   WBL opportunities
   Programs of Study, Career Pathways, State Approved Programs
   Fiscal Agents
   Coordination structure

The three consortia plan to spend the next few years structuring our combined governance as follows:

During FY20, East Range, Hibbing Chisholm and Itasca Consortia came together to complete a CLNA application for the purposes of putting together a 3 year plan to create one consortium.

Details of the alignment are in the CPIP grant document attached.

True North Stars Three-Year Plan

Introduction

Below you will find Itasca, Hibbing and East Range's three-year plan. Our "future" True North Stars Consortium would like to submit a request in the amount of $30,000.00/year to help support the combination of our three consortia.

True North Stars consortium will cover all of Northeast Minnesota and will encompass over 100 superintendents/principals/counselors/teachers and fiscal agents at the secondary level and over 50 instructors/provosts/business staff and president on the postsecondary side. This request will be the start of an alliance that will work together in creating and developing standardized operating procedures (SOP's) and practices which will provide those involved with the tools necessary to succeed. SOP's will help eliminate any potential confusion and waste we are bound to find within our consortiums assessments. We will be the "True North Stars" that will be a well-mined working consortium.

The "True North Stars" consortium plan:

-
  Year 1 – Strategize/Plan/CLNA

-
  Year 2 – Strategize/Plan/Develop/Combine Calendar

-
  Year 3 – Strategize/Plan/Develop/Combine Perkins Proposal (FY23)/Train

Page Break

Year 1

The five consortium leaders plan to meet every other week to first focus on combining our seven comprehensive local needs assessments (CLNA). This will include bringing together each consortia's teachers, instructors and advisory board members to present them with our plan on combining consortiums and

listening to all of their feedback and suggestions on how each group can work together. We will also be bringing our administrators, provosts, fiscal folks and counselors together to start the discussions on how best to move forward because guess what folks…*we are moving forward!*

Funds will be used for:

- Coordination

- Travel (plan to meet every other week in Hibbing)

- Combining our CLNA

- Setting up an initial meeting with instructors, staff, administrators, advisory boards

- Working on how we can start to combine some of our activities for our two year plan

- Hiring a third-party to help us with some of the structure e.g., Blandin Foundation

Year 1 Budget Postsecondary

Fiscal Agent - Itasca Community College

1851 East Hwy 169

Grand Rapids, MN 55744

Karen Kedrowski – VP Finance

kkdrowski@nhed.edu

Coordination	Multi Consortia Costs Itasca Hibbing East Range	$15,000
Travel/Meals	Multi Consortia Coordinator Mileage/Meals	$5,000

Page BreakYear 1 Budget secondary

Fiscal Agent - Hibbing High School – ISD

800 East 21st Street

Hibbing, MN 55746

Alex Kaczor – Business Manager

Alex.kaczor@isd701.org

Mileage	Mileage for 50 Teachers	$3,750
Substitute Teacher Reimbursement	Sub Costs for 50 Teachers	$6,250

Page Break

Year 2

This year we will again bring together each consortia's teachers, instructors and advisory board members to present to them our combined calendar and what

we as groups came up with on some of our SOP's and how each group can work together. This will also be true for our administrators, provosts, fiscal folks and counselors. Within this year we hope to name our secondary fiscal agent and start to develop SOP's that we will be able to train our folks on come Year 3.

Funds will be used for:

- Coordination

- Travel (plan to meet every other week in Hibbing)

- Secondary Fiscal Agent – SOP's

- Training and Development Plan

- Meeting with instructors, staff, administrators, advisory boards

- Working on our combined activities

- Hiring a third-party to help us with some of the structure e.g., Blandin Foundation

Year 2 Budget

Coordination	Bimonthly Consortium leader meeting, Teacher/Instructor/Counselor Meeting, Administrator Meeting, Fiscal Agent Meeting, Joint Activities, Development of SOP's,	TBD
Travel/Meals	Teacher (sub, mileage), Instructor mileage, etc.	TBD

Page Break

Year 3

Training Year!!! This year we will again bring together each consortia's teachers, instructors and advisory board members to present to them our combined calendar, secondary and postsecondary performance data goals and two year plan moving forward as well as train everyone needed on all the SOP's we put together. Some of these procedures will include: how to request funds, how to properly submit funds and who to submit them to, etc. We hope to have a preliminary organizational cart together as well as meetings and professional development opportunities.

Funds will be used for:

- Coordination

- Travel (plan to meet every other week in Hibbing)

- Training

- Meeting with instructors, staff, administrators, advisory boards

- Continue to work on our combined activities

Year 3 Budget

Coordination	Bimonthly Consortium leader meeting, Teacher/Instructor/Counselor Meeting, Administrator Meeting, Fiscal Agent Meeting, Joint Activities, Development of SOP's,	TBD
Travel/Meals	Teacher (sub, mileage), Instructor mileage, etc.	TBD

Lastly, these funds will also be used for the consortium leaders to work with other CTE partners such as ALI, IRRRB and other leaders on how we can best leverage the funding coming to our area.

Current budget decision-making in Hibbing Chisholm is accomplished through meetings, both individual and large groups, with CTE faculty. Requests for funding for upcoming fiscal years are made by CTE faculty and reviewed by the secondary and tertiary coordinators for meeting federal and state guidelines for funding awards. This is in accord with past practice of the consortium as modeled by the previous consortium leadership. Budgetary information is provided to the Business and Education Partnership Committee Biannually, with the option to meet as a larger consortium towards the end of the academic year. A similar process is employed for reallocation dollars awarded to the consortium at the start of a given calendar year.

What strengths and gaps were identified by your needs assessment regarding size, scope, and quality?

Size Scope and quality are completely dependent on the geographical setting. Based on the size of our schools and our rural geographic area, some of our greatest strengths are the fact that we have teachers that are not only qualified but have a passion for teaching in different CTE disciplines. Many of our CTE teachers in our geographical area teach many different preps, not just one discipline all day.
A gap would be that recruiting CTE teachers to our region is difficult in that many don't want to relocate to rural areas. There are also no teachers going into teaching CTE - the state of MN needs to provide better opportunities to recruit CTE Teachers.
Additionally, CTE teachers are often recruited into the industry as their earning potential is often much greater. That opens up the possibility for rapid turnover which disrupts continuity within a program. Quality comes with what we physically have to provide them with what they need. The challenge exists that some companies don't have the money to have the "latest and greatest" so when students enter industry they often may need to work in a backward-looking technological aspect.

What priorities were identified to enhance program size, scope, and quality during the needs assessment process that will be included in your local application?

Program size is dependent upon many factors. Geography, school budgets dictate the number of offerings, the number of students dictates whether or not multiple sections will be offered, certified instructors in CTE programming. This is, therefore, a complicated question and will be rather hard to define priorities. Schools that are close enough in proximity, collaboration may be possible for shared programs and/or equipment. Discussion about mobile laboratories have ensued, but the financial constraints limit the roll-out of said opportunities. **COLLABORATION**. There exists a lot of potential for expanding this opportunity to reach more students thereby providing greater equity and quality to small program size. Post-secondary often has superior equipment, and therefore discussions about the trickle-down of equipment to high schools, maintaining at least a one-behind approach to modern facilities/technology may ensue. Program quality will be measured by certified CTE instruction, which is not always the case in very small rural districts. In order to maintain quality, we need greater participation from schools offering CTE credentials and flexibility in licensing individuals who may otherwise be accomplished in her or his field but lack the CTE licensing to be considered quality programming.

What new and/or modified policies, activities, or structures must be developed and implemented?

Collaborative efforts amongst CTE initiatives at the regional and state levels.

- East Range Hibbing Itasca combined activities such as 218 Trades Event, Health Epic events, Tours of facilities can be combined.

- Standardized policies and procedures must be in place to allow for equitable and timely participation by participants.

- Common calendar showcasing each event. Subtleties between campuses may exist, but this can be overcome with consistent communication.

