

# Minnesota Annual Performance Report (APR) FY20

FY20 Hibbing-Chisholm Consortium  
Hibbing-Chisholm 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.

Recently, our efforts for implementation and improvement of our approved programs of study have been hampered with the effects of the COVID-19 pandemic and ensuing variability of in-person learning in our schools. During the academic year 2020-2021, our actions in this part were principally driven by the Comprehensive Local Needs Assessment (CLNA), which initiated in September of 2019, and concluded just prior to the Stay-At-Home order from Governor Walz.

During the regional CLNA meetings, we captured data from business and industry partners, combined with secondary and post-secondary educational institutions to generate direction for continuous improvement action items for the continued movement towards a single True North Stars Consortium (TNSC) comprised of membership of the Itasca, Hibbing-Chisholm and East Range consortia. Continued work towards standard operating procedures, a common advisory board, purchasing, special events, etc... continue to be goals for the next two years of the TNSC formation.

For the 6 Career Clusters, Hibbing-Chisholm, in collaboration with the True North Stars partnering consortia will work further to redefine the career pathway definition as career field, and develop the 6 programs of study with respect to career fields in alignment with regional needs. These career fields will further show alignment to the consolidation efforts in progress with the 5 NHED Minnstate Colleges and 22 secondary school districts correlating to data derived from DEED, local business and industry and the NorthEast Office of Job Training (NEMOJT). Leadership from said educational institutions, business and industry partners, faculty, and community members will be engaged in this planning process. As we continue towards consolidation with the True North Stars, we share in common with East Range and Itasca the programs of study of medical careers and manufacturing, and Hibbing Chisholm will continue to offer FCS, Pre-Engineering, Graphic Design for FY21-22.

Points of emphasis and goals expected for FY21/22

Planning sessions with career field representatives to refine program of study offerings

Professional Development offerings for educational administrators, faculty staff and consortium leaders through workshops, conferences, training and CTE field trips pursuant to COVID19 limitations.

Enhancement to industry-standard equipment for approved programs of study

Procedural requirements, necessity and encouragement of faculty credentialing for CTE certification to local and regional stakeholders.

Increasing exposure for student participation in career fields in the programs of study offered.

Continuation of the Business Education Partnership Board leading to its role in a larger True North Stars Consortium governing entity.

Encouragement of participant and concentrator attainment of industry-recognized credentials through memberships, collaborations and/or exploration of new opportunities therein.

Representation of CTE programs of study via special events, activities, the advent of student organizations at the secondary and post-secondary level.

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

Size.

Though Hibbing-Chisholm is a small consortium, we represent a rather dilute distribution of students. Our rural location, though isolated, is fortunate to have highly qualified faculty and staff in CTE programs of study. Further, the faculty teach a vast array of preparations and are locally recognized for their talent and dedication. Hibbing-Chisholm has 7 CTE instructors, 3 of whom have unlimited licensure in their respective fields, and 3 of whom are in the process of obtaining full CTE unlimited licensure. Hibbing-Chisholm has 28 courses that have been approved by MDE to offer to the students of Hibbing-Chisholm. Resources available include Perkins V funding, School District budgetary allowances, local grants and in-kind donations from Business and Industry Partners. Consortium-wide Hibbing Chisholm served 292 students in CTE courses in 2019-2020. This is a 5% increase over 208-2019. It is expected that with consolidation to the TNSC, our programs will expand and opportunities will present themselves in the form of programming.

Budgetary and scheduling limitations often have a large influence on CTE course offering due to the smaller subset of students enrolling in CTE programs. That being said, our region has the demand for these students, and, as such, it is important that we continue these course offerings. We are therefore constrained by both enrollment and budgetary restrictions in the school districts serving our populations.

Scope.

Hibbing-Chisholm continues to strive for inclusion to career pathway multiple entry and exit points. Much is left to be resolved by the consolidation of the Northeast Higher Education District (NHED) partnering post-secondary institutions, the results of this consolidation will have an effect on the programming options available for our programs of study.

