

Minnesota Annual Performance Report (APR) FY20

FY20 East Range Consortium
East Range Consortium

NOTE: This APR is reporting on the Perkins V transition year, FY20, 1 July 2019-30 June 2020 and corresponds to the funding opportunity FY20 Strengthening Career and Technical Education for the 21st Century Act (Perkins V) in Amplifund.

1. Describe the consortium's efforts to design, implement, and/or improve programs of study during the Perkins V transition year.

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.

Using the six career clusters, East Range with the help of the True North Stars partners have identified all programs of study that are currently in place in all three consortia. Moving forward in FY 21-22, the True North Stars will identify which 6 POS represent the region centered around our redefinition of the concept of career pathways to career fields. This concept is necessary as we move forward since the licensure required for a career pathway exists whilst the actual realization of a career pathway is otherwise inhibitory to our agility and future growth. The six POS will need to be reflective of the 5 NHED colleges and 22 secondary sites with the greatest correlation to DEED employment data.

The results from our CLNA led the True North Stars Consortia to take a step back and focus on our POS as a whole. Our plan for the next two years will be to educate our teachers, students, counselors, administrators and community members on what CTE is and why it is so important. This will lead to the concentration on our career fields which will then lead to our POS.

Focus areas will include:

Develop planning groups in career fields to work towards developing new POS

Providing professional development for our faculty and consortium leaders (workshops, conferences, trainings, CTE related field trips)

Providing equipment necessary to meet industry standards

Educate teachers, administrators, and industry leaders how to become CTE certified

Market career fields

Market the need for qualified teachers and how to become CTE certified

Collaboration on advisory boards

Continue to offer and promote industry-recognized credentials

Continue promoting our POS through clubs, events, activities, competitions within our secondary and postsecondary schools

During FY20 and working on the CLNA together, the combined consortium identified that medical and manufacturing are programs that run through all three consortiums. Each consortia will maintain their individual programs of study for FY 21-22.

2. Explain how size, scope, and quality informed your data-determined decisions concerning programs of study and local uses of funds.

Size Scope and quality is 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 not enough 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 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 backwards looking technological aspect.

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.

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

East Range, Hibbing and Itasca are looking to create a joint event calendar that will allow all three consortia to attend activities such as 218 Trades Event, Health Epic events and tours of facilities. 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.

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

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3. Describe the consortium's efforts to partner with business, industry, and local communities and to provide CTSO experiences to students. What were your successes and challenges?

The True North Stars CLNA process included multiple regional meetings at three different college campuses with business, industry, community and education stakeholders. At each location, similar questions, ideas and suggestions rose to the forefront. This included the following:

What is CTE? We need to have a clear message. Many individuals were not sure if they took a CTE course or not. We need to really market and have easy to understand materials for students/teachers/counselors/etc. Information has been conveyed to the students but the delivery of the message is critical. Marketing the programs is important but how it is done is what is most critical. We don't expose students to really what is available in the workforce. The same old tracks are being reported. New and different options will be important for future course offerings and modifications of the programs in existence. We should consider modifying the career pathways to showcase the myriad of possibilities - multiple possibilities to complete a pathway - customization of a coherent sequence of courses that may not traditionally be in line with the current way in which things have been done. Options for completion of a pathway would be a more inclusive way of allowing students to be retained and therefore complete a program. Promotion to all of the available careers on the career wheel but there are multiple dimensions in terms of how a student might frame a career trajectory. For example, health fields might incorporate CNA curriculum as well as electronics and graphic arts.

Strengths

- college and career readiness skills
- attain post-secondary credit
- enables students to find jobs
- selection of post-secondary institutions
- academic advisors knowledgeable
- motivation for exploring work-based learning
- CTE related clubs and organizations
- many CTE courses offered for students
- availability of newer equipment post-secondary level

Weakness

- the need for work-based learning experiences
- CTE courses are not always in a continuous sequence of non-duplicative courses.
- administration support of recruiting faculty
- recruitment and retention of qualified CTE faculty
- school does not always have equipment for the programs of interest (x3)
- learning spaces need updating
- method of bringing the newer equipment to secondary from post-secondary
- lack of professional development opportunities
- class schedules, class offerings, state requirements conflict, causing students from completing a coherent program of study
- CTE classes limited in some instances
- project based learning limited by class duration
- influencers at the secondary side may have lack of knowledge as it pertains to CTE - language of Perkins, procedures, needs specific to CTE.
- Industries are asking for entry-level workers and are willing to train hires themselves.