- Standardized communication pathways need to be established, maintained and offer consistency in outreach.

What professional development, resources, or support is required to enhance program size, scope, and quality?

Collaborative efforts amongst CTE initiatives at the regional and state levels. Regional professional development opportunities for all stakeholders critical to the offering of CTE programming. Partnerships with organizations able to provide certifications for CTE and/or CEUs for participants.

What changes might be made to career exploration/guidance to improve program size, scope, and quality?

Collaborative efforts amongst CTE initiatives at the regional and state levels. Regional professional development opportunities for all stakeholders critical to the offering of CTE programming. Partnerships with organizations able to provide certifications for CTE and/or CEUs for participants. Developing a common platform that is rolled out with continuous improvement and change incorporated will be necessary. Knowledge of pathways by students based on selected areas of study will be important for providing timely opportunities for students to pursue and complete successful programs of study.

* Using some CTE funds in lower grades, building elementary career exploration activities to expose and promote local CTE programs in area high schools and colleges (example Mesabi Range nursing students working with 5th-grade students from Eveleth-Gilbert and Virginia).

Action Plan for Element #2

Strategies/Action Steps

Determine the Strategies/Action Steps to Reach the Goal of Element #2: Program Size, Scope, and Quality to meet the needs of all students.

- **Strategy 1:** Equipment: Equipment will be needed to meet industry standards is a way to have a quality program including increasing the size and the scope of the program. (Knowing we have small rural regional schools.) From the CLNA the faculty were very concerned that they wouldn't have the necessary equipment to facilitate proper implementation of their programs of study.

  - **Roles/Responsibilities (List the roles and responsibilities for K-12, Business/Industry, Postsecondary, Workforce Development):**

    K-12: Identify the needed equipment and staff development and then instruct the students using said equipment
    Postsecondary: Identify the needed equipment and staff development and then instruct students using said equipment
    Business/Industry: Continued collaboration on our Advisory Committees to provide support and feedback as to industry standards in equipment.

    Start & end dates: Continuously ongoing

- **Strategy 2:** Professional Development: Externships, equipment, workshops/conferences, regional cluster meetings

  - **Roles/Responsibilities (List the roles and responsibilities for K-12, Business/Industry, Postsecondary, Workforce Development):**

    K-12: Allow release time for instructors to attend professional development opportunities.
    Postsecondary: Allow release time for instructors to attend professional development opportunities
    Business/Industry: Provide opportunities for faculty/staff to attend professional development training
    Workforce Development: Provide funds for professional development. Offer training/professional development opportunities.

    Start & end dates: Continuously Ongoing

- **Strategy 3:** Collaboration - Working with Career Force, other consortia, business, and industry. Educators sharing curriculum and best practices. Communication standard operating procedure. Administration involvement will prove key for this to be effective. A "one-stop-shop" for all CTE to work together. Working in alignment between consortia, expanding brokering of services to other consortia.

  - **Roles/Responsibilities (List the roles and responsibilities for K-12, Business/Industry, Postsecondary, Workforce Development):**

    K-12: Allow faculty time to work collaboratively. Administration and Counselors involvement will prove key for this to be effective.
    Postsecondary: Allow faculty time to work collaboratively. Administration involvement will prove key for this to be effective.
    Business/Industry: Take leadership roles from the employment sector to share current and future needs.
    Workforce Development: Be the hub for communication that is coming in and going out in regards to all CTE
    Other: Working with Applied Learning Institute (ALI)

    Start & end dates: Continuously Ongoing

- **Strategy 4:** Marketing - Create awareness among all sectors to promote CTE courses.

  - **Roles/Responsibilities (List the roles and responsibilities for K-12, Business/Industry, Postsecondary, Workforce Development):**

    K-12: Promoting CTE courses in the student handbook. Education of counselors and advisors course content, descriptions, and the registration process.
    Postsecondary: Continue to promote programs that we have. ie: events, commercials, advertisements, tours of campus.
    Business/Industry: Communicating the needs of business and industry to leaders at the national, state, and local level and encouraging partners in industry to follow suit.
    Workforce Development: Lobbying at the Local and State Level for CTE and its importance in economic development and post-secondary employment.
    System Office: Branding CTE for the state of MN along with all the marketing materials to accompany.

    Start & end dates: Continuously Ongoing

- **Strategy 5:** Industry projects and opportunities for students

  Roles/Responsibilities (List the roles and responsibilities for K-12, Business/Industry, Postsecondary, Workforce Development):

    - K-12: Encourage and allow students to attend events such as 218 Trades Expo, Rural Health Epic, Tours of various industries, Iron Range Job Fair

    - Postsecondary: Create events that showcase programs and career paths available in CTE

    - Business/Industry: Maintaining the current level of activity in supporting said events. Encouraging additional industry partners to participate. Setting up specific opportunities for educators to visit and learn about their businesses that they can bring back to the students.

    - Workforce Development: Facilitating events such as 218 Trades Expo, Iron Range Job Fair etc. so that the communication lines remain open between Industry and education.

    Start & end dates: Continuously Ongoing

Specifications for budgetary allocations for aforementioned needs at the consortium level are shown on the Hibbing-Chisholm Post-Secondary/Secondary Budget Summary Sheet accompanying this application (Perkins HCC FY21 Consortia Budget.xlsx) and are aligned very well to the expressed needs of faculty and consortium governance based upon the weight afforded in the application. For example, at the secondary level, POS is ranked 2nd at the secondary level in overall budget proportion in response to the expressed need for equipment, professional development and transportation needs of students and faculty.

Please score the form as either 1-"complete," or 0-"not complete" (Reviewer Only)

Narrative 11: Reserve Funds

Reserve Funds Narrative

Section 112(c)—The State may award Reserve funds to consortia for career and technical education activities described in Section 135--

(1) in—

   (A) rural areas;

   (B) areas with high percentages of CTE concentrators or CTE participants;

   (C) areas with high numbers of CTE concentrators or CTE participants; and

   (D) areas with disparities or gaps in performance as described in section 113(b)(3)(C)(ii)(II); and

 (2) in order to—

   (A) foster innovation through the identification and promotion of promising and proven career and technical education programs, practices, and strategies, which may include programs, practices, and strategies that prepare individuals for nontraditional fields; or

   (B) promote the development, implementation, and adoption of programs of study or career pathways aligned with State-identified high-skill, high-wage, or in-demand occupations or industries.

Describe your consortium's proposed use of reserve funds in compliance with Perkins V, Section 135. Include budget details in your description. Describe which use(s) of funds in section 135 of Perkins V is/are supported.

   Post-Secondary:

The process to distribute reserve funds will be decided upon by the Perkins Governance Board based upon applications submitted by faculty during Fall Semester.

Ultimately, the consortium will use reserve funds for professional development and equipment to foster innovation, promote development, and improve POS.

At the secondary level, reserve funding has been allocated primarily to Chisholm High School's CTE programming, in accordance with past practice of the previous Perkins Consortium Leadership. Contracted services UFARS 303 is utilized for the purchase of equipment, supplies, TSAs and professional development for the CTE Licensed instructor, again in accordance with past practice. Section 135 Local Use includes Subsection 1-3 ALL and 4A, aligning to CLNA Element 2 Strategy 1. Other Equipment UFARS 530, will serve as contingency Consortium-wide, though generally to support the Chisholm CTE program. Section 135 Local Use includes Subsection 5, A, B, D-M, Q, R, and T, aligning to CLNA Element 2 Strategy 1.