The programs of study appear to be aligned quite well with workforce needs and skills, as the local economy is largely industry, manufacturing and healthcare in nature. Our hospitality FCS programs further serves to provide skilled food service industries. Career fields involving multiple entry and exit points remain a challenge for some of the programs of study, due to the smaller population of students and scheduling limitations due to enrollment totals within a particular career field.

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Hibbing-Chisholm remains quite strong with its alignment with workforce needs and skills, as our faculty design curriculum is sensitive to the expressed suggestions of business and industry partners. Many students continue to have the opportunity to obtain experience in various business and industry locations due to longstanding partnerships with local business and industry partners. Another strength continues to be the opportunity for students to receive certifications in various program career fields, including collegiate credit, the latter of which has become more challenging to obtain with the 18 credit rule established for dual enrollment courses. Workplace and employability skills continue to be embedded within respective courses at the discretion of the faculty member of record. The 2019-2020 academic year provided challenges with maintaining this aspect of program implementation due to the COVID19 pandemic and restrictions placed upon in-person learning. It is expected to continue to be a challenge in 2020-2021. Efforts will be made to continue the growth of this important aspect of program scope, to the extent possible with the challenges of programming and restrictions related to the pandemic.

It is the opinion of the Hibbing Chisholm Coordinators that program quality remains to be an asset of our consortium. Our faculty continue to espouse the importance of employment skills to the students served. Industry recognized credentials in the form of TSAs, OSHA-10, Serve-Safe, opportunity for advanced skill demonstrations leading certifications continue. Further, several courses are collegiate credit bearing leading to Associate or Bachelor degree completion in partnership with local post-secondary institutions.

Many of the programs of study are manufacturing and/or trades emphasis, leading to the regional demand for skilled labor, which typically affords a higher wage occupation. This is also true for baccalaureate programs of study related to engineering and health-care careers, though even 2-year LPN and CNA wages continue to rise with the demands of this occupational field in our region.

### **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?**

Our Business and Education Partnership (BEP) Committee continues to be the primary partnership for Hibbing-Chisholm. This board is composed of representatives from a cross-section of industry, business and educational institutions. Secondary faculty are paired with postsecondary faculty in the same educational field of study, who then receive feedback and industry reports from respective business and industry partners. Additionally, the continued work towards and approved Work-Based Learning (WBL) program has ensued. A Director for WBL was appointed in the 2019-2020 academic year for Hibbing High School, and an application for program approval was submitted to MDE. We await the approval for this program. CTSO programming continues to be ad hoc in nature, with Automotive Programs connecting with Ford Motor Company and the local Ford Dealer being the principal relationship. There are further connections with the Northern Minnesota Builders Association and Trades Unions for our carpentry programs. Challenges continue to be developing sufficient student interest given busy extra-curricular schedules in athletics and arts. Further, the pandemic has also affected the ability of students and staff to collaborate in close quarters, not to mention find common times for availability given the fluidity of school scheduling.

### **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?**

To be fair, all groups require specific attention, and this is an on-going process. With respect to gender, the proportion of females participating in CTE programming was 35%, which is a 5% decrease compared to 2018. This proportion was reversed for males participating in CTE. This represents the main area of concern, given that ethnicities, while showing change in participation, are somewhat skewed in the relative change. For instance, the data suggests that there is a 20% decrease in American Indian Student participation. Looking at the data more closely, this is reflected by a change in participation of 5 in 2018 to 40 in 2019. African-American students show a 300% increase in participation in 2019, but again this is a change in participation from 3 in 2018 to 12 in 2019. While encouraging, and important to consider these changes, the proportions must be balanced with the total number of participants. One other change of concern is a 34% decrease in non-traditional participants from 2018 to 2019.

Resources offered for the two participant groups of concern include continued marketing of the hashtag event for young females in engineering from Iron Range Engineering, faculty encouragement of female participation in CTE career pathways, and efforts from the Counselling and Special Education Departments. For the non-traditional students, HHS continues to offer support for children of military families.

