



Status Report

02092-FY18 Lake Superior Consortium Perkins Grant

Perkins IV Consortium

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

Goal 1 Narrative:

FY18 was a very good year for the consortium. Our RPOS was able to transition into a new teacher after losing the founding teacher to retirement. The consortium has officially 2 RPOS listed and a third applying this fall after our RPOS Initiative was successful. Our new or recently new programs have experienced not only stable growth but high demand.

- Aerospace has grown from 48 students to over 100 enrolled for FY19
- Engineering Design has gone from a new program in 2015 to over 200 enrollees
- Small Engines has gone from a pilot group to a waiting list every semester
- WBL in the consortium and experiential opportunities has grown and in some cases doubled--also being reported more accurately
- New EMR/First Aid offering has 45 students
- Proctor has transitioned their programs to CTE which has increased reporting enrollments by over 300
- Child Development is now being offered again and Duluth is looking at adding an entire pre-teaching program

We have also focused our attention on improving and attaining more articulations within the consortium. To date, almost every skilled trades program in the consortium now have articulation agreements in one or more courses. We have seen articulations form across state lines with WITC in Superior.

We have seen better collaboration and industry connection with use of the MAC lab and various events throughout the region that highlight programs and careers that our within our consortium. Our instructors appear to understand not only the scope and limitations of Perkins but also their role in creating career opportunities for students and not just curriculum. We believe all these aspects have help create a sense of excitement and purpose in our regional CTE programs at all levels. We are in a good spot.

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

Our primary focus for FY18 was supporting and expanding our CTSO connections in the region, updating and creating common equipment/usages where appropriate, professional development and collaboration, and exploring a regional career pathway initiative.

Objective 1.1: CTSO Support \$23,000 and \$13,136.15 spent

- Provided for support for our CTSO advisors to cover PD and travel expenses. This past year we did not as much due to lack of national qualifiers and or students unwilling to go to nationals. We did however have over 10 students qualify in FFA and HOSA but only 2 attended the event.
- We provided CTSO exploration PD for 4 our culinary instructors to attend Prostart and FCCLA events.
- 3 instructors attended SkillsUSA to look at offering the CTSO for their skilled Trades courses
- We had a new SkillsUSA chapter in Duluth and even had a State delegate and its first competitor
- Our 3 First Robotics teams had mixed success and no national qualifiers this year

Objective 1.2: RPOS Initiative \$10568 allocated and spent

The Ag and NRW program in Silver Bay took on the RPOS initiative this year. It was a huge success. The instructor worked diligently on reworking her program to meet all the basic requirements of a RPOS. To date, we have agreed as a consortium that this program meets the benchmark and will submit the RPOS paperwork for this program.

- Provided extended time to ensure robust curriculum
- Supported with advisory development and meeting expectations
- Better industry and post-secondary connections.
- Provided funding for TSA--but wasn't needed due to state funding.

Objective 1.3: Pilot and Innovating a Program \$7085.61 and spent

- Year 2 of 3 potential years of funding for Hermantown's Small Engines and fabrication course.
- Students completed 2 supermileage vehicles.
- Program is now the second most popular course at Hermantown
- In FY19 district will fund this FTE and no longer Perkins expense

Objectives 1.4-1.6: Supporting programs through professional development, equipment and special projects \$16,586 allocated and \$29247.47 spent.

- As a consortium we originally committed over \$5000 for equipment needs in Goal 1. Throughout the year it was found that this was not enough funding for our needs and there were unforeseen needs for the upcoming year and some of those projects that were funded
 - Large Equipment: Welders for Hermantown and Proctor, Table top CNC for Proctor, LSC Equipment needs (See Attached) Stoves for culinary in Cook County, safety equipment for Two Harbors.
- Professional Development: We again provided PD opportunities to EVERY teacher who requested. Samples include:
 - MTAAE
 - FFA and Ag Conferences
 - Green Energy Construction
 - MACTA
 - CTEWorks
 - LSC Manufacturing
 - Prostart
 - Forestry
 - Northland College Drone School
 - First Robotics Fall Training
- Special Projects
 - Provided funding for new Robotics Curriculum to Silver Bay
 - Supported with supplies the new small engines Supermileage learning activity

Objective 1.7: Career Pathways: Our primary goal was to create a regional working group of district leaders to explore, research and pilot a career pathways program in our consortium and region. \$3000 allocated and only \$300 spent

- We held a meeting of all educational leadership for member schools and LSC
- Met with members after initial brainstorming to see next steps.
- After meeting, it was found that not enough collaborative buy-in from the members to keep pursuing and dropped the initiative

as a whole

•We are supporting and working with individual schools on opportunities and options as they arise.

Objectives 1.8-1.13: Program supports on a consortium level

- .15FTE for LSC articulation coordinator. This has helped the program increase articulations and better tracking rates
- 1.00 FTE for LSC CLA in Manufacturing. Has supported MAC trailer rollout, training and scheduling. Also, serves as a non-traditional role model as a female lab assistant for LSC and also volunteered as mentor for female welding cohort.
- LSC summer Camps provided over 8 different free learning camps for fields in our region: Scrubs Camp, Cyber Patriot, women in aerospace

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

Overall, we feel our spending priorities and supported projects made for great opportunity for improving our overall programs of study. Our participation numbers are up. Our concentrators are still stagnant but we hope to see rewards with our spending this year to help with that in the long term.

We are again seeing mixed results according to our most recent P-File data. With our newly updated program approvals, there has been several growth areas:

- Proper reporting of our WBL opportunities has increased overall enrollment for Duluth
- Our CTSO membership is on the rise and we hope that will result in increased concentrators in the future
- We experienced a large jump in TSA reporting and offering and looks like FY19 will be even higher

Areas of Concern/worry:

- Dropping enrollment in some of our rural members
- LSC programs that are struggling to find enrollment such as: phlebotomy, lab assistant, collision repair
- Secondary programs struggling with enrollment: agriculture in Duluth, construction in Duluth, small classes in Silver Bay

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

We feel that this year has been key for connecting with industry better and gaining awareness for our CTE programs. We don't feel like we can focus on just one even but more a systematic approach to making sure our CTE and Perkins supported programs are out in the public eye. We have representation on our regional workforce boards. We are serving on committees and leadership at MDE, AMFA, STEM and other interest groups. We are reaching out to our employers and showing ways to connect Perkins funding to support their dire workforce needs.