Please score the form as either 1-"complete," or 0-"not complete" (Reviewer Only)

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	0
(POSTSECONDARY) Estimated expenditure/in-kind contributions used in collaboration with Workforce Centers	500
Postsecondary Subtotal	500
(SECONDARY) Total Perkins funds used in collaboration with WorkForce Centers	0
(SECONDARY) Estimated expenditures/in-kind contributions used in collaboration with WorkForce Centers	500
Secondary Subtotal	500
TOTAL	1000

Please score the form as either 1-"complete," or 0-"not complete" (Reviewer Only)

Minnesota State
Career and Technical Education

Perkins-Funded Positions

This section only requires that you provide names and positions for Perkins-funded positions. Upload the position description for each individual you identify 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 each position is secondary or postsecondary, the percentage of time each 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
Jessica Matvey	Post Secondary Coordinator	Postsecondary		25	12078.68
Carl Sandness	Secondary Coordinator	Secondary	350991	14	17,349.00
Angela Heikkila	Electrical Maintenance CLA	Postsecondary		50	12716.59
Janet Swanson	Culinary CLA	Postsecondary		37.5	13118.16
Jen Brearley	Nursing CLA	Postsecondary		37.5	13894.54

Attach all Position descriptions as .PDF documents prior to submitting this application

Please score the form as either 1-"complete," or 0-"not complete" (Reviewer Only)

Position Description
 CLA ELM 2020-21

Position Description
 CLA Nursing 2019.2020

Position Description
 CLA1 Culinary UPT Swanson HCC

Position Description
 HCC Perkins Coordinator Position Description

Position Description
 FY21PosDesSecCoord

Position Description

Position Description

Position Description

Position Description

Position Description

Position Description

Minnesota State
Career and Technical Education

State-recognized Program of Study 1

POS 1

Career Field: Select the career field from the drop down menu.

| Engineering, Manufacturing, & Technology | ▾ |

Career Pathways: Select the career pathway from the drop down menu.

| Transportation Operations | ▾ |

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. (Link to program code immediately below.)

https://education.mn.gov/MDE/dse/cte/progApp/

List high school(s) and program code here.

Hibbing High School: 170302, 170303
Chisholm High School: 170303

List the postsecondary institution(s), postsecondary CTE program, and academic award (certificate, diploma, degree) that aligns with this POS, as it appears in the college catalog. (Catalog in link immediately below.)

https://data2.csvc.mnstate.us/workspace/index.jsp

List institution(s), program, and academic award here.

Hibbing Community College

Automotive Technology

Automotive Technician/Diesel Mechanic

Recognized Secondary Credentials

Enter the Recognized Secondary Credentials here:

- TSA: Enter applicable TSA exams (e.g., NOCTI, Precision Exam, etc.)
- Work-based Learning: Enter the type of Work-based Learning and/or authentic work experiences present in the POS (e.g., Internship, Externship, Practicum, Clinical, and/or Cooperative Education)
- Licensure: Enter the appropriate licensure name (e.g., MN. Residential Contractor License)
- Certification: Enter the appropriate certifications as applicable (e.g., ServSafe Food Handler, OSHA 10, Manufacturing Skills Standards Council, etc.)
- Industry-Recognized Credential: Enter the Industry-Recognized Credential name (e.g., Emergency Medical Technician-Basic)

Recognized Secondary Credential(s):

TSA	Precision Exams Automotive Service, Introduction (505)		
Work-based Learning	Opportunities in place, making progress towards WBL State Approval		
Licensure			
Certification			
Industry-Recognized Credential	s/p2 Automotive Service		

Recognized Postsecondary Credentials

Enter the Recognized Postsecondary Credentials here:

- Academic Award: Enter any or all academic awards (i.e., Certificate, Diploma, Degree)
- Work-based Learning: Enter the type of Work-based Learning and/or authentic work experiences present in the POS (e.g., Internship, Externship, Practicum, Clinical, and/or Cooperative Education)
- Licensure: Enter the appropriate licensure name (e.g., MN Residential Contractor License)
- Certification: Enter the appropriate certifications as applicable (e.g., ServSafe Food Handler, OSHA 10, Manufacturing Skills Standards Council, etc.)
- Industry-Recognized Credential: Enter the Industry-Recognized Credential name (e.g., Emergency Medical Technician-Basic)

Note: Not all fields are required. At minimum, the academic award field should have an award identified.

Recognized Postsecondary Credential(s):

Academic Award	Diploma Automotive	AAS Degree Diesel	Diploma Diesel
Work-based Learning	Potential Externships		
Licensure			
Certification	ASE		
Industry-Recognized Credential			

Other Assessments (only if not previously listed):

For secondary students at Hibbing High School, the S/P2 Training. Details can be found at https://sp2.org/automotive-schools/.

State-Recognized Required Components

Course standards accurately align to the academic, technical, and employability skills learners must master for entry and success in a given career pathway: Content standards, frameworks, and competencies that define what students are expected to know and be able to do to enter and advance in college and/or careers comprise the foundation of a POS.

Component is present?
◉ Yes
○ No

List of Evidence (if not present, enter "N/A")

Coordination of curriculum between secondary and post-secondary faculty.

Post-Secondary ASE certified instructors post-secondary.

Program of study incorporates active involvement from an integrated network of partners: Ongoing relationships among education, business, and diverse community stakeholders bolster POS design, implementation, evaluation, and maintenance.

Component is present?
◉ Yes
◯ No

List of Evidence (if not present, enter "N/A")

Coordination of curriculum between secondary and post-secondary faculty.

Post-Secondary ASE certified instructors post-secondary.

BEP committee

Secondary program(s) meets MDE program approval requirements and incorporate courses that lead to postsecondary credits/credentials: Secondary programs have appropriately licensed teachers, advisory committees, develop and ensure access to equitable student leadership opportunities, and provide career exploration activities leading to postsecondary credits/credentials.

Component is present?
◉ Yes
◯ No

List of Evidence (if not present, enter "N/A")

Faculty is a licensed teacher and possess OFP CTE licensure and an MS in Technology

BEP Committee

Tech Career Day Participation

Postsecondary academic program meets Minnesota State board policy and Higher Learning Commission requirements: A cohesive arrangement of college-level credit courses and experiences, designed to accomplish predetermined objectives, lead to the awarding of a degree, diploma, or certificate.

Component is present?
◉ Yes
◯ No

List of Evidence (if not present, enter "N/A")

Certified Post-Secondary ASE certified Instructors

Diploma Program

HCC HLC Accreditation

Materials, Equipment, and Resources: Facilities, equipment, technology, and materials used in the program of study reflect current workplace, industry and/or occupational standards and practices for installation, use, maintenance, and safety.

Component is present?
◉ Yes
◯ No

List of Evidence (if not present, enter "N/A")

Facilities are at or in the process of continuous improvement.

Incorporates authentic work experiences at the secondary and/or postsecondary level that are valued by industry: POS engages students in authentic work-based learning experiences that demonstrate progressive occupational learning aligned to industry workforce needs.

Component is present?
◉ Yes
◯ No

List of Evidence (if not present, enter "N/A")

Students from Hibbing High School have opportunities to participate with a local Automotive Repair Shop to work for 2-3 hours at a time after school.   Future opportunities will be forthcoming with the Ford ACE program in conjunction with a local Dealership in Ford and GM. The exact details will need to be developed in the upcoming school year.

Chisholm Students participate collaboratively with the HCC Automotive Program, a total of 8 visits of a half-day in which students work on brakes, batteries, alignments, computers, electrical, tires, automotive systems and customer service. Students observe and participate in hands-on activities.

Program of study development, improvement, and advocacy are supported by findings from a comprehensive local needs assessment: Systems and strategies for gathering, analyzing, and disseminating needs assessment data are effective for guiding the improvement of POS, and available in plain language to enhance use by stakeholders for POS advocacy.

Component is present?
◉ Yes
◯ No

List of Evidence (if not present, enter "N/A")

Conducted February 2020

Please score the form as either 1-"complete," or 0-"not complete" (Reviewer Only)

Minnesota State
Career and Technical Education

State-recognized Program of Study 2

POS 2

Career Field: Select the career field from the drop down menu.

| Engineering, Manufacturing, & Technology ▼ |

Career Pathways: Select the career pathway from the drop down menu.

| Manufacturing Production Process Development ▼ |

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. (Link to program code immediately below.)
https://education.mn.gov/MDE/dse/cte/progApp/

List high school(s) and program code here.