#### **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?**

All students have the option to enroll in CTE courses that lead to careers in high-skill, high-wage and in-demand occupations. Support is offered from High School and Middle School Counselling, the Special Education Department, Individual CTE Faculty and Staff. Hibbing offers a Career course in 9th grade to explore career fields, including CTE career options. Registration meetings are held annually to provide for informed decision making by parents and student participants. In conjunction with the East Range Consortium, all students have access to the 218 Trades Career Expo, the Mesabi Range Open House, the HCC Technical Career Day, CareerForce activities, Iron Range Engineering's #WEBreakBarriers. The Range Engineering Council also provides community events for the Science and Engineering Festival and the STEM Showcase events. Regrettably, COVID 19 affected the ability of the organization to support the Science and Engineering Festival in the Spring of 2020, and the STEM Showcase will not be offered in Fall 2020.

Resources offered for the female participants and non-traditional students of concern include continued marketing of the hashtag event for young females in engineering from Iron Range Engineering, faculty encouragement of female participation in CTE career pathways, and efforts from the Counselling and Special Education Departments. For the non-traditional students, HHS continues to offer support for children of military families. (From HCC's website) The HCC Upward Bound and TRIO programs afford additional opportunities for students to attain high-skill, high-wage and in-demand occupations through tutoring, advisement and college and career readiness opportunities. This includes non-traditional students. The

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services provided include weekly tutoring/study sessions and college preparation workshops; academic, time management and life skills advising, college visits, cultural experiences, ACT preparation, and monitoring and tracking of student academic progress.

HCC UB students receive guidance with college and career research and selection, college application and admissions processes, and completion of financial aid and scholarship applications.

HCC Upward Bound staff are available to meet with UB high school students individually and in group sessions during the school day and after school. Students may utilize some of this time to finish homework and study for exams.

HCC UB programming also includes college visits, volunteer, co-curricular and service-learning activities.

Summer Services include a six-week academic summer program with emphasis on higher-level skill improvement in academic courses. UB students choosing the opportunity to stay in the Hibbing Community College apartments (Cardinal Hall) for part of the program or can choose to stay at home. Students attend academic courses taught by college and high school faculty that are specifically designed to give Upward Bound students a head start on the next year's high school courses.

In addition to the Summer Program's intense academic curriculum, students experience cultural, social, and recreational activities designed to prepare students for college and adult life, build leadership skills, enhance teamwork, and broaden student awareness and appreciation of the world. All students go home on the weekends.

The final week students participate in an educationally oriented trip that includes college visits.

TRIO Upward Bound students may also earn stipends for completing grade level Benchmarks (short and long term goals). Juniors and seniors successfully completing a professional internship may earn \$200-\$300. Graduating seniors have the opportunity to participate in the Summer Bridge Program and have one summer college course and books paid for by the HCC Upward Bound program. Advising, tutor services, and college transition support are also offered to all students each summer.

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

Support is offered from High School and Middle School Counselling, the Special Education Department, Individual CTE Faculty and Staff. Registration meetings are held annually to provide for informed decision making by parents and student participants.

Chisholm High School utilizes a program called Ramp up to Readiness for its students. Ramp-Up goes beyond just college access. It is a comprehensive advisory-based program that addresses five essential areas of readiness: academic, admissions, career, financial, and social and emotional readiness.

#### **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)**

Hibbing-Chisholm provides supplemental assistance specifically to women in male-oriented trades at the post-secondary level in the form of our EMPOWER program. The EMPOWER program equips women in non-traditional programs by offering additional assistance in both financial and educational support.

Support for CTE industrial courses includes CTE faculty outreach to female participants, the Hashtag Iron Range Engineering Event, and student Counsellors. For young men in health career fields included continued CTE faculty outreach, student Counsellors and at Chisholm High School the Career Days event.

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

The HHS CNA course offers opportunities for non-traditional male students to participate in health-care careers. This is successful because health care careers remains to be a high-wage, high need career pathway in our region. Service to special populations continues to be a role of the Special Education Department. In Grade 9, Hibbing students are required to take a career course to explore different job opportunities in the trades, health care, education, and the arts. This coincides with students with disabilities who are provided services through an IEP that addresses transition in the areas of instruction, related services, community participation, and development of employment. To assist, the special education department provides a special education instructor to co-teach the Careers 9 course in order to provide an inclusive experience for students with an IEP or 504 plan. Students with an IEP or 504 are also encouraged by their case manager, school counselor, and/or school psychologist to register for the new Hibbing Career Academy option for students to get real world experiences in the following areas: Building and Trades, Engineering, Engineering and Technologies, Education and Childcare, Health, and Performing Arts. These academies include job shadowing opportunities and CTE courses.