We feel our larger events such as Construction Tomorrow (1200 students attended); Tour of Manufacturing (2 days and 800 students, 11 industries); explore LSC Day (300 students exploring hands on career fields in April); increasing experiential opportunities with tours, campus visits etc.; promoting our programs to school boards, counselors and principals. WE believe all these are supporting and expanding regional support for the work we do.

Overall, if we had to choose our most successful program change it would be the collaborative programs between LSC and the high schools. This year LSC and Duluth Public Schools collaborated to have both construction programs build at a common site. The goal was to help both programs with enrollment, resources, and instructor time. The initiative was so successful that enrollment at LSC was up and Duluth had almost double the enrollment. In FY19, Perkins is supporting this initiative by providing a lab assistant to help LSC and Duluth students and also work with programs and recruitment in Proctor, Hermantown and Two Harbors.

The other collaborative program would be our expansion of opportunity for Health Occupations programs in our region. With success, of the pilot CAN program and demand from employers. LSC and member schools Hermantown and Esko applied and received a Minnesota Workforce grant to start a program offering several programs online and on site to help expose students to healthcare career pathways.

Goal 1 Objectives

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

Goal 2 Narrative:

As mentioned in Goal 1, we feel that FY18 was a watershed moment for our consortium. All members are active and improving. All members are working towards regional goals and how their sites can sustain. No longer is Perkins just a money for equipment source. We see all this coming together in Goal 2. On a curricular level, our secondary programs are working more closely with whatever post-secondary partner they can find. We are supporting any opportunity for programs to get students experiences out in industry. Primarily this is done through field trips and career events.

We have expanded our WBL opportunities and currently provide programs for SPED, Disadvantaged, and Diversified Occupations in the region. We have also modified and created an online option so students can complete seminar requirements

Our biggest hurdle is still improving the role of advisory committees. We find in our smaller rural programs they are often more informal and based on networks with the teachers. They often do not hold 'official' meetings but are very connected to their local employers. We know we need to still work on that.

We do feel we have improved partnerships with other organizations quite well. Our leadership serves on our regional workforce boards and many other industry boards and committees. We feel that our region is fully aware of Perkins and what it is doing for our programs. That being said, we still struggle with finding ways to provide career education opportunities for students in our alternative settings. Duluth does offer 3 program/course options through the Alternative Learning Center and online high school, but other than that it is a tough niche to find a role in.

Collaborative Activities include but are not limited to:

- Construct Tomorrow: DEED, AFL-CIO, Industry, LSC, regional secondary schools, 16 trade unions, Duluth WFC
- Tour of Manufacturing: DEED, APEX, LSC, regional secondary schools, Industry, AMFA
- Timberframe Construction: Industry, Lake Superior District, Foundational support
- North Shore Trades Professional Development: regional secondary schools, AMFA, Industry, LSC, MDE, MNState, ALI

QUESTION: To what degree do CTE advisory committees serve both Secondary and Postsecondary programs? (Do all programs use them? Does the same advisory team advise both secondary and postsecondary programs?)

In our consortium, the the following programs have 1 common advisory committee:

- Construction: Hermantown, LSC, Duluth, Esko
- Allied Health: LSC, Duluth
- Business/Marketing: LSC, Duluth, Proctor, Esko

The following programs have robust or "best practice" advisory committees at the post-secondary and secondary levels

- Automotive: secondary, collision repair, automotive technician
- AMP: post-secondary
- Engineering Design, Manufacturing: CAD, Welding, Integrated Manufacturing, secondary (Duluth)
- Aerospace: secondary, LSC Aviation

QUESTION: What role does the advisory team play for CTE programs? What support have they provided to programs?

In our region this varies by district and program. We have been providing support and guidance as much as possible but to date have not seen tremendous improvement in advisory committee reporting at the secondary level. On the post-secondary level, all programs have 2-5 meetings per year depending on program and needs of that year.

- **Automotive Program:** Although this one is not directly tied to the same advisory the members are shared and work together. LSC and WITC's advisory committees work with our secondary one to share, discuss, provide mentorship and support. This program also has the most industry support with regards to providing for the program. Last year alone they donated cost of installation, electronics equipment, a vehicle, and several industry job shadow events.
- **Allied Health, Business, Marketing, Construction:** These programs currently have common advisory committees with secondary and post-secondary. Duluth, Hermantwon, Proctor, and Esko all combined the advisory committees to ensure that learning targets and curriculum are as aligned as possible with post-secondary
- **Engineering Design:** Duluth's integrated program has a separate advisory from LSC but much like automotive they are intertwined. This committee has helped not only build our new Fablab they have provided internships, tours, shadows, supplies and this past year donated over \$30,000 to introduce manufacturing into the two labs. They also helped recruit and find an industry veteran to replace an outgoing instructor.
- As mentioned in previous APR's we feel it is important to note how several of our smaller districts work with advisories. For years we pushed and promoted advisory meetings and have found that although they often do not meet at regularly scheduled times they do meet the needs of the program. Often the employers play a vital role in equipment, tours, and assisting the instructor with ideas and materials. We have asked in these cases that the instructor at least keep an ongoing communication and outreach log to show the amount of connection and collaboration they have with industry and community. We still hope they get to formalized meetings but we understand the difficulty when often there is only 1-3 employers in town or no employers in the immediate town.