Hibbing High School: 170321, 172306

List the postsecondary institution(s), postsecondary CTE program, and academic award (certificate, diploma, degree) that aligns with this POS, as it appears in the college catalog. (Catalog in link immediately below.)
https://data2.csvc.mnstate.us/workspace/index.jsp

List institution(s), program, and academic award here.

Welding and Machining - Mesabi Range College

Welding Technology - Mesabi Range College

Recognized Secondary Credentials

Enter the Recognized Secondary Credentials here:

- TSA: Enter applicable TSA exams (e.g., NOCTI, Precision Exam, etc.)
- Work-based Learning: Enter the type of Work-based Learning and/or authentic work experiences present in the POS (e.g., Internship, Externship, Practicum, Clinical, and/or Cooperative Education)
- Licensure: Enter the appropriate licensure name (e.g., MN. Residential Contractor License)
- Certification: Enter the appropriate certifications as applicable (e.g., ServSafe Food Handler, OSHA 10, Manufacturing Skills Standards Council, etc.)
- Industry-Recognized Credential: Enter the Industry-Recognized Credential name (e.g., Emergency Medical Technician-Basic)

Recognized Secondary Credential(s):

TSA	Precision Exams Welding Technician, Entry (595)		
Work-based Learning	Opportunities in place, making progress towards WBL State Approval		
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)
- Work-based Learning: Enter the type of Work-based Learning and/or authentic work experiences present in the POS (e.g., Internship, Externship, Practicum, Clinical, and/or Cooperative Education)
- Licensure: Enter the appropriate licensure name (e.g., MN Residential Contractor License)
- Certification: Enter the appropriate certifications as applicable (e.g., ServSafe Food Handler, OSHA 10, Manufacturing Skills Standards Council, etc.)
- Industry-Recognized Credential: Enter the Industry-Recognized Credential name (e.g., Emergency Medical Technician-Basic)

Note: Not all fields are required. At minimum, the academic award field should have an award identified.

Recognized Postsecondary Credential(s):

Academic Award	Welding Diploma		
Work-based Learning			
Licensure			
Certification			
Industry-Recognized Credential			

Other Assessments (only if not previously listed):

State-Recognized Required Components

Course standards accurately align to the academic, technical, and employability skills learners must master for entry and success in a given career pathway: Content standards, frameworks, and competencies that define what students are expected to know and be able to do to enter and advance in college and/or careers comprise the foundation of a POS.

Component is present?
◉ Yes
◯ No

List of Evidence (if not present, enter "N/A")

Secondary courses aligned with industry partners and cooperative agreements are in place.

Program of study incorporates active involvement from an integrated network of partners: Ongoing relationships among education, business, and diverse community stakeholders bolster POS design, implementation, evaluation, and maintenance.

Component is present?

◉ Yes
○ No

List of Evidence (if not present, enter "N/A")

BEP Committee

Partnership with Local Heavy Industry

Secondary program(s) meets MDE program approval requirements and incorporate courses that lead to postsecondary credits/credentials: Secondary programs have appropriately licensed teachers, advisory committees, develop and ensure access to equitable student leadership opportunities, and provide career exploration activities leading to postsecondary credits/credentials.

Component is present?

◉ Yes
○ No

List of Evidence (if not present, enter "N/A")

Licensed faculty member and OFP CTE Licensure

BEP Committee

Postsecondary academic program meets Minnesota State board policy and Higher Learning Commission requirements: A cohesive arrangement of college-level credit courses and experiences, designed to accomplish predetermined objectives, lead to the awarding of a degree, diploma, or certificate.

Component is present?

◉ Yes
○ No

List of Evidence (if not present, enter "N/A")

Mesabi Range College Diploma eligible

Materials, Equipment, and Resources: Facilities, equipment, technology, and materials used in the program of study reflect current workplace, industry and/or occupational standards and practices for installation, use, maintenance, and safety.

Component is present?

◉ Yes
○ No

List of Evidence (if not present, enter "N/A")

Facilities are relatively current and maintain continuous improvement.

Incorporates authentic work experiences at the secondary and/or postsecondary level that are valued by industry: POS engages students in authentic work-based learning experiences that demonstrate progressive occupational learning aligned to industry workforce needs.

Component is present?

◉ Yes
○ No

List of Evidence (if not present, enter "N/A")

Students from Hibbing High School participate in hands-on practice at a local Fabrication Facility. Twelve students report for 12 hours per semester each, during the second semester of the academic year. Students are trained on-site and provided with safety equipment and obtain real-world welding experiences in Heavy Industry. This program has been in place for 14 years.

Chisholm Metals and Welding students spend 3 days per week for 5 weeks working with the same Fabrication Facility as Hibbing students. There students spend time going through design, steel prep, welding, finishing, and painting. Staff help students in building projects.

Program of study development, improvement, and advocacy are supported by findings from a comprehensive local needs assessment: Systems and strategies for gathering, analyzing, and disseminating needs assessment data are effective for guiding the improvement of POS, and available in plain language to enhance use by stakeholders for POS advocacy.

Component is present?

◉ Yes
○ No

List of Evidence (if not present, enter "N/A")

Completed February 2020

Please score the form as either 1-"complete," or 0-"not complete" (Reviewer Only)

State-recognized Program of Study 3

POS 3

Career Field: Select the career field from the drop down menu.

[Engineering, Manufacturing, & Technology ▼]

Career Pathways: Select the career pathway from the drop down menu.

[Manufacturing Production Process Development ▼]

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. (Link to program code immediately below.)

https://education.mn.gov/MDE/dse/cte/progApp/

List high school(s) and program code here.

Hibbing High School: 171000
Chisholm High School: 171000

List the postsecondary institution(s), postsecondary CTE program, and academic award (certificate, diploma, degree) that aligns with this POS, as it appears in the college catalog. (Catalog in link immediately below.)

https://data2.csvc.mnstate.us/workspace/index.jsp

List institution(s), program, and academic award here.

Hibbing Community College, Mesabi Range College

Building Construction/Carpentry/Electrical Maintenance/HVAC

Recognized Secondary Credentials

Enter the Recognized Secondary Credentials here:

- TSA: Enter applicable TSA exams (e.g., NOCTI, Precision Exam, etc.)
- Work-based Learning: Enter the type of Work-based Learning and/or authentic work experiences present in the POS (e.g., Internship, Externship, Practicum, Clinical, and/or Cooperative Education)
- Licensure: Enter the appropriate licensure name (e.g., MN. Residential Contractor License)
- Certification: Enter the appropriate certifications as applicable (e.g., ServSafe Food Handler, OSHA 10, Manufacturing Skills Standards Council, etc.)
- Industry-Recognized Credential: Enter the Industry-Recognized Credential name (e.g., Emergency Medical Technician-Basic)

Recognized Secondary Credential(s):

TSA			
Work-based Learning	Opportunities in place, making progress towards WBL State Approval		
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)
- **Work-based Learning:** Enter the type of Work-based Learning and/or authentic work experiences present in the POS (e.g., Internship, Externship, Practicum, Clinical, and/or Cooperative Education)
- **Licensure:** Enter the appropriate licensure name (e.g., MN Residential Contractor License)
- **Certification:** Enter the appropriate certifications as applicable (e.g., ServSafe Food Handler, OSHA 10, Manufacturing Skills Standards Council, etc.)
- **Industry-Recognized Credential:** Enter the Industry-Recognized Credential name (e.g., Emergency Medical Technician-Basic)

Note: Not all fields are required. At minimum, the academic award field should have an award identified.