Strategies from 2019 were somewhat unsuccessful include the number of young women participating in Industrial Technology Careers, as the enrolment decreased. The reasons for this could be many, perhaps partially due to stereotypical definitions of industrial technology, potentially the lack of a sufficient critical mass of participants, a contrary view to the value of CTE careers and perhaps personal preferences. The same may be said for males in non-traditional career fields, though 2019 did show an increase in health care career participation.

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

##### **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.**

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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 courses. There is also the opportunity for high school students to receive college credit through the 'College in the Schools' (CITS) directive.

Hibbing-Chisholm also successfully operates a Technical Career Day each year wherein over 300 high school students visit Hibbing Community College to learn about different technical career paths available to them.

Electrical Maintenance Instructors at Hibbing Community College installed cameras in their classroom for remote learning, should a secondary student like to listen in on the lecture or lab. This promotes CTE within the HS as it is an accessible way for secondary students to gain knowledge of this subject field.

TRiO and Upward Bound programs provide much needed support to students as they navigate the transition from secondary to post secondary. From college exploration to additional assistance with career assessments, these programs are vital instruments in retention of students.

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

**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 Consortiums 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. The impact was quite marked in at least one aspect of the merger, in that a large data set of student, faculty, leadership and business and industry partners was gathered at the CLNA meetings. This is positive in that our direction in the merger seems to support the common desire for growth in the region, especially in skilled labor and heavy industry. One potential barrier and challenge continue to be the combination of the merger of the three consortia at the same time the post-secondary institutions are also in the process of combining. Consequently, leadership is in the process of adjustment, and managing agreement may take some time to follow. Further, the consortia leadership is also very busy with attending to the demands of reporting, planning and executing Perkins requirements concurrently with this effort. Further, there has been turnover with one of the secondary/post-secondary coordinators, which necessitates a period of adjustment and adaptation in that new role. Finally, there are often times in these situations a period of inertia when change is effected, and this is a natural consequence of a large number of smaller communities within the geographic region, each with its own sense of identity and tradition. Competition seems to drive some decision-making, and this poses a challenge for merger.

**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?**

Post Secondary spending for PD was \$1989.94  
Secondary spending for Professional development was \$2528.14.

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

Electrical Maintenance Post Secondary Instructor and the Post Secondary Coordinator  
Secondary beneficiaries included the CTE Instructors at both Hibbing and Chisholm High Schools and the Secondary Coordinator.

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

Post Secondary activities included Drone regulation training and the CTE Works Conference  
Secondary activities included the CTE Works Conference, the FCS Conference, Professional Organization Memberships and attendance at the Comprehensive Local Needs Assessment (CLNA) meetings held at Mesabi Range College, Hibbing Community College and Itasca Community College.

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

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The instructor was able to take the training and then afterwards get his certification to teach with drones while maintaining FAA rules and regulations.

The Post Secondary coordinator was able to learn and network at the CTE Conference. The ideas the Coordinator learned were then taken back and evaluated for implementation into future years of Perkins.

Secondary topics included the Mandatory Coordinator Meeting updates for Perkins V and the associated responsibilities for the Coordinator in Coordinating the Grant. The FCS Conference afforded the lead FCS teacher the opportunity to obtain training and updates to best practices in the field. The Dues and Memberships afforded CTE Instructors with current literature and best practice in their respective fields. The CLNA meetings afforded the opportunity for regional CTE faculty, Business and Industry Stakeholders and Higher Education faculty and leadership the opportunity to further develop the TNSC from the three existing consortia.