Rural education vs. urban education, the disadvantage of rural CTE.

Regulations in industry and busing inhibiting CTE participation (policies, procedures).

4. Describe successes and challenges in your efforts to improve service to special populations during the transition year.

4a. Based on the data, what student group(s) did you identify as needing specific attention. What resources were applied to address these concerns?

We include special populations with all of our events and activities. These begin in eighth grade with the CareerAdventure in most area high schools. Career counselors come into area high schools and deliver information regarding high skill, high wage and in-demand industry occupations as identified by our local needs assessment and DEED partners. The counselors educate students on joint career initiatives such as the 218 Trades Career Expo. Moving into the post-secondary level, Mesabi Range College hosts a fall open house for high school students on their Eveleth campus. The Careerforce center promotes and advertises this event. They do the same with the high school Skills and Knowledge Fair and program Boot Camps. Iron Range Engineering hosts the #W.E.BreakBarriers (Women in Engineering) overnight event at Mesabi Range College in January. These activities truly are partnerships because time, talent and money are expended from our Careerforce partners, local colleges and school districts and the East Range Partnership. Rainy River works with their CareerForce partners on events such as their Voyageur Career Expo and College Knowledge Night. Vermilion visits high schools not only regionally but also throughout the state to recruit all students which includes special populations. They also host academic journey meals.

During FY 19 we conducted CPIP Grant meetings which brought to light the need to begin focused and intentional career exploration activities as early as elementary school. In FY 20, the nursing students from the Mesabi Range College - Eveleth campus conducted a pilot service learning project that involved one elementary school coming to campus and nursing students traveling to another elementary school in another district to introduce fifth grade classes to health care occupations with "hands on" activities. Moving forward in FY 21-22, we would like to expand these visits and look at other potential programs doing similar events. This would be a great way to incorporate using Perkins dollars for career exploration at the elementary level.

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Rainy River Community College partners with Career Force on their campus. It provides support and career development for individuals who are beginning, advancing or changing their careers. It also helps employers attract, develop and retain talent. Adult Basic Education, also located on the RRCC campus, provides transition to college, career assessment, job seeking skills, GED preparation and work-based computer skills as well as reading/writing, math and spelling skills for English Language Learners. Vermilion Community College's efforts to ensure access and success of special populations and non-traditional students in CTE are part of a comprehensive set of strategies that begin with having assigned advisors who assist their students in navigating their academic, career pathway to persist toward graduation in a timely manner. New incoming students, assigned to a faculty mentor from their career and technical program, meet individually and in small groups with this mentor regularly throughout their first, fall semester to build a sense of belonging and a strong start to their academic program.

Academic counseling staff, like all professionals, are expected to participate in continued education for licensing requirements. As a result of this continued training, the academic counseling staff keep abreast with new and growing issues and trends in secondary and post-secondary education. This training is a constant process in all areas of special populations from academics to mental health. Virginia High School and ISD #2142 are using the co-teaching/push in model which allows special education students to remain in the regular classroom. They receive modified content in real time from their special education instructor who stays in the classroom. All districts supply special education PERA's where and if needed. In some cases, a class may have two or three PARA's if needed. Mesabi East High School is looking to start a graphic arts program (with program approval) that includes courses and a career track that would allow them to work towards a career in this field. This could be a model program for other districts. The graphic arts field is mostly computer-based, which would appeal to many populations. Students who have physical disabilities would not be hindered in this field due to the ability to use assistive technology. Students could study the different areas of Graphic Arts, including working as a free-lance artist. Students would be able to do community outreach projects to gain real-world experience working for a client and make connections with community members which may lead to future employment.

4b. How did your consortium provide support to students in special populations to ensure equitable access to programs leading to high-skill, high-wage and in-demand occupations?

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The True North Stars Consortia 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.