Recognized Postsecondary Credential(s):

Academic Award	Electrical Maintenance Diploma	Carpentry Diploma	Heating and Cooling Diploma
Work-based Learning	Habitat For Humanity Home Build (Electrical)		
Licensure			
Certification			
Industry-Recognized Credential	Class A Journeyman (1 year towards)		

Other Assessments (only if not previously listed):

State-Recognized Required Components

Course standards accurately align to the academic, technical, and employability skills learners must master for entry and success in a given career pathway: Content standards, frameworks, and competencies that define what students are expected to know and be able to do to enter and advance in college and/or careers comprise the foundation of a POS.

Component is present?
◉ Yes
○ No

List of Evidence (if not present, enter "N/A")

Curriculum established, defined and standards follow best practice in respective areas.

Program of study incorporates active involvement from an integrated network of partners: Ongoing relationships among education, business, and diverse community stakeholders bolster POS design, implementation, evaluation, and maintenance.

Component is present?

◉ Yes
○ No

List of Evidence (if not present, enter "N/A")

BEP Committee

Carpenters Union

Secondary program(s) meets MDE program approval requirements and incorporate courses that lead to postsecondary credits/credentials: Secondary programs have appropriately licensed teachers, advisory committees, develop and ensure access to equitable student leadership opportunities, and provide career exploration activities leading to postsecondary credits/credentials.

Component is present?

◉ Yes
○ No

List of Evidence (if not present, enter "N/A")

Licensed Faculty with OFP CTE Licensure and in possession of or working towards graduate credentials

Postsecondary academic program meets Minnesota State board policy and Higher Learning Commission requirements: A cohesive arrangement of college-level credit courses and experiences, designed to accomplish predetermined objectives, lead to the awarding of a degree, diploma, or certificate.

Component is present?

◉ Yes
○ No

List of Evidence (if not present, enter "N/A")

Colleges are HLC Accredited

Diploma or Certificate options available.

Materials, Equipment, and Resources: Facilities, equipment, technology, and materials used in the program of study reflect current workplace, industry and/or occupational standards and practices for installation, use, maintenance, and safety.

Component is present?

◉ Yes
○ No

List of Evidence (if not present, enter "N/A")

Facilities are maintained, equipment is at or near industry standard and continuous improvement drives equipment and material acquistion.

Safety training standard in all laboratory courses.

Incorporates authentic work experiences at the secondary and/or postsecondary level that are valued by industry: POS engages students in authentic work-based learning experiences that demonstrate progressive occupational learning aligned to industry workforce needs.

Component is present?

◉ Yes
○ No

List of Evidence (if not present, enter "N/A")

Hibbing High School students work at the local Habitat for Humanity house project during the entire academic year for two hours per day. They receive training on the job with the class instructor and with representatives from the Building and Trades organizations partnering with this project.

Chisholm High School students also work at the local Habitat for Humanity house project, and participate in a similar fashion to Hibbing.

Program of study development, improvement, and advocacy are supported by findings from a comprehensive local needs assessment: Systems and strategies for gathering, analyzing, and disseminating needs assessment data are effective for guiding the improvement of POS, and available in plain language to enhance use by stakeholders for POS advocacy.

Component is present?

◉ Yes
○ No

List of Evidence (if not present, enter "N/A")

Completed February 2020.

Please score the form as either 1-"complete," or 0-"not complete" (Reviewer Only)

State-recognized Program of Study 4

POS 4

Career Field: Select the career field from the drop down menu.

| Engineering, Manufacturing, & Technology | ▾ |

Career Pathways: Select the career pathway from the drop down menu.

| Engineering and 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. (Link to program code immediately below.)
https://education.mn.gov/MDE/dse/cte/progApp/

List high school(s) and program code here.

Hibbing High School: 171502

List the postsecondary institution(s), postsecondary CTE program, and academic award (certificate, diploma, degree) that aligns with this POS, as it appears in the college catalog. (Catalog in link immediately below.)
https://data2.csvc.mnstate.us/workspace/index.jsp

List institution(s), program, and academic award here.

Hibbing Community College, AS Engineering

Recognized Secondary Credentials

Enter the Recognized Secondary Credentials here:

- TSA: Enter applicable TSA exams (e.g., NOCTI, Precision Exam, etc.)
- Work-based Learning: Enter the type of Work-based Learning and/or authentic work experiences present in the POS (e.g., Internship, Externship, Practicum, Clinical, and/or Cooperative Education)
- Licensure: Enter the appropriate licensure name (e.g., MN. Residential Contractor License)
- Certification: Enter the appropriate certifications as applicable (e.g., ServSafe Food Handler, OSHA 10, Manufacturing Skills Standards Council, etc.)
- Industry-Recognized Credential: Enter the Industry-Recognized Credential name (e.g., Emergency Medical Technician-Basic)

Recognized Secondary Credential(s):

TSA			
Work-based Learning	Seeking Opporunities, making progress towards WBL State Approval		
Licensure			
Certification			
Industry-Recognized Credential	Autodesk Certifed Professional Eligibility with exam.		

Recognized Postsecondary Credentials

Enter the Recognized Postsecondary Credentials here:

- Academic Award: Enter any or all academic awards (i.e., Certificate, Diploma, Degree)
- Work-based Learning: Enter the type of Work-based Learning and/or authentic work experiences present in the POS (e.g., Internship, Externship, Practicum, Clinical, and/or Cooperative Education)
- Licensure: Enter the appropriate licensure name (e.g., MN Residential Contractor License)
- Certification: Enter the appropriate certifications as applicable (e.g., ServSafe Food Handler, OSHA 10, Manufacturing Skills Standards Council, etc.)
- Industry-Recognized Credential: Enter the Industry-Recognized Credential name (e.g., Emergency Medical Technician-Basic)

Note: Not all fields are required. At minimum, the academic award field should have an award identified.

Recognized Postsecondary Credential(s):

Academic Award	AS Engineering		
Work-based Learning			
Licensure	EIT/PE		
Certification			
Industry-Recognized Credential			

Other Assessments (only if not previously listed):

Career Academy Graduate Medal Award for completing non-duplicative sequence of courses.

State-Recognized Required Components

Course standards accurately align to the academic, technical, and employability skills learners must master for entry and success in a given career pathway: Content standards, frameworks, and competencies that define what students are expected to know and be able to do to enter and advance in college and/or careers comprise the foundation of a POS.

Component is present?
◉ Yes
○ No

List of Evidence (if not present, enter "N/A")

Course standards aligned with course descriptions at Community College Partners.

Teamwork and Professionalism skills opportunities for growth.

Professional Software skills and communication development

Career Guidance and College Plan of Study development

Program of study incorporates active involvement from an integrated network of partners: Ongoing relationships among education, business, and diverse community stakeholders bolster POS design, implementation, evaluation, and maintenance.

Component is present?

◉ Yes
○ No

List of Evidence (if not present, enter "N/A")

BEP Committee

Site visits to local business and industry

Range Engineering Council

Secondary program(s) meets MDE program approval requirements and incorporate courses that lead to postsecondary credits/credentials: Secondary programs have appropriately licensed teachers, advisory committees, develop and ensure access to equitable student leadership opportunities, and provide career exploration activities leading to postsecondary credits/credentials.

Component is present?

◉ Yes
○ No

List of Evidence (if not present, enter "N/A")

Faculty member holds Graduate Credential in Engineering

Faculty member is CTE Licensed

BEP Committee

Range Engineering Council

Collegiate Plan and Career Exploration Paper

Postsecondary academic program meets Minnesota State board policy and Higher Learning Commission requirements: A cohesive arrangement of college-level credit courses and experiences, designed to accomplish predetermined objectives, lead to the awarding of a degree, diploma, or certificate.

Component is present?

◉ Yes
○ No

List of Evidence (if not present, enter "N/A")

Successful completion of program of study leads to AS in Engineering.

Materials, Equipment, and Resources: Facilities, equipment, technology, and materials used in the program of study reflect current workplace, industry and/or occupational standards and practices for installation, use, maintenance, and safety.