## **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. 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.

## **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. This is also true at the Secondary Level, where faculty often do not have the financial resources or even the incentive to attain CTE certification, because these credentials are not necessarily reimbursable from the school district in question, and certainly not reimbursed by Perkins funding. This leaves the faculty member little choice but to seek grant funding from external streams or pay for the training out of pocket. This requires a change. If the licensure is required to teach CTE courses, it is the opinion of the secondary coordinator that the funding should be made available from either the Federal or State Governments, by way of incentives, significant tax credits, or the allowable use of Perkins funds, at least a portion thereof. Further, while allowable uses of Perkins funds includes training and attendance to workshops, the rural nature of our consortia does not reward the attendance to said conferences and training. While these can be beneficial, the teachers must often prepare significantly for substitute teachers, which are often difficult to find in our region for the coverage necessary to attend. Further, the teacher, upon return, often must spend additional time outside of their teaching duties to catch up with the curriculum that was left for the students in her or his absence.

## **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?**

Equitable access and opportunities for work-based learning (WBL) for all students was offered in conjunction with the Hibbing Public Schools Career Academy Model. Students may elect to participate in an Academy related to their particular field of interest. Current Academies include Health Careers, Pre-Engineering, Education and Childcare, Building and Trades and Performing Arts and Communications. The Hibbing School District has assigned a faculty member to be the WBL Coordinator and final program approval is pending. The WBL Coordinator has contacted local business and industry partners and is making progress in arranging for student WBL learning opportunities. An existing relationship with a local heavy industry welding company serves as the basis for current student participation, and is being utilized as a model of best practice moving forward with additional stakeholders interested in sponsoring student participants.

Students are made aware of the opportunity through participation in a survey indicating person interest areas. The WBL Coordinator contacts the individual students and arranges for advisement by the individual Academy Faculty Lead. The Counseling staff also provides information related to the opportunity to participate in Career Academies, and the information is also disseminated at class meetings in early September of the academic year.

## **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.**

Improving and introducing new equipment in our Postsecondary CTE courses allows for the students to expand their range of knowledge and stay relevant in terms of industry standards and the general quality of the education provided within the program. An example of this would be the Culinary program at Hibbing Community College obtaining additional stand mixers to allow for additional students to use. This was supposed to lead to a Culinary skills challenge in partnership with High School FACS students but unfortunately due to COVID-19 that had to be cancelled. Further, at the secondary level, due to COVID19, the previous HHS model Education and Employability Skills Panel that has been held in years past was postponed. This was a primary mode of integration for all students in 10th through 12th Grade at HHS. Chisholm High School was able to host its annual Career Days in October of 2019, pre-COVID19, with representatives from Health Care, Law Enforcement, Pre-Engineering, Electronics and Heavy Industry presenting to students at the High School Level. During these sessions, presenters provide an outline of the career, including advice for best practice in the field and the opportunity for students to ask questions. In any event, the CTE approved course faculty at both institutions incorporate employability skills into their respective curriculum to foster student growth in both the academic and technical applications for their students.

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

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At the Secondary level, it should be noted that we are still in the process of transitioning to a larger consortium structure. With the added responsibility of a tri-consortium CLNA study, the former resulted in the occupation of the majority of the available time for Perkins work, aside from the required elements of an approved consortium. Hibbing Chisholm remains a small, but strong and effective consortium in providing educational opportunities for the students we serve. We are proud of this fact.

Whereas we are small in number of students served, again our geographical area of service per unit population is still rather large. We take pride in expanding our ability to serve our CTE students, and this has been amplified by our Career Academies. The latter is another source of pride, and when we receive state approval, we believe this will be a vehicle by which we can grow to better provide our students with practical real-world experience in the fields of study for which our students seek participation and employment. It is expected that the WBL opportunities will expand further as we move to the singular TNSC, but our Career Academies will allow us to retain some individual pride locally. With the combination of East Range and the Rock Ridge School, it is possible for cross-collaboration with the Career Academy Model that is in place in that region as well.

At the Post-Secondary level we are extremely proud of our Technical career day. This event draws over 300 High School Students from around the area to the Hibbing Community College campus to learn about CTE. Students are exposed to a variety of careers in CTE including but not limited to Automotive Technician, Diesel Mechanic, Culinary Arts, Information Technology, Dental Assisting, Nursing, and more. Additionally, our Electrical Maintenance instructor implemented cameras into his classroom and shop that live-stream to the High School so that students interested in a career in Electrical Maintenance can pick up the signal and listen in should they choose to do so during an elective period or study hall.