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To support students in their technical degree programs, professional and peer tutoring services deliver one-on-one academic assistance; facilitate group study sessions; assist in mathematics or writing labs as requested; and provide faculty and advisors with feedback as common problems are identified for students in particular courses. Courses having a higher risk of student failure without support and/or there are no other alternative course selection options to fulfill degree major requirements, are a major focus for college lab assistants in the Academic Resource Center. These courses include all levels of mathematics, English, and sociology; in addition to humanities, history and political science. The Center maintains and shares lists by course and by tutor so students can more easily request tutoring support for the courses they need help with. The Center provides a welcoming environment conducive to learning by not only providing tutoring and study tables, but also technology assistance with student log-ins to college networks, email, Brightspace D2L, and eServices. Other supports provided to aid increased access and success for special populations and adult learners have been FAFSA completion, scholarship assistance, resume writing, and online job applications. By working collaboratively to provide strategic interventions encompassing tutors, faculty, advisors, disability services, and TRIO Student Support Services, students are more apt to overcome barriers and other difficulties while striving for academic achievement.

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Vermilion Community College's efforts to ensure access and success of special populations and non-traditional students in CTE are part of a comprehensive set of strategies that begin with having assigned advisors who assist their students in navigating their academic, career pathway to persist toward graduation in a timely manner. New incoming students, assigned to a faculty mentor from their career and technical program, meet individually and in small groups with this mentor regularly throughout their first, fall semester to build a sense of belonging and a strong start to their academic program.

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4c. How did your consortium provide academic support ensuring all CTE students made meaningful progress in performance, including subgroups of students?

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4d. How did your consortium support non-traditional (by gender) students (For example, women in traditionally male-dominated careers and men in traditionally female-dominated careers)

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Academic counseling staff, like all professionals, are expected to participate in continued education for licensing requirements. As a result of this continued training, the academic counseling staff keep abreast with new and growing issues and trends in secondary and post-secondary education. This training is a constant process in all areas of special populations from academics to mental health.

Virginia High School and ISD #2142 are using the co-teaching/push in model which allows special education students to remain in the regular classroom. They receive modified content in real time from their special education instructor who stays in the classroom.

All districts supply special education PERA's where and if needed. In some cases, a class may have two or three PARA's if needed.

Mesabi East High School is looking to start a graphic arts program (with program approval) that includes courses and a career track that would allow them to work towards a career in this field. This could be a model program for other districts.

The graphic arts field is mostly computer-based, which would appeal to many populations. Students who have physical disabilities would not be hindered in this field due to the ability to use assistive technology. Students could study the different areas of Graphic Arts, including working as a free-lance artist.

Students would be able to do community outreach projects to gain real-world experience working for a client and make connections with community members which may lead to future employment.

4e. As you reflect on your service to special populations, what strategies were successful? What strategies were not successful and why?

We include special populations with all of our events and activities. These begin in eighth grade with the CareerAdventure in most area high schools. Career counselors come into area high schools and deliver information regarding high skill, high wage and in-demand industry

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occupations as identified by our local needs assessment and DEED partners. The counselors educate students on joint career initiatives such as the 218 Trades Career Expo. Moving into the post-secondary level, Mesabi Range College hosts a fall open house for high school students on their Eveleth campus. The Careerforce center promotes and advertises this event. They do the same with the high school Skills and Knowledge Fair and program Boot Camps. Iron Range Engineering hosts the #W.E.BreakBarriers (Women in Engineering) overnight event at Mesabi Range College in January. These activities truly are partnerships because time, talent and money are expended from our Careerforce partners, local colleges and school districts and the East Range Partnership. Rainy River works with their CareerForce partners on events such as their Voyageur Career Expo and College Knowledge Night. Vermilion visits high schools not only regionally but also throughout the state to recruit all students which includes special populations. They also host academic journey meals.

During FY 19 we conducted CPIP Grant meetings which brought to light the need to begin focused and intentional career exploration activities as early as elementary school. In FY 20, the nursing students from the Mesabi Range College - Eveleth campus conducted a pilot service learning project that involved one elementary school coming to campus and nursing students traveling to another elementary school in another district to introduce fifth grade classes to health care occupations with "hands on" activities. Moving forward in FY 21-22, we would like to expand these visits and look at other potential programs doing similar events. This would be a great way to incorporate using Perkins dollars for career exploration at the elementary level.