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

We have several opportunities for WBL learning but very few meet the official state definition of a WBL CTE program. It is our hope in FY19 to expand that. To date, the only official WBL opportunity has happened in Duluth and that has been in our automotive NATEF program. That being said, we do provide our students and programs several ongoing WBL experiential opportunities we would like to note:

- **Timberframing:** This past year Two Harbors actually built their own timberframe class lab so they can continue with building their tiny houses out of the elements. This program was supported by industry donations, school donations, and regional grants.
- **Agriculture summer interns:** The summer programs at Lake Superior and Duluth provide students with a variety of work experience from trail work, greenhouse, and basic GIS work
- **Industry projects:** Several programs take on jobs or tasks around the community. This past year Proctor students designed and built the lockers for their new hockey arena; Duluth students designed passes, signs, shirts, and logos in our graphics program.
- **CNA:** All of our students gained experience in their clinical experiences at a local care facility
- **Culinary student restaurants and catering:** Duluth, Proctor and Cook County are one of the few programs in the state that culinary students have the opportunity to provide catering services to the community. Duluth also has 2 student-run restaurants as part of the curriculum
- **Automotive:** Students this past year were able to fulfill several work orders on vehicles for people in the community. This program often has 2-5 students who receive mentorship in the summers or school year but often not for WBL credit.

Goal 2 Objectives

Goal 3: Improve Service to Special Populations

Goal 3 Narrative:

All and every effort will be made to ensure that all of our CTE programs will be inclusive, open and culturally sensitive to special populations. As a consortium, we have worked on several initiatives and trainings to improve the diversity of our non-traditional programs. During the course of FY18, our consortium continued its support of the All-Girls welding cohort in Duluth. We also hired a female LSC welding graduate to serve as the Manufacturing Auxiliary Classroom (MAC) lab assistant. In this role, she not only serves as a lab assistant in LSC's welding program she also serves as the secondary programs contact for equipment and training support from the MAC lab. This role modeling has helped increase enrollment in a few of our schools and programs.

We also provided support for 2 College Experiences for our students with special needs. The LSC event was called "College for a Day" and was a chance for students with disabilities to learn about the campus and supports that are available to them to help ensure success in career fields. We also provided a similar event at WITC where students had an opportunity to try careers in a hands-on environment with WITC instructors ranging from child care provider, machinist to law enforcement and automotive technicians.

Overall, we feel this is still a weakness for our consortium. Our region is primarily white and only 1 or 2 of our secondary schools have measurable diversity. We continue to work with local groups to increase awareness and opportunity but are yet to see measurable improvements. Our regional workforce development has identified this issue and is working to expand connections for all people.

QUESTION (for FY15 only, optional for FY16): What service was conducted during the grant year that was most successful?

QUESTION (New for FY16): What strategies were adopted to overcome barriers for special populations?

The consortium has provided clear direction for Perkins funded positions that they must serve as bridges from secondary to post-secondary programs and also focus on providing opportunities for special populations. We have also modified and improved our WBL programs for special populations to help these students with special needs to explore careers and workforce in a more sequenced manner.

LSC has also focused on recruitment and connecting with special populations more by involving itself more with department of corrections, adult basic education, veterans to work, and reconnect programs to help provide training and educational programs for entry into in-demand careers in our area such as healthcare, MnDot, aviation, and manufacturing.

In FY18 we utilized our data to provide funding for:

- WBL Disadvantaged Duluth: Year 2 of support and provided less FTE this year due to success and district picking up cost. To date, it has led to a much more robust and sustainable program
- LSC CLA Manufacturing: Coordinate MAC and outreach training to schools and communities
- Summer Camps: Scrubs, Women in Aviation, Fly Day, and other events to promote non-traditional careers

QUESTION: Describe how your consortium uses data to target consortium activities to the needs of special populations and what impact the efforts have had on success of special populations.

We again have seen stability in our non-traditional enrollments the past two years, but with increased total enrollments that has meant our indicators 6S1 and 6S2 have dropped. We acknowledge that targeting students of color is still a need but with limited options it has proven difficult.

Goal 3 Objectives

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

Goal 4 Narrative:

This past year our consortium continued to provide as many alternative opportunities for students as we could manage. Students in the Lake Superior and Cook County district are provided opportunities to enroll in online and/or remote access courses. We are currently looking at how to expand CTE options for these models. Students in Proctor, Hermantown, Esko, and Duluth schools continue to have a variety of ways students can enroll in other district programs based on availability. Some schools have set up tuition-free options and other still have tuition agreements. Our consortium also continued support MCIS, Naviance, TEAS, academic and career counseling for all member schools. We also supported any and all career-based experiential opportunities districts requested. We also took major strides in improving our articulation and brokered credits throughout the consortium and hope to continue that. Our leadership will also continue serving as the community connections for industry and government working groups such as Workforce Development Boards, manufacturing and construction associations, City and county working groups, and industry outreach. We feel this is one of our strongest assets as a consortium and the networks we have built.

QUESTION: Describe the kinds of articulation, college-in-the-schools, transfer credit courses offered and how many students participated.

As leadership, our number one goal for FY18 was improving our articulation offerings, claimed credits and exploring more concurrent or CITS offerings. This year, if you look at our Attached articulation list with LSC, you will see that we have brokered more credits and expanded our secondary credits as well.

Cook County HS
Intro to Nursing Mesabi Range
Medical Terminology Mesabi Range
William Kelley HS
Pre-Engineering Itasca CC
Advanced Welding Mesabi Range
SolidWorks LSC
Advanced Welding LSC
Machining LSC
Natural Resource Central Lakes College
Two Harbors HS
SolidWorks LSC
Woods I Mesabi Range
Welding and Cutting LSC
Mill Wright Maint Mesabi Range
Welding WITC
Esko HS
Corey Gray...4501 Accounting I, 4502 Accounting II
Proctor HS
Jeff Bruch...2823 Focus on Financial Fitness
Hermantown HS
0454 Engineering Design I-CAD
Engineering Design I-Creo
0452 Woods II Cabinetry
0455 Metal Fab I
0457 Metal Fab II
Duluth Credit Options
Articulations:
Engineering LSC
CAD LSC
Intro to Manufacturing LSC
Construction LSC
Automotive WITC and LSC
Agriculture CLC
Graphic Arts Messabi Range & BSU (Pending)
First Aid/BLS & EMR with LSC
CITS Courses:
CNA @Esko/Duluth, LSC
Transfer credits:
Culinary: Servsafe Certification
Automotive : SP2, 4 NATEF proficiencies ** Accepted at several national colleges such as UTI, Dunwoody, etc.
Technical Skill Assessments
Solidworks CSWA: 6
Automotive: NATEF proficiencies and SP2: 40
Construction SP2:: None given this year.