Component is present?

◉ Yes
○ No

List of Evidence (if not present, enter "N/A")

Updated computational facility provides industry standard solid modelling equipment.

Independent Engineering Laboratory for PBL.

Safety instruction and assessment provided for tools used in laboratory setting.

Incorporates authentic work experiences at the secondary and/or postsecondary level that are valued by industry: POS engages students in authentic work-based learning experiences that demonstrate progressive occupational learning aligned to industry workforce needs.

Component is present?

○ Yes
◉ No

List of Evidence (if not present, enter "N/A")

Opportunity for Job-Shadowing in cooperation with local business and industry. While we recognize this is not truly WBL, we are working to establish parameters through WBL that will overcome concerns of liability for employers who would like to partner with our schools. This is ongoing, involving conversations between stakeholders in Education, Business and Industry.

Program of study development, improvement, and advocacy are supported by findings from a comprehensive local needs assessment: Systems and strategies for gathering, analyzing, and disseminating needs assessment data are effective for guiding the improvement of POS, and available in plain language to enhance use by stakeholders for POS advocacy.

Component is present?

◉ Yes
○ No

List of Evidence (if not present, enter "N/A")

Completed February 2020

Please score the form as either 1-"complete," or 0-"not complete" (Reviewer Only)

State-recognized Program of Study 5

POS 5

Career Field: Select the career field from the drop down menu.

Arts, Communications, & Information Systems ▼

Career Pathways: Select the career pathway from the drop down menu.

Communications 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. (Link to program code immediately below.)
https://education.mn.gov/MDE/dse/cte/progApp/

List high school(s) and program code here.

Hibbing High School: 171502

List the postsecondary institution(s), postsecondary CTE program, and academic award (certificate, diploma, degree) that aligns with this POS, as it appears in the college catalog. (Catalog in link immediately below.)
https://data2.csvc.mnstate.us/workspace/index.jsp

List institution(s), program, and academic award here.

Hibbing Community College - IT Networking and Security

Mesabi Range College - Graphic Design Media

Recognized Secondary Credentials

Enter the Recognized Secondary Credentials here:

- TSA: Enter applicable TSA exams (e.g., NOCTI, Precision Exam, etc.)
- Work-based Learning: Enter the type of Work-based Learning and/or authentic work experiences present in the POS (e.g., Internship, Externship, Practicum, Clinical, and/or Cooperative Education)
- Licensure: Enter the appropriate licensure name (e.g., MN. Residential Contractor License)
- Certification: Enter the appropriate certifications as applicable (e.g., ServSafe Food Handler, OSHA 10, Manufacturing Skills Standards Council, etc.)
- Industry-Recognized Credential: Enter the Industry-Recognized Credential name (e.g., Emergency Medical Technician-Basic)

Recognized Secondary Credential(s):

TSA			
Work-based Learning	Opportunities sought, making progress towards WBL State Approval		
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)**
- **Work-based Learning: Enter the type of Work-based Learning and/or authentic work experiences present in the POS (e.g., Internship, Externship, Practicum, Clinical, and/or Cooperative Education)**
- **Licensure: Enter the appropriate licensure name (e.g., MN Residential Contractor License)**
- **Certification: Enter the appropriate certifications as applicable (e.g., ServSafe Food Handler, OSHA 10, Manufacturing Skills Standards Council, etc.)**
- **Industry-Recognized Credential: Enter the Industry-Recognized Credential name (e.g., Emergency Medical Technician-Basic)**

Note: Not all fields are required. At minimum, the academic award field should have an award identified.

Recognized Postsecondary Credential(s):

Academic Award	IT Networking and Security Diploma AAS	Graphic Design Diploma	Graphic Design AAS
Work-based Learning			
Licensure			
Certification		A+/NET+/CISCOI&II/CERTIPORTMST	
Industry-Recognized Credential		A+/NET+/CISCOI&II	

Other Assessments (only if not previously listed):

State-Recognized Required Components

Course standards accurately align to the academic, technical, and employability skills learners must master for entry and success in a given career pathway: Content standards, frameworks, and competencies that define what students are expected to know and be able to do to enter and advance in college and/or careers comprise the foundation of a POS.

Component is present?
◉ Yes
○ No

List of Evidence (if not present, enter "N/A")

Curriculum provides continuity of programming from secondary to post-secondary.

Established POS post secondary provides students with best-practice and creativity in the graphc arts.

Program of study incorporates active involvement from an integrated network of partners: Ongoing relationships among education, business, and diverse community stakeholders bolster POS design, implementation, evaluation, and maintenance.

Component is present?
◉ Yes
○ No

List of Evidence (if not present, enter "N/A")

BEP

Secondary program(s) meets MDE program approval requirements and incorporate courses that lead to postsecondary credits/credentials: Secondary programs have appropriately licensed teachers, advisory committees, develop and ensure access to equitable student leadership opportunities, and provide career exploration activities leading to postsecondary credits/credentials.

Component is present?
◉ Yes
○ No

List of Evidence (if not present, enter "N/A")

Faculty member is licensed with OFP CTE Licensure and possesses Graduate Credential in Technology.

Postsecondary academic program meets Minnesota State board policy and Higher Learning Commission requirements: A cohesive arrangement of college-level credit courses and experiences, designed to accomplish predetermined objectives, lead to the awarding of a degree, diploma, or certificate.

Component is present?
◉ Yes
○ No

List of Evidence (if not present, enter "N/A")

HCC and MRCC are HLC Accredited.

Materials, Equipment, and Resources: Facilities, equipment, technology, and materials used in the program of study reflect current workplace, industry and/or occupational standards and practices for installation, use, maintenance, and safety.

Component is present?
◉ Yes
○ No

List of Evidence (if not present, enter "N/A")

Technology employed as at or near industry-standard with advanced production capability and continuous improvement drives technological updates.

Incorporates authentic work experiences at the secondary and/or postsecondary level that are valued by industry: POS engages students in authentic work-based learning experiences that demonstrate progressive occupational learning aligned to industry workforce needs.

Component is present?
○ Yes
◉ No

List of Evidence (if not present, enter "N/A")

While site visits do not best represent WBL, we are trying to find opportunities to expand this potential.

Program of study development, improvement, and advocacy are supported by findings from a comprehensive local needs assessment: Systems and strategies for gathering, analyzing, and disseminating needs assessment data are effective for guiding the improvement of POS, and available in plain language to enhance use by stakeholders for POS advocacy.

Component is present?
◉ Yes
○ No

List of Evidence (if not present, enter "N/A")

Completed February 2020

Please score the form as either 1-"complete," or 0-"not complete" (Reviewer Only)

State-recognized Program of Study 6

POS 6

Career Field: Select the career field from the drop down menu.

Health Science Technology ▾

Career Pathways: Select the career pathway from the drop down menu.

Therapeutic Services ▾

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. (Link to program code immediately below.)
https://education.mn.gov/MDE/dse/cte/progApp/

List high school(s) and program code here.

Certified Nurse Assistant, Registered Nurse, Medical Lab Technician, Dental Assistant, Medical Coding

Hibbing High School: 070300 - 02,22

List the postsecondary institution(s), postsecondary CTE program, and academic award (certificate, diploma, degree) that aligns with this POS, as it appears in the college catalog. (Catalog in link immediately below.)
https://data2.csvc.mnstate.us/workspace/index.jsp

List institution(s), program, and academic award here.