The True North Star Consortium will continue to work with the new identified special populations in Perkins V as we become aware of individual student situations. The East Range Consortium will continue to work with our local Careerforce center and Arrowhead Economic Opportunity Agency (AEOA) to identify these individuals knowing that we are only as good as the information these individuals supply us.

The True North Stars Consortia 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.

Mesabi Range College continues to work with Steve Johnson from the Arrowhead Economic Opportunity Agency (AEOA) to serve as an advisor with adult education. During FY20 another full time tutor was added and it is the hope of the college to potentially add a third full time tutor. The relationship with AEOA has been beneficial for all parties involved. Mesabi Range College continues to create welcoming environments for all students to access academic help. Students are easily able to identify tutors for specific subject areas. Steve helps the students with areas outside of the academic realm including housing, food, transportation, child care, Head Start, job skills and community engagement. Steve is a major contributor to our Welcome Back Picnic for students. This event is held by the area churches. When the number of dislocated students/workers increases, the Northeast Office of Job Training is a presence on our campuses.

To support students in their technical degree programs, professional and peer tutoring services deliver one-on-one academic assistance; facilitate group study sessions; assist in mathematics or writing labs as requested; and provide faculty and advisors with feedback as common problems are identified for students in particular courses. Courses having a higher risk of student failure without support and/or there are no other alternative course selection options to fulfill degree major requirements, are a major focus for college lab assistants in the Academic Resource Center. These courses include all levels of mathematics, English, and sociology; in addition to humanities, history and political science. The Center maintains and shares lists by course and by tutor so students can more easily request tutoring support for the courses they need help with. The Center provides a welcoming environment conducive to learning by not only providing tutoring and study tables, but also technology assistance with student log-ins to college networks, email, Brightspace D2L, and eServices. Other supports provided to aid increased access and success for special populations and adult learners have been FAFSA completion, scholarship assistance, resume writing, and online job applications. By working collaboratively to provide strategic interventions encompassing tutors, faculty, advisors, disability services, and TRIO Student Support Services, students are more apt to overcome barriers and other difficulties while striving for academic achievement.

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5. Describe successes and challenges in the consortium's efforts to improve transitions for students from high-school to college and/or career.

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5a. Examples should include articulation, early-college credit, career and college readiness activities, transition of adult learners into the workforce, and brokering with other consortia.

Changes instituted by the Higher Learning Commission have eliminated the ability for students to receive college credit through the Applied Learning Institute unless the instructor has at least 18 masters credits in the field. However, students are still able to gain college credit by taking the courses as a PSEO student. We have had PSEO students in our CNA, EMT, Carpentry and Graphic Design Media programs.

Prior to the HLC directive requiring all college level courses to be taught by an instructor with 18 masters credits in the field, ALI was able to work with Mesabi Range College, Rainy River Community College and Vermilion Community College and local CTE instructors. Perkins and non Perkins high school instructors delivered 170 concurrent enrollment credits in FY 19. Last year after the changes, zero credits were delivered due to licensure changes. The region currently has only four instructors that meet the current Minnesota State career, technical and professional credential minimum qualifications.

Integrated academic work was changed due to the federal changes as technical math and math for the trades are no longer considered courses for college credit. In most cases these courses are still offered in consortia high schools.

2018-2019 was the last year ALI courses were offered. 170 credits were taught by the high school teachers. During that period 23 instructors delivered the curriculum.

2019-2020 Four instructors now meet the current Minnesota State career, technical and professional credential minimum qualifications. 14 instructors meet the work experience requirement - one year of work experience is within five years prior to the date the instructor began teaching concurrent enrollment courses in the subject.

The consortium continues to make a concentrated effort to include all students in various career exploration and career activities. Consortium leaders recognize that we need to increase diverse participation. For example, non-welding students attending a welding boot camp.

5b. In addition to the narrative, please provide numbers of students participating in these categories.

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6. Describe the consortium's efforts to BE BOLD during the transition year and beyond. What innovation took place during the reporting year and what was the impact? What were the barriers or challenges to innovation?

The East Range Partnership, Hibbing/Chisholm and Itasca Consortia have undertaken a BOLD plan to merge into one consortium under the name the True North Stars. This process began in May 2019 and has involved countless meetings with education, community and business partners in the greater geographic region. We completed our CLNA as one group last year and are now working toward a common calendar, standard operating procedures and a new board structure.