QUESTION: To what degree and in what ways are these advanced credit courses transcribed on the students high school record and on college transcripts?

Our Health Occupations programs at Esko and Duluth are full CITS and transcribed courses. We have worked to improve our low claim rates of articulated credits and this fall have noticed more students enrolling at LSC are referencing and claiming articulated credits. Our plan in FY19 is to hold a counselor and instructor training on how to input and utilize the ctecreditmn website and help students understand the amount of potential college credit they have earned in our programs.

Goal 4 Objectives

Goal 5: Sustain the Consortium of Secondary and Postsecondary Institutions

Goal 5 Narrative:

In FY18, our consortium feels like it finally turned the corner. It was the last year where staffing will be supported except for truly new or innovative programming. We also organized and developed a consortium board manual to help new members understand the role and purpose of Perkins in our region. We also ran a self-audit and presented to the board our Leadership duties and roles so that the board can determine how it wants Perkins to be carried out or changed. This fall we also successfully posted, interviewed, and selected a new post-secondary coordinator based on board approval and input and not viewed as a member employee. This was a huge step forward and we feel like we have set up a system where goals, data, and transparency drives the group.

Our consortium set the priorities for this year as Student Clubs/experiential leadership; Professional Development; and collaboration of programs. We feel we did a really good job on that end by allocating most of our funding to getting students and industry connected or providing materials, supplies to better simulate industry. We feel that moving forward we can truly start providing targeted support to needs within the consortium dealing with equipment, equity for students, exposure to increase non-trad and special population support.

QUESTION: What activities were conducted that help sustain the consortium?

This year we modified our meeting location to be more efficient. Our new structure is the board will have a face-to-face meeting annually in October and in April. The other meetings will be held with remote access capabilities with people at their site and those within LSC driving distance at that campus utilizing ITV sharing.

Our leadership meeting schedule of secondary leadership meeting every 2 weeks and all leadership meeting every 3 seems to provide support for our work and also better collaboration of efforts. We were also for the first time able to write the grant as one singular budget and not as a post-secondary budget and secondary budget with separate goals and spending. We feel that this allows for a lot more potential good and utilization of funding.

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

Our leadership team is made up of a Leadership group and a member board. The Leadership team consists of coordinators from the fiscal host site who take on the primary roles of the grant and stewardship of the grant. The team is rounded out with the Rural Liaison. This position is to serve as an advocate and coordinator for the smaller rural members. This structure was originally intended to serve as a check and balance so that all members were represented within leadership. The three leaders work collaboratively on all aspects of the grant and as communicators to its members. The board consists of representatives from every member. Duluth and LSC have 3 voting members and all other members have 1. We strive to have administrators and leaders serve but some schools provide active CTE instructors as their voting members. The last component is non-voting members, these are members of the board that are still invited to attend meetings but do not have voting status for decisions.

Leadership and Coordinators: (Non Voting)

Jim Schwarzbauer: Post-Secondary Coordinator

Brad Vieths: Secondary Coordinator

Rich Sill: Rural Liaison

Voting members:

1. Mike Seymour Vice President for Student and Academic Affairs at LSC
2. Duffy Dyer Medical Laboratory Technician
3. Paula Castleman Director of Emergency Response Training Center
4. Danette Seboe Principal Duluth East
5. Tonya Sconiers Principal Duluth Denfeld
6. Mike Cary Curriculum Director Duluth
7. Mitch Dorr Cook County
8. Chris Belanger Teacher Silver Bay
9. Bill Crandall Superintendent—Representing Two Harbors
10. Tyler Homstad Teacher Hermantown
11. Tim Rohweder Principal Proctor
12. Corey Gray Teacher Esko

Alternate voting members:

1. Jenna Trenberth CITS Coordinator at LSC
2. Jayce Mayberry Diversity and Affirmative Action Officer
3. Nicole Okstad CLA Lake Superior College (MAC)
4. Leah Bott Teacher Silver Bay
5. Jay Belcastro Principal Two Harbors
6. Mike Fitzpatrick Teacher Two Harbors
7. Justin Scheider Teacher Esko
8. Bill Crandall Superintendent—Representing Cook County
9. Sumair Sheikh Career and College Readiness Specialist Duluth
10. Duluth East Assistant Principal Jon Flaa
11. Duluth Denfeld Assistant Principal James Erickson or Marcia Nelson
12. John Muenich Principal Hermantown

Jeff Bruch Teacher Proctor

QUESTION (New for FY16): Discuss how your consortium conducted needs assessment for the implementation of the unified plan (i.e., your FY15 application)?

Our consortium starts the planning process for the grant in January. The board initiates the grant writing sub-committee. This committee will then distribute a digital prioritizing survey that allows every member (voting and nonvoting) list directions and focuses the consortium should have. At that point, districts and programs discuss and share any and all ideas. In February, leadership presents to the subcommittee data points, and updates on the status of the consortium with regards to indicators, and spending historically. From there the sub-committee creates a priority list (See Attached) that helps guide budget and activities for the upcoming year. From there spending duties from each fiscal host is decided based on limitations of secondary and post-secondary spending.

Ongoing activities that assist in planning:

- Monthly Spending report
- Leadership membership to WIOA and ESSA groups
- Secondary leadership attending board meetings and discussions with administrations
- Post-secondary leadership attending and presenting at Dean and program meetings

QUESTION: To what degree does the consortium seek additional grants or braid various funding streams together to support the consortium activities?