Hibbing Community College

Recognized Secondary Credentials

Enter the Recognized Secondary Credentials here:

- TSA: Enter applicable TSA exams (e.g., NOCTI, Precision Exam, etc.)
- Work-based Learning: Enter the type of Work-based Learning and/or authentic work experiences present in the POS (e.g., Internship, Externship, Practicum, Clinical, and/or Cooperative Education)
- Licensure: Enter the appropriate licensure name (e.g., MN. Residential Contractor License)
- Certification: Enter the appropriate certifications as applicable (e.g., ServSafe Food Handler, OSHA 10, Manufacturing Skills Standards Council, etc.)
- Industry-Recognized Credential: Enter the Industry-Recognized Credential name (e.g., Emergency Medical Technician-Basic)

Recognized Secondary Credential(s):

TSA			
Work-based Learning	Opportunities in place, making progress towards WBL State Approval		
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)
- **Work-based Learning:** Enter the type of Work-based Learning and/or authentic work experiences present in the POS (e.g., Internship, Externship, Practicum, Clinical, and/or Cooperative Education)
- **Licensure:** Enter the appropriate licensure name (e.g., MN Residential Contractor License)
- **Certification:** Enter the appropriate certifications as applicable (e.g., ServSafe Food Handler, OSHA 10, Manufacturing Skills Standards Council, etc.)
- **Industry-Recognized Credential:** Enter the Industry-Recognized Credential name (e.g., Emergency Medical Technician-Basic)

Note: Not all fields are required. At minimum, the academic award field should have an award identified.

Recognized Postsecondary Credential(s):

Academic Award		AAS Degree	Certificate/Diploma
Work-based Learning	Practical Skills	Clinicals	
Licensure	NCLEX		
Certification			
Industry-Recognized Credential	CNA, RN	MLT - NAACLS	RDA - CODA

Other Assessments (only if not previously listed):

State-Recognized Required Components

Course standards accurately align to the academic, technical, and employability skills learners must master for entry and success in a given career pathway: Content standards, frameworks, and competencies that define what students are expected to know and be able to do to enter and advance in college and/or careers comprise the foundation of a POS.

Component is present?
◉ Yes
◯ No

List of Evidence (if not present, enter "N/A")

HCC defined and prescriptive to the skills necessary for graduates, board examinations and skills tests given to assess competency of graduates.

Program of study incorporates active involvement from an integrated network of partners: Ongoing relationships among education, business, and diverse community stakeholders bolster POS design, implementation, evaluation, and maintenance.

Component is present?

◉ Yes
○ No

List of Evidence (if not present, enter "N/A")

BEP

HCC Nursing Advisory Committee

Secondary program(s) meets MDE program approval requirements and incorporate courses that lead to postsecondary credits/credentials: Secondary programs have appropriately licensed teachers, advisory committees, develop and ensure access to equitable student leadership opportunities, and provide career exploration activities leading to postsecondary credits/credentials.

Component is present?

◉ Yes
○ No

List of Evidence (if not present, enter "N/A")

Concurrent with HCC CNA Program. Secondary faculty member licensed and possesses OFP for Medical Careers from MDH.

Postsecondary academic program meets Minnesota State board policy and Higher Learning Commission requirements: A cohesive arrangement of college-level credit courses and experiences, designed to accomplish predetermined objectives, lead to the awarding of a degree, diploma, or certificate.

Component is present?

◉ Yes
○ No

List of Evidence (if not present, enter "N/A")

CNA, RN, MLT, RDA programs meet requirements for licensure and follow an industry-standard and governed curriculum mandated by MDH and State requirements.

Materials, Equipment, and Resources: Facilities, equipment, technology, and materials used in the program of study reflect current workplace, industry and/or occupational standards and practices for installation, use, maintenance, and safety.

Component is present?

◉ Yes
○ No

List of Evidence (if not present, enter "N/A")

Equipment and materials at or near industry standard. CNA Updated course texts 2019. Safety integral and part of skills training.

Incorporates authentic work experiences at the secondary and/or postsecondary level that are valued by industry: POS engages students in authentic work-based learning experiences that demonstrate progressive occupational learning aligned to industry workforce needs.

Component is present?

◉ Yes
○ No

List of Evidence (if not present, enter "N/A")

High School faculty member assists with conducting regular visits to the local hospital to shadow medical personnel, and while not truly WBL, this supports student growth and development. Under the direction of the HCC CNA Nursing Faculty lead, each student performs more than 20 hours of supervised clinical work with area Skilling Nursing Facilities.

Program of study development, improvement, and advocacy are supported by findings from a comprehensive local needs assessment: Systems and strategies for gathering, analyzing, and disseminating needs assessment data are effective for guiding the improvement of POS, and available in plain language to enhance use by stakeholders for POS advocacy.

Component is present?

◉ Yes
○ No

List of Evidence (if not present, enter "N/A")

Completed February 2020.

Please score the form as either 1-"complete," or 0-"not complete" (Reviewer Only)

State-recognized Program of Study 7

POS 7

Career Field: Select the career field from the drop down menu.

Business, Management, & Administration ▾

Career Pathways: Select the career pathway from the drop down menu.

Make a selection ▾

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. (Link to program code immediately below.)

https://education.mn.gov/MDE/dse/cte/progApp/

List high school(s) and program code here.

Hibbing High School 090101

Hospitality and Tourism Culinary Arts

Parenting Course

List the postsecondary institution(s), postsecondary CTE program, and academic award (certificate, diploma, degree) that aligns with this POS, as it appears in the college catalog. (Catalog in link immediately below.)

https://data2.csvc.mnstate.us/workspace/index.jsp

List institution(s), program, and academic award here.

Hibbing Community College Culinary Arts

Recognized Secondary Credentials

Enter the Recognized Secondary Credentials here:

- TSA: Enter applicable TSA exams (e.g., NOCTI, Precision Exam, etc.)
- Work-based Learning: Enter the type of Work-based Learning and/or authentic work experiences present in the POS (e.g., Internship, Externship, Practicum, Clinical, and/or Cooperative Education)
- Licensure: Enter the appropriate licensure name (e.g., MN. Residential Contractor License)
- Certification: Enter the appropriate certifications as applicable (e.g., ServSafe Food Handler, OSHA 10, Manufacturing Skills Standards Council, etc.)
- Industry-Recognized Credential: Enter the Industry-Recognized Credential name (e.g., Emergency Medical Technician-Basic)

Recognized Secondary Credential(s):

TSA	Serve Safe and Nutrition Exam		
Work-based Learning	Opportunities in place, making progress towards WBL State Approval		
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)**
- **Work-based Learning: Enter the type of Work-based Learning and/or authentic work experiences present in the POS (e.g., Internship, Externship, Practicum, Clinical, and/or Cooperative Education)**
- **Licensure: Enter the appropriate licensure name (e.g., MN Residential Contractor License)**
- **Certification: Enter the appropriate certifications as applicable (e.g., ServSafe Food Handler, OSHA 10, Manufacturing Skills Standards Council, etc.)**
- **Industry-Recognized Credential: Enter the Industry-Recognized Credential name (e.g., Emergency Medical Technician-Basic)**

Note: Not all fields are required. At minimum, the academic award field should have an award identified.

Recognized Postsecondary Credential(s):

Academic Award	Cerificate/Diploma/AAS		
Work-based Learning	Culinary Buffets for the Community 3x a year		
Licensure			
Certification			
Industry-Recognized Credential			

Other Assessments (only if not previously listed):

Serve Safe

State-Recognized Required Components

Course standards accurately align to the academic, technical, and employability skills learners must master for entry and success in a given career pathway: Content standards, frameworks, and competencies that define what students are expected to know and be able to do to enter and advance in college and/or careers comprise the foundation of a POS.

Component is present?
◉ Yes
○ No

List of Evidence (if not present, enter "N/A")

Secondary curriculum developed by former MN FCS Teacher of the Year

Post-Secondary curriculum longstanding at HCC and correlated with Fine Dining Facility.

Program of study incorporates active involvement from an integrated network of partners: Ongoing relationships among education, business, and diverse community stakeholders bolster POS design, implementation, evaluation, and maintenance.

Component is present?

◉ Yes
○ No

List of Evidence (if not present, enter "N/A")

BEP Committee

Secondary program(s) meets MDE program approval requirements and incorporate courses that lead to postsecondary credits/credentials: Secondary programs have appropriately licensed teachers, advisory committees, develop and ensure access to equitable student leadership opportunities, and provide career exploration activities leading to postsecondary credits/credentials.