COVID-19 hindered some tremendous opportunities for us. We were looking to have a high school guidance counselors day at Mesabi Range College to better educate them about our programs, while capturing their concerns as part of the CLNA. We also had to cancel the Mesabi Range College Skills and Knowledge Fair which routinely brings over 100 students to our Eveleth campus and results in many new students for our technical programs. Lastly, we were unable to hold our summer welding and graphic design media boot camps that were a huge success the prior summer. We were looking at holding a welding boot camp for high school girls that had to be canceled. We were looking to host a Family and Consumer Science workshop with Maxine Peterson that had to be canceled. Local representation did not occur at the ACTE National Policy seminar in March. Typically many career exploration site tours occur in the spring. All of which did not occur.

7. Describe Perkins-funded professional development (PD) that took place in the consortium during FY20.

7a. What was the total Perkins-funded investment in PD for the year?

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Due to COVID-19, several staff development opportunities did not occur because of travel restrictions and closures. The PD funds were allocated toward equipment with state approval.

7b. Who (positions, not specific names) benefited from professional development?

CTE Works- PostSecondary and Secondary Coordinator, LFBF teacher and Rock Ridge Career Pathways Coordinator attended in November in Mpls.

MNFCS-Two CTE staff one from Eveleth-Gilbert and one from MIB attended in February in Brainerd, MN

All CTE staff, principals and most superintendents attended multiple CLNA meetings across the region. These meetings also included college staff/administrators, business representatives and advisory committee members.

7c. What professional development activities were conducted/sponsored?

All CTE staff, principals and most superintendents attended multiple CLNA meetings across the consortia region. These meetings also included college staff/administrators, business representatives and advisory committee members.

We made a concerted effort to travel to our other postsecondary and secondary institutions to educate all partners and bring them up to speed on the changes in Perkins V. This also gave us the opportunity to see all the great things that they are doing and tour the labs and facilities again. The one on one sessions created a great opportunity to ask individual questions and share concerns.

Due to COVID-19, all spring professional development was canceled.

7d. What topics were addressed and what were the related outcomes?

The CLNA brought to light so many incredible opportunities with our three consortiums and also our regional business and industry partners. It also brought out several concerns going forward that we will use the CLNA to address.

8. Recognizing that some students need multiple entry and exit points to CTE programs, describe how your consortium has helped students return to the education system to complete their GED or secondary school education, or to learn a new skill following job loss.

Consortium schools and local Career Force Centers work together as one unit to ensure all learners have opportunities at any given point in their educational career. Counselors/Advisors are staffed at each institution/agency to help students with this process. For example, a high school student may receive their CNA certification and enter the workforce following graduation. At a later date, they may enroll at Mesabi Range College to complete their Practical Nursing licensure. They again enter the workforce potentially adding to their education at Hibbing Community College in RN and/or going on to a four-year program.

9. What actions did the consortium take to advance teacher recruitment, retention, training, and education? What were your successes and challenges? What would you change in the future?

Individual high schools and colleges work hard to recruit and retain qualified staff. CTE funds are encouraged to be used with appropriate training to expand curriculum, certification and equipment knowledge that aligns with business and industry standards. Challenges have been attracting instructors who are CTE certified. A success included finding a CTE business instructor for the new Virginia/Rock Ridge High School. Futuristically, it would be nice to have additional training on how licensed educators can become CTE certified. A major challenge is not losing talented instructors to industry.

10. What actions did the consortium take to expand equitable access and opportunities for work-based learning for all students? How were students made aware of these opportunities?

Formal work based learning is embedded in the post-secondary carpentry, nursing assistant, practical nursing, EMT, paramedic and graphic design media programs. The graphic design media program sends students out to local businesses and as far out as Owatonna and the Twin Cities. The students are responsible for securing their own shadow opportunities with the assistance of the instructors. Pearson out of Owatonna offers a scholarship in this area. Supervised Occupational Experience is allowed for all of our students who find employment in their field. Once they have signed a contract, they can go to work as of April 1 and still graduate.

Northeast Range School has a robust robotics program that is diverse with students learning skills that are tied to physics, computer science, language arts and math. The instructor collaborates with regional business partners to share their expertise with the robotics instructor and students.