As much as possible our consortium attempts to stream or thread funding together. This past year funding has been threaded or streamed with the following groups

- Ann Bancroft
- Lloyd K Johnson
- Altec
- AMFA
- Leveraged funding (Post secondary only)
- Northland Foundation
- DOLI
- YES!Duluth
- 360 Grant
- Healthforce Grant
- Evergreen automotive group
- Blandin Foundation
- Community Action Duluth
- Northern Aero Alliance
- Stanley LaBounty
- IRRB/ALI

Goal 5 Objectives

Rigorous Program of Study

State-Approved Rigorous Program of Study

RPOS submitted with 10 components

Facility and Mobile Equipment Maintenance	RPOS Denfeld.pdf
Therapeutics Services	RPOS HealthCare.pdf

Progress Update for Programs of Study and TSA

Please be sure to include progress on technical skill assessments in your explanation.

This year was a quality year for improving our programs of study and TSAs. With regards to programs of study, we got all our programs through the program approval process. Proctor and Cook County worked diligently to get more programs approved and meeting CTE basic requirements. We are concerned however with the amount of instructors we have on limited and/or community expert variances, but to date all programs are having success with annual renewals. We are excited by the work of our agriculture program up in William Kelly who took advantage of our RPOS Initiative and we believe we can submit to be our 3rd RPOS this next year.

As far as TSA's it was the best year in our consortium's history for TSA attempts and passing. In the past only 3 programs offered any type of TSA and that has now grown to 7 and the total of the consortium has gone from an average of 40 to almost 100. It is even looking better this year with programs looking at OSHA, sP2, Solidworks and precision exams as potential offerings for all students instead of just select students.

Programs of Study

Career Fields	Career Clusters	Career Pathways	State-Approved Postsecondary Assessments	State-Approved Secondary Assessments	Other TSA Assessment	In which CTE Program?	At which High School? College?	In which course (use course code) or at what time in the program?
Engineering, Manufacturing, & Technology	Architecture and Construction	Construction				Building Construction Technology Diploma	Duluth East, Duluth Denfeld, Lake Superior College	

Engineering, Manufacturing, & Technology	Transportation, Distribution, and Logistics	Facility and Mobile Equipment Maintenance	Automotive Service Technology Auto Maintenance and Light Repair	Automotive	Duluth Denfeld, Duluth East, Lake Superior College	Auto Service Technology AAS 72 credit program
Agriculture, Food, & Natural Resources	Agriculture, Food, and Natural Resources	Natural Resources Systems	Precision Exams Natural Resource Science I	Agriculture	William Kelly	Introduction to Natural Resources.
Business, Management, & Administration	Hospitality and Tourism	Restaurants and Foods/Beverage Services	National Restaurant Association ServSafe Food Handler Safety Certification	Hospitality and Tourism	Duluth East	Introduction to Foods (161220)
Health Science Technology	Health Science	Therapeutics Services	National Occupational Competency Testing Institute Nursing Assisting	Health Science/Medical	Duluth Denfeld, Duluth East, Esko, Lake Superior College	ALTH 1400/1410
Health Science Technology	Health Science	Therapeutics Services	National Occupational Competency Testing Institute Nursing Assisting	Health Science/Medical	Duluth East, Duluth Denfeld, Lake Superior College	NUNA 1400/1410
Business, Management, & Administration	Hospitality and Tourism	Restaurants and Foods/Beverage Services	National Restaurant Association ServSafe Food Handler Safety Certification	Culinary Arts	Cook County, No college in region	Early in Introduction to Culinary course

Engineering, Manufacturing, & Technology	Architecture and Construction	Design/Pre- - construction		Pre- Engineering	William Kelly, Lake Superior College	Solidworks I
Engineering, Manufacturing, & Technology	Manufacturing	Production	Manufacturing Skills Standards Council Certified Production Technician - Safety	Welding	Cook County ,Lake Superior College	Safety Awareness CMAE 1514
Engineering, Manufacturing, & Technology	Transportation, Distribution, & Logistics	Facility and Mobile Equipment Maintenance	Automotive Service Technology Electrical/EI ectronic Systems	Automotive	Duluth Denfeld, Lake Superior College	Automotive Diagnostics and Electrical
Engineering, Manufacturing, & Technology	Transportation, Distribution, & Logistics	Facility and Mobile Equipment Maintenance	Automotive Service Technology Engine Performance	Automotive	Duluth Denfeld, Lake Superior College	Automotive : Engines and Performance
Engineering, Manufacturing, & Technology	Transportation, Distribution, & Logistics	Facility and Mobile Equipment Maintenance		Automotive	Duluth Denfeld, Lake Superior College	Automotive Basics
Agriculture, Food, & Natural Resources	Agriculture, Food, and Natural Resources	Food Products and Processing Systems		Food Chemistry	William Kelly no program at Lake Superior College	
Agriculture, Food, & Natural Resources	Agriculture, Food, and Natural Resources	Natural Resources Systems		Sr. Seminar-- Ag, Food, NatRes; Advanced Nat Res	William Kelly, No program at Lake Superior College	

Business, Management, & Administration	Finance	Accounting	Accreditation Council for Accountancy and Taxation Accredited Business Accountant /Advisor	Accounting	Esko, Duluth East, Duluth Denfeld, Lake Superior College	Accountant AAS Degree-60 credits
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Arts, Communication, & Information Systems	Information Technology	Information Support and Services		Computer	Cook County, William Kelley, Two Harbors, East, Denfeld, Hermantown, Proctor, Esko, LSC	Business and Technology AS Degree- 60 credits
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Improvement Report

Status Report on Improvement Report and Plan

QUESTION: Describe the activities and strategies that were actually implemented to bring your consortium actual performance on Federal indicators closer to the negotiated target.