Component is present?

◉ Yes
○ No

List of Evidence (if not present, enter "N/A")

Faculty member is licensed and CTE licensed in FCS. Junior faculty member CTE licensed via OFP though in progress working towards a graduate credential in FCS.

Postsecondary academic program meets Minnesota State board policy and Higher Learning Commission requirements: A cohesive arrangement of college-level credit courses and experiences, designed to accomplish predetermined objectives, lead to the awarding of a degree, diploma, or certificate.

Component is present?

◉ Yes
○ No

List of Evidence (if not present, enter "N/A")

HCC is HLC Accredited.

Materials, Equipment, and Resources: Facilities, equipment, technology, and materials used in the program of study reflect current workplace, industry and/or occupational standards and practices for installation, use, maintenance, and safety.

Component is present?

◉ Yes
○ No

List of Evidence (if not present, enter "N/A")

Laboratory settings are at or near industry-standard in equipment, materials and continuous improvement drives programming updates.

Incorporates authentic work experiences at the secondary and/or postsecondary level that are valued by industry: POS engages students in authentic work-based learning experiences that demonstrate progressive occupational learning aligned to industry workforce needs.

Component is present?

◉ Yes
○ No

List of Evidence (if not present, enter "N/A")

Hibbing students travel to local restaurants to observe activities in the kitchens "behind the scenes." Students also visit HCC to observe the Culinary Instructors in demonstrations of proper food preparation and techniques. Opportunities for real-world experience take the form of catering service for Special Education, where students prepare 24 Restaurant-style meals with printed menus as an annual event. Further, Culinary students serve 3 to 4 Staff Luncheons, in which orders are taken from faculty and staff in the form of an a la carte menu, the students then prepare the food and deliver to faculty and staff.

A new child development course supports the Parenting course that was established by the former FACS Lead and Secondary Perkins Coordinator. This experience enables Hibbing students to participate in 10 hours of monitored classroom observation of teachers in educational settings and day-care settings. These settings involve licensed personnel in the public elementary and middle schools and a licensed day-care facility. Students observe teacher and student behavior and keep a journal of their observations for reflective learning. This is similar in concept to pre-service post-secondary students in their initial classroom observation experiences.

Program of study development, improvement, and advocacy are supported by findings from a comprehensive local needs assessment: Systems and strategies for gathering, analyzing, and disseminating needs assessment data are effective for guiding the improvement of POS, and available in plain language to enhance use by stakeholders for POS advocacy.

Component is present?

◉ Yes
○ No

List of Evidence (if not present, enter "N/A")

Completed February 2020.

Please score the form as either 1-"complete," or 0-"not complete" (Reviewer Only)

Additional Documentation

Additional documentation may be uploaded here. The required uploads are: Statements of Assurance, Secondary Supplemental 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 Assurances (Attached as one large PDF file):
  FY21_HC_Assurances

Secondary Supplemental Budget:
  Secondary-Supplemental-Budget-Amplifund-Worksheet HCFY21 v.6820

Consortium Consolidated Equipment Inventory
  Equipment Inventory Hibbing-Chisholm 2020

Additional Material
  Perkins HCC FY21 Consortia Budget.xlsx - Sheet1

Additional Material
  Hibbing

Additional Material:
  Hibbing_Chisholm Summary Funding Requests 2021 - Sheet1

Additional Material:
  Kuusinen Perkins Funding Requests 2020-2021 Base Sheet - Sheet1

Additional Material:
  Sandness Perkins Funding Requests 2020-2021 Base Sheet - Sheet1

Additional Material:

Additional Material

Additional Material:

Additional Material:

Please score the form as either 1-"complete," or 0-"not complete" (Reviewer Only)

Budget

Proposed Budget

	Grant Funded	Total Budgeted
B) Narrative 2: Programs of Study		
Instructional Software	$1,700.00	$1,700.00
Instructional Supplies	$1,000.00	$1,000.00
Other Equipment	$7,459.23	$7,459.23
Post Secondary Equipment	$5,786.65	$5,786.65
Student Transportation	$1,951.82	$1,951.82
Teacher Substitutes	$1,062.50	$1,062.50
Subtotal	**$18,960.20**	**$18,960.20**
D) Narrative 4: Integrated Academic and Technical Skills		
Technical Skills Assessment	$688.00	$688.00
Subtotal	**$688.00**	**$688.00**
E) Narrative 5: Special Populations		
CLA - Culinary Arts	$13,118.16	$13,118.16
CLA - Electrical Maintenance/Empower	$16,955.45	$16,955.45
CLA - Nursing	$13,894.54	$13,894.54
Subtotal	**$43,968.15**	**$43,968.15**
G) Narrative 7: Early College		
Technical Career Day	$5,000.00	$5,000.00
Subtotal	**$5,000.00**	**$5,000.00**
H) Narrative 8: Support to Professionals		
Memberships	$795.00	$795.00
Post Secondary Coordinator Professional Development and Travel	$1,100.00	$1,100.00
Professional Development	$1,000.00	$1,000.00
Professional Development	$4,111.05	$4,111.05
Teacher Subs	$1,500.00	$1,500.00
Subtotal	**$8,506.05**	**$8,506.05**
J) Narrative 10: Consortium Governance		
Post Secondary Coordinator Salary	$12,078.68	$12,078.68
Secondary Coordinator Fringe Benefits	$5,132.00	$5,132.00
Secondary Coordinator Salary	$12,217.00	$12,217.00
Subtotal	**$29,427.68**	**$29,427.68**
K) Narrative 11: Reserve Funds		
Contracted Services - Chisholm Secondary	$2,759.94	$2,759.94
Equipment - CHS/HHS	$2,877.65	$2,877.65
Post Secondary Equipment	$5,637.59	$5,637.59
Subtotal	**$11,275.18**	**$11,275.18**
Total Proposed Cost	$117,825.26	$117,825.26

Proposed Budget Narrative

B) Narrative 2: Programs of Study

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. 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)

Post Secondary Equipment

TBD in Fall based on highest program needs.

Other Equipment

COVID contingency, misc. other

Instructional Software

CNA Skills, MS Office Engr Lab

Student Transportation

field trips, events

Teacher Substitutes

student events

D) Narrative 4: Integrated Academic and Technical Skills

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. 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)

Technical Skills Assessment

Technical Skills Assessment

E) Narrative 5: Special Populations

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. 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)

CLA - Electrical Maintenance/Empower

Certified Lab Assistant for the ELM program and also the EMPOWER Coordinator for Women going into non traditional technical career fields

CLA - Culinary Arts

Certified Lab Assistant working with low income students to assist with needs in the Culinary classroom

CLA - Nursing

Certified Lab Assistant to assist specifically in Nursing Tutoring to help students become prepared for the NCLEX exam.

G) Narrative 7: Early College

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. 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)

Technical Career Day

An event hosting 300+ HS students to the college to showcase technical career programs.

H) Narrative 8: Support to Professionals

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. 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)

Post Secondary Coordinator Professional Development and Travel

Funds for the Post Secondary Coordinator to attend workshops and or conferences pertaining to CTE. Travel, Hotel, Meals, etc.

Professional Development

Funds available for Secondary CTE instructors to obtain specific training in their field.

Professional Development

Professional Development - PD faculty, mileage/lodging

J) Narrative 10: Consortium Governance

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. 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)

Post Secondary Coordinator Salary

Post Secondary Coordinator Salary

Secondary Coordinator Salary

Secondary Coordinator Salary

Secondary Coordinator Fringe Benefits

Secondary Coordinator Fringe Benefits

K) Narrative 11: Reserve Funds

Reserve Funds: 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. 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)

Post Secondary Equipment

Reserve funds to be decided upon in Spring 2021 based upon urgent program needs.