Virginia Student Technology Support (VSTS) - students are the first line support for all computer technology issues. It is a for-credit, work-based learning opportunity, Perkins approved course.

Virginia High School has placed 15-20 students in internships. Some are off campus (hair salons, fire department). Some are on campus as tutors, office aids, trained CNAs working in the health office, working in head start and early childhood programs within the district. The intent is to continue to grow and expand to other consortium districts. The students also work in the school student-run coffee shop.

FCS students are required to put internship hours in pre-school and head start programs. MIB High School operates the Ranger Rock Cafe where students must use the skills and knowledge learned in the culinary program. ServSafe continues to be embedded in multiple FCS programs within the consortium.

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Secondary and post-secondary staff and students have opportunities to expand their skill base working with Habitat for Humanity.

L & M Radiator currently has internship and externship opportunities available. They offer with other districts now. We are looking to explore these opportunities for our consortium or develop a new model given our geographic distance. This could be used with other employers in our local area. We have worked with Cleveland Cliffs with teacher externships. This process/project will continue to be explored to meet the needs of business and industry partners and teachers.

Cherry High School (ISD #2142) has a World of Work/Work Experience course that has 14-15 students enrolled. Nearly all of these students have jobs with businesses in the surrounding communities.

The East Range Partnership/True North Stars will continue regional growth expanding within and beyond our boundaries to connect with industry partners. This will create multiple opportunities for students at both secondary and post-secondary levels. Perkins funds will continue to be used to support current and any new initiatives in each of the six Minnesota career fields.

11. What actions did the consortium take to improve integration of academic and technical skills in CTE programs? Please provide specific examples in your response.

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Multiple high schools are moving toward a "Career Academy" approach which will help facilitate a more formal integrated approach with combined technical and academic skills. The work on this is just beginning but will be exciting to report on in the future.

12. Reflecting on your FY20 work, what "points of pride" or highlights would you like to share?

Forbes: <https://www.forbes.com/sites/briannegarrett/2020/05/08/8-under-18-the-young-trailblazers-stepping-up-during-the-pandemic/#54a22fee7ba2>

2020 FIRST Showcase(Star Wars Actor highlights our student work around 10 minutes 45 seconds in): <https://www.twitch.tv/videos/609132663>

360 Podcast: <https://purpose360podcast.com/episodes/humanity-at-its-best-first-robotics-teams>

KBJR: <https://kbjr6.com/2020/04/08/northland-steps-up-grocery-shopping-robot-in-high-demand-on-the-range/>

MPR: <https://www.mprnews.org/story/2020/04/02/daily-dose-sweetness-high-school-robotics-team-finds-new-mission-to-help-the-community>

WDIO: <https://www.wdio.com/coronavirus/robotics-team-delivers-groceries-babbitt-covid-19-social-distancing/5689796/>

Trip: Twin Metals

We talked about the project, types of possible jobs in the future, and toured the core facility in Ely.

The robotics team went to a regional in North Dakota and in Duluth. In North Dakota, they were the 5th pick out of the 60 teams. Newer equipment improved our construction and efficiency. Four students focused on CAD during robotics class which led to a custom shooter project. We are really excited about getting our new CNC powered up. Students in class put together several different drive systems and showcased them at basketball games. The photo of students with robots in library was due to that being the only carpeted place in school for testing.

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www.218TRADES.org The 218 Trades Career Initiative has hosted several career events, and has worked for several years on a website highlighting education and career opportunities in the 218 area code. A major accomplishment for this committee was to complete the website and start showcasing it to area schools, chambers and businesses throughout the area. It was also featured during the Tour of Manufacturing Day in Duluth in October 2019 and will be shared during the 2020 CTE Works Virtual Conference.

Rock Ridge (Eveleth-Gilbert & Virginia Consolidation) Career Pathway High School- Following years of collaboration meetings with teachers, students, parents and businesses in Eveleth, Gilbert and Virginia, a school district consolidation referendum was passed in May, 2020. The referendum includes two new elementary schools in Eveleth and Virginia. They will also build a new state of the art combined Career Academy-Pathway high school. CTE/Perkins coordinators are very excited to partner with this project!