For the post-secondary Improvement Needs of 1P1, 2P1, 3P1 there are still struggles. With our regions focus on skilled trades and healthcare, Lake Superior College continues to struggle with retaining students due to employers hiring and training directly in some fields. The college continues to create innovative programs for veterans, underemployed and credential programs. They also continue to provide supports in academic shortfalls through the tutoring center and support services. On the secondary side, our issues with 4S1, 5P1, and 5P2 continue to be difficult. Graduation rates of primarily Duluth still inhibit our improvement. Duluth's most diverse school however has been experiencing improvements in graduation rates and hit 80% for the first time in years. It is also important to note that Duluth's graduation rates for CTE concentrators are just under 10% higher than the district average. As a consortium, we have provided resources to Duluth in career exploration and career center activity support in order to help promote graduation amongst our protected populations. With regards to non-traditional improvement, our consortium struggles with the fact that our most prevalent programs in skilled trades are difficult to recruit female students into in the first place and then to have them enroll in the 2nd and 3rd level courses to attain concentrator status makes it even more difficult. We do continue to offer female specific classes and after school activities in construction, welding, and manufacturing. We have also reached out to recruit, promote and support role models in our region. That being said we again request any input, technical assistance from the state that could be provided.

QUESTION: Describe the process and stakeholders involved in determining your improvement plans and reports. Describe the role data played in developing your plans and reports.

We use data as a reference as we are doing our grant budgeting and planning. We also rely heavily on connecting and trying to work with our local workforce centers and boards to collaborate when possible. But we do not bring all these entities to the table at the same time. Although we are committed to trying to improve our areas of need, we still struggle with sustainable action to help. We have utilized our data as a guide in our decision making the past two years and we have noticed improvements in several programs. But as programs have grown the gaps for non-traditional enrollment have not kept up and continues to be a concern. However, we would like to note that our students who have gone on to concentrate have been for the most part enrolling in post-secondary programs in that field or joining the military/workforce in those areas which we take pride in.

QUESTION: What changes do you anticipate in your consortium performance data based on this year's efforts?

If our data is correct, we hope to see a large improvement in Technical Skills Attainment, completors/concentrators, and overall enrollments. We also expect to keep seeing our WBL program enrollments to increase as we have improved and expanded their offerings to all member schools. Diversity is improving at LSC and Duluth schools but non-traditional enrollment will most likely remain low. Our whole region is suffering from this in skilled trades.

Improvement Plan Action Steps

Other Information

Question: Describe stakeholders involved, process and sources of data used to determine strategies/action steps listed in your Improvement Plan Action Steps.

We use data as a reference as we are doing our grant budgeting and planning. We also rely heavily on connecting and trying to work with our local workforce centers and boards to collaborate when possible. But we do not bring all these entities to the table at the same time. Although we are committed to trying to improve our areas of need, we still struggle with sustainable action to help. We have utilized our data as a guide in our decision making the past two years and we have noticed improvements in several programs. But as programs have grown the gaps for non-traditional enrollment have not kept up and continues to be a concern. However, we would like to note that our students who have gone on to concentrate have been for the most part enrolling in post-secondary programs in that field or joining the military/workforce in those areas which we take pride in

Related Improvement Plan documents

[Upload any additional supporting documents here.](#)

[Upload any additional supporting documents here.](#)

[Upload any additional supporting documents here.](#)

[Upload any additional supporting documents here.](#)

[Upload any additional supporting documents here.](#)

Other Summary Comments

QUESTION: Summary Comments

If you were unable to accomplish activities in your plan, indicate why and what you might do differently. Tell us what we can do to support your efforts.

As mentioned in the summary and goal narratives prior, we really do feel that our consortium's focus on CTSO, TSA, industry connections and collaboration are laying down the groundwork for better future success. We were disappointed that our consortium superintendents didn't want to pursue a collaborative pathway/academy development but at least now we can say we tried. We are also disappointed in our non-traditional gains but again this is offset with seeing the diversity improve in some of our programs. We feel programs like Tour of Manufacturing, Construct Tomorrow, North Shore Trades Professional Development, Explore LSC days have been great successes as introductory exposure events that haven't cost Perkins much money due to collaboration. This style of work has allowed us to allocate funding on experiential opportunities, equipment, and professional development which we believe has helped several of our programs tie into industry more and reach more students.

We are excited about our future and structure that has made the grant more transparent, the board more powerful, and the region more connected.

Attachments

Budget Goal 1

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Admin Cost	Post-Secondary Reserve	Post-Secondary Reallocation	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Admin Cost	Secondary Reserve	Secondary Reallocation	Secondary Total	Row Total
Goal 1 Total	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

Budget Goal 2

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Admin Cost	Post-Secondary Reserve	Post-Secondary Reallocation	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Admin Cost	Secondary Reserve	Secondary Reallocation	Secondary Total	Row Total
Goal 2 Total	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

Budget Goal 3

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Admin Cost	Post-Secondary Reserve	Post-Secondary Reallocation	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Admin Cost	Secondary Reserve	Secondary Reallocation	Secondary Total	Row Total
Goal 3 Total	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

Budget Goal 4

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Admin Cost	Post-Secondary Reserve	Post-Secondary Reallocation	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Admin Cost	Secondary Reserve	Secondary Reallocation	Secondary Total	Row Total
Goal 4 Total	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

Budget Goal 5

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Admin Cost	Post-Secondary Reserve	Post-Secondary Reallocation	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Admin Cost	Secondary Reserve	Secondary Reallocation	Secondary Total	Row Total
Goal 5 Total	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

Goal Totals

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Admin Cost	Post-Secondary Reserve	Post-Secondary Reallocation	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Admin Cost	Secondary Reserve	Secondary Reallocation	Secondary Total	Row Total
Goal Total	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

Verification

I have looked over these budget numbers.

Facility and Mobile Equipment Maintenance at Duluth Denfeld High School

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Enter the Program of Study information specific to this school and pathway.

High School Courses	Enhanced Learning	Post-Secondary Connections	Status	View All (read only)
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Status and Validation

RPOS: RPOS

Approval Status: In Progress Inactive/Archive
 Submitted to Consortium Approved by Consortium
 Submitted to State Approved by State

Date of this status:

Publishing Status: Internal

Rating for the Rigorous Programs of Study Components (RPOS)	Level 1	Level 2	Level 3
Legislation and Policies: Federal, state, and local legislation or administrative policies promote POS development and implementation.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Partnerships: Ongoing relationships among education, business, and other community stakeholders are central to POS design, implementation, and maintenance.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Professional Development: Sustained, intensive, and focused opportunities for administrators, teachers, and faculty foster POS design, implementation, and maintenance.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Accountability and Evaluation Systems: Systems and strategies to gather quantitative and qualitative data on both POS components and student outcomes are crucial for ongoing efforts to development and implement POS.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
College and Career Readiness Standards: Content standards that define what students are expected to know and be able to do to enter and advance in college and/or their careers comprise the foundation of a POS.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Course Sequences: Non-duplicative sequences of secondary and postsecondary courses within a POS ensure that students transition to postsecondary education without duplicating classes or requiring remedial coursework.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Credit Transfer Agreements: Credit transfer agreements provide opportunities for secondary students to be awarded transcribed postsecondary credit, supported with formal agreements among secondary and postsecondary education systems.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Guidance Counseling and Academics: Guidance counseling and academic advisement help students to make informed decisions about which POS to pursue.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teaching and Learning Strategies: Innovative and creative instructional approaches enable teachers to integrate academic and technical instruction and students to apply academic and technical learning in their POS coursework.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Technical Skills Assessments: National, state, and/or local assessments provide ongoing information on the extent to which students are attaining the necessary knowledge and skills for entry into and advancement in postsecondary education and careers in their chosen POS.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

HS Courses

Subject	9th Grade	10th Grade	11th Grade	12th Grade
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Language Arts	One credit required: English 9 Honors English 9	One credit required: English 10 Honors English 10	One credit required: English 11 Honors English 11 AP Language & Composition (AP)	One credit required: CITS Literature and Composition (CE) CITS College Composition (CE) Values in Literature Creative Writing Interpersonal Communication Drama as Literature Journalism Public Speaking
Math	3 cr. required in 9th-12th Intermediate Algebra IA & B Geometry	3 cr. required in 9th - 12th Algebra II Geometry Algebra II Concepts	3 cr. required in 9th - 12th CITS Pre-Calculus (CE) Geometry Algebra II	3 cr. required in 9th-12th CITS Calculus (CE) CITS Pre-Calculus (CE)
Science	Integrated course Physical/Earth Science 9	Biology required in 10th-12th Biology Honors Biology	1 cr. required in 10th-12th Chemistry or CITS Chemistry (CE) Physics or CITS Physics (CE) Earth & Space Science Human Anatomy/Physiology Landscape Horticulture Plant Science - Greenhouse Forestry, Fish, and Wildlife	One cr. required in 10th-12th Physics or CITS Physics (CE) Chemistry or CITS Chemistry (CE) Forestry, Fish, and Wildlife Plant Science - Greenhouse Earth & Space Science Human Anatomy/Physiology Landscape Horticulture
Social Studies	Civics 9	American History I & II AP US History (AP)	Choice World History I & II AP World History (AP) International Studies I & II	Government or CITS Government (CE) Economics or CITS Economics (CE)
Other Requirements	Required in 9th-12th 1 cr. Visual, Media Arts,	Required in 9th-12th 1 cr. Visual, Media Arts,	Required in 9th-12th .5 cr. Physical Education	Required in 9th-12th .5 cr. Health

	or Music/offered 9 - 12 .5 cr. Health .5 cr. Physical Education	or Music .5 cr. Physical Education .5 cr. Health	.5 cr. Health 1 cr. Visual, Media Arts, or Music	.5 cr. Physical Education 1 cr. Visual, Media Arts, or Music
Career and Technical Electives for College Credit			Business and Personal Finance (ACC) Advanced Computers (ACC) Automotive Technology I & II (OTHER) Computer Applications (ACC) Automotive Systems I & II (OTHER)	Business and Personal Finance (ACC) Advanced Computers (ACC) Computer Applications (ACC) Automotive Systems I & II (OTHER) Automotive Technology I & II (OTHER)
Career and Technical Electives	Grades 9th-12th Automotive Systems I Automotive Technology I Manufacturing and Fabrication for Industry I CAD for Engineering and Industry I Manufacturing Technology Metals I Computer Applications	Grades 9th-12th Automotive Systems I & II Automotive Technology I & II Manufacturing and Fabrication for Industry I & II Manufacturing Technology Metals I & II CAD for Engineering and Industry I & II Computer applications Advanced Computers	Grades 9th-12th Manufacturing Technology Metals I & II CAD for Engineering and Industry I & II Manufacturing and Fabrication for Industry I & II & III	Grades 9th-12th CAD for Engineering and Industry I & II Manufacturing Technology Metals I & II Manufacturing and Fabrication for Industry I & II & III
Other Suggested Electives	Spanish	Spanish	Psychology Sociology	Psychology Sociology

Legend:

ACC: Articulated College Credit is an agreement between one or more high schools and one or more colleges and universities to accept a high school course as a course equivalence or partial course equivalence to a college course.

AP: Advanced Placement: A standardized curriculum offering college-level courses in subject areas such as English, history, humanities, languages, math, psychology and science. AP courses are taught by a high school teacher on a high school site, trained by College Board.

CE: Concurrent Enrollment allows an eligible high school student to take college or university courses that are taught by a credentialed high school faculty member on the high school campus.

OTHER: Please meet with your counselor or advisor before registering for these courses.

High School Enhanced Learning

Work-Based Learning	Job Shadow, Internship
Service Learning	Community Service
College Preparation	ACCUPLACER, ACT Plan, PSAT, ACT

Student Organizations	Peer Tutoring, Knowledge Bowl
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Post-Secondary Connections

2-Year College	Program	4-Year University	Program
Lake Superior College	Auto Body Technology	Minnesota State University Moorhead	Operations Management
Lake Superior College	Auto Body Technology		
Lake Superior College	Auto Service Technology	Minnesota State University Moorhead	Operations Management
Lake Superior College	Gas Metal Arc Welding Production Welder		
Lake Superior College	Gas Tungsten Arc Welding Production Welder		

College & University Enhanced Learning

Work-Based Learning	Internship, Seasonal employment
Service Learning	Community Service
Career Preparation & National Accreditation	NATEF, ASE
Student Organizations	LSC Clubs

Industry-Related Certifications

Certification Name	Certifying Organization
Automobile Technician: Electrical/Electronic Systems	National Institute for Automotive Service Excellence
Automobile Technician: Engine Performance	National Institute for Automotive Service Excellence
Automobile Technician: Suspension and Steering	National Institute for Automotive Service Excellence
Automobile Technician: Brakes	National Institute for Automotive Service Excellence

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Enter the Program of Study information specific to this school and pathway.