Mesabi Range College was able to develop two new courses especially designed for students who are considering a career in education. Exploring Careers in Education (enrolled 17 students for 3 college credits) was carefully designed to be "experiential". Mesabi Range Education Instructor designed various templates to provide direction for students to complete the following required assignments: Letter of Introduction (Student introduces him or herself to the practicum site teachers)

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Weekly Practicum Journals

Interview with an Early Childhood Professional

Interview with an Elementary Education teacher

Interview with a High School teacher

Interview with Special Education Department/Staff

Interview with an individual who works within school systems Interview with a school administrator

The second course, Assessment & Evaluation in Early Childhood (enrolled 14 students for 3 college credits) introduced students to the Minnesota Department of Education Indicators of Early Childhood Progress and the Knowledge & Competency Framework. Students discovered how practicing teachers use these documents to plan for teaching and learning.

Students created resumes and instead of D2L Portfolios, created Google Sites since this is a resource that a student can access through-out their life versus just when they are enrolled in a D2L course.

The last course, Growing Tomorrow's Teachers CDA course, which is non-credit is providing a summer intensive online training for high school students to obtain the required 120 hours of training in order to attain a National Council for Professional Recognition Child Development Associate.

Growing Tomorrow's Teachers project strengthened relationships not just between the high school and college personnel, but within each of the five practicum sites. Due to the nature of the Exploring Careers in Education course, high school students needed to introduce themselves to Early Childhood, Elementary, and High School teachers, Special Education Staff, Professionals within School Systems, and School Administration. They were required to write thank you letters to these individuals. This action really made those professionals feel appreciated as well as understood by the high school student. It also provided a perspective for the high school student to learn all of the important roles each of them play on an education team.

We didn't anticipate the strong relationships that were forged between the high school students and the Early Childhood and Elementary students. It actually became a type of "big brother & sister" program. The high school student journals reflected just how important this piece of the project was.

One High School Student shared,

"I am feeling a new sense of hope and understanding. I love that I can connect to someone and find my place, it makes me feel happy that I found a place I feel I should be. I also love that I can learn as well as I can teach in the classroom. It makes me happy when the kids are interested in what I have to say. In other words, I am happy and I feel like I'm on cloud nine with these amazing kids, they make me feel this is my place to be". We also secured an IRRRB grant to provide online training for child care providers to earn their Child Development Associate as well as assist with CDA application fees and books for staff.

We served 22 area child care centers and provided online training for 46 child care staff.

Mesabi Range College's EMS program has purchased an in-class ambulance simulator, specifically the SimRig by Diamedical. Several programs at the college will be using this simulation lab including EMR, EMT, Paramedic, and the college's high school Medical Careers program. As a result, this SimRig will enhance emergency medical training for approximately 100 students each year and will impact the many local communities served by our students and instructors.

Mesabi Range College's EMS Program offers the only Paramedic program north of the metro and one of very few EMT programs in the Arrowhead region. This simulation lab will engage students in a variety of virtual scenarios, which will better prepare them for their clinical experiences in the field and enhance the hands-on training they receive as part of the program. Students will leave the program better able to serve patients in their careers as healthcare providers in our communities because both in-class instruction and in-field experience have been supported by interactive, critical care training.

1. Submitted TDPA Grant for a total of \$8,515.75 - Various Trainings

Mill/Lathe Training (Miltronics) - \$3,850.00

Plasma Cutter Training (Oxygen Service Company) - \$2,350.00 (Cary, Keith, Scott N., Anna, Eugene, John)

Robotic Welder Training (Genesis Systems Group) - \$2,315.75

2. Mesabi Range College - Eveleth Campus Open House - Wednesday, October 24 - 9:30 am - 1:30 pm. Successful. 87 males and 51 females. (All Faculty)

3. Received approval for TDPA Grant on October 31. (\$7,231.75)

4. Hosted the Plasma Cutter training (Oxygen Services - Sauk Rapids, MN) on December 5-6.

5. Program Round Robin for Eveleth Campus Students on 08/23/19. (All Faculty)

6. Attended the Perkins Consortia Coordinators meeting on 11/04/19.

7. Attended the CTE Works Summit on 11/05-06/19.

8. Held a welding "Bootcamp" for high school seniors on 12/26-27/19. Four individuals attended, Camp was conducted by Randy Washenesky, Eugene Stitt and Ryan Dall.