High School Courses	Enhanced Learning	Post-Secondary Connections	Status	View All (read only)
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Status and Validation

RPOS: RPOS

Approval Status: In Progress Inactive/Archive
 Submitted to Consortium Approved by Consortium
 Submitted to State Approved by State

Date of this status:

Publishing Status: Internal

Rating for the Rigorous Programs of Study Components (RPOS)

	Level 1	Level 2	Level 3
Legislation and Policies: Federal, state, and local legislation or administrative policies promote POS development and implementation.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Partnerships: Ongoing relationships among education, business, and other community stakeholders are central to POS design, implementation, and maintenance.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Professional Development: Sustained, intensive, and focused opportunities for administrators, teachers, and faculty foster POS design, implementation, and maintenance.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Accountability and Evaluation Systems: Systems and strategies to gather quantitative and qualitative data on both POS components and student outcomes are crucial for ongoing efforts to development and implement POS.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
College and Career Readiness Standards: Content standards that define what students are expected to know and be able to do to enter and advance in college and/or their careers comprise the foundation of a POS.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Course Sequences: Non-duplicative sequences of secondary and postsecondary courses within a POS ensure that students transition to postsecondary education without duplicating classes or requiring remedial coursework.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Credit Transfer Agreements: Credit transfer agreements provide opportunities for secondary students to be awarded transcribed postsecondary credit, supported with formal agreements among secondary and postsecondary education systems.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Guidance Counseling and Academics: Guidance counseling and academic advisement help students to make informed decisions about which POS to pursue.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Teaching and Learning Strategies: Innovative and creative instructional approaches enable teachers to integrate academic and technical instruction and students to apply academic and technical learning in their POS coursework.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Technical Skills Assessments: National, state, and/or local assessments provide ongoing information on the extent to which students are attaining the necessary knowledge and skills for entry into and advancement in postsecondary education and careers in their chosen POS.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

HS Courses

Subject	9th Grade	10th Grade	11th Grade	12th Grade

Language Arts	One credit required: English 9 Honors English 9	One credit required: English 10 Honors English 10	One credit required: English 11 Honors English 11 AP Langugae and Composition 11 - 12 (AP)	One credit required: CITS Literature and Composition (CE) CITS College Composition (CE) Public Speaking Interpersonal Communications
Math	3 cr. required in 9th-12th Intermediate Algebra 1A & B Geometry	3 cr. required in 9th-12th Algebra II Geometry Algebra II Concepts	3 cr. required in 9th-12th Algebra II CITS Pre-Calculus (CE) Geometry	3 cr. required in 9th-12th CITS Pre-Calculus (CE) CITS Calculus (CE)
Science	Integrated course: Physical/Earth Science 9	Biology required in 10th-12th Biology Honors Biology	1 cr. required in 10th-12th CITS Human Anatomy/Physiology (CE) Chemistry or CITS Chemistry (CE)	1 cr. required in 10th-12th CITS Human Anatomy/Physiology (CE) CITS Chemistry II (CE) Physics or CITS Physics (CE)
Social Studies	Civics 9	Choice: American History I & II AP US History (AP)	Choice: World History I & II AP World History (AP) International Studies I & II	Government or CITS Government (CE) Economics or CITS Economics (CE)
Other Requirements	Required in 9th-12th 1 cr. required Visual, Media Arts, or Music .5 cr. Health .5 cr. Physical Education	Required in 9th-12th 1 cr. required Visual, Media Arts, or Music .5 cr. Physical Education .5 cr. Health	Required in 9th-12th .5 cr. Physical Education .5 cr. Health 1 cr. required Visual, Media Arts, or Music	Required in 9th-12th .5 Health 1 cr. required Visual, Media Arts, or Music .5 cr. Physical Education
Career and Technical Electives for College Credit			American Red Cross: First Aid 7 CPR/AED (CE) CITS Health Occupations (CE) CITS Intro to Nursing/Home Health (CE)	American Red Cross: First Aid & CPR/AED (CE) CITS Health Occupations (CE) CITS Intro to Nursing/Home Health (CE)

Career and Technical Electives	Computer Applications	Computer Applications Advanced Computer Business and Personal Finance		
Other Suggested Electives	Spanish	Spanish	Psychology Sociology	Psychology Sociology

Legend:

AP: Advanced Placement: A standardized curriculum offering college-level courses in subject areas such as English, history, humanities, languages, math, psychology and science. AP courses are taught by a high school teacher on a high school site, trained by College Board.

CE: Concurrent Enrollment allows an eligible high school student to take college or university courses that are taught by a credentialed high school faculty member on the high school campus.

High School Enhanced Learning

Work-Based Learning	Job Shadow, Internship
Service Learning	Community Service
College Preparation	ACCUPLACER, ACT Plan, PSAT, ACT
Student Organizations	Peer Tutoring, Knowledge Bowl
Other	HOSA

Post-Secondary Connections

2-Year College	Program	4-Year University	Program
Lake Superior College	Diagnostic Medical Sonography		
Lake Superior College	Massage Therapist		
Lake Superior College	Medical Laboratory Technician		
Lake Superior College	Phlebotomy		
Lake Superior College	Radiologic Technology		
		College of St. Scholastica - Duluth	Nursing
		University of Minnesota, Duluth	Biomedical Sciences BS

College & University Enhanced Learning

Work-Based Learning	Clinicals in all Health Career Programs
Service Learning	Community Service
Career Preparation & National Accreditation	
Student Organizations	LSC Clubs

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