



**Grant Details**

**01590 - FY17 Perkins IV Application**

**02018 - FY17 Hibbing-Chisholm Perkins Application**

**Perkins IV Consortium**

**Grant Title:** FY17 Hibbing-Chisholm Perkins Application  
**Grant Number:** 01678  
**Grant Status:** Underway  
**Comments:**  
**Applicant Organization:** Hibbing-Chisholm Consortium  
**Grantee Contact:** Kathy Nyberg  
**Award Year:** 2016  
**Program Area:** Perkins IV Consortium  
**Amounts:**  
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**Project Dates:** Proposal Date 08/08/2016 Project Start 07/01/2016 Project End 06/30/2017  
**Grant Administrator:** Debra Wilcox-Hsu

**Non-System Communication Log**

**Inter-System Grantee Correspondence**

**Status Reports**

ID	Type	Due Date	Submitted Date	Arrived?	Status
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**Agency List**

School District or College	Secondary Type	I.D. Number (if applicable)
Hibbing School District	01 public school district	701
Chisholm School District	01 public school district	695
Hibbing Community College		

**Summary Narrative Pt. 1**

**Career and Technical Education Programs:**

*Q1) How does your plan support the career technical education programs in your consortium? What initiatives included in your plan support new or significantly improved CTE programming? Describe how you have selected the programs that will receive support and how the consortium, as a whole, will benefit from the Perkins expenditures. [Sec.134 (b)(1)] (5,000 word limit)*

The grant will support a Perkins Coord. for Hibbing High School (HHS) and Chisholm High School (CHS) the two high schools, a Perkins Coord./Consortium Lead for Hibbing Community College (HCC) and part-time Lab Assts. in postsec. with the specific depts. with the specific depts. to be determined after the Perkins Comm. meets this month. Perkins will also fund as requested and as funds are available, instructional supplies, equipment, technology, prof. development, fieldtrips, guest speakers, and experience in the industry for every CTE high school and college program in the consortium.

New CTE programming will include additional sections at HCC in Electrical Maintenance, Heating and Cooling Technician, and Professional Truck Driving to accommodate the large number of laid-off mining employees who have enrolled at HCC for fall 2016. It is anticipated that the new programming will request support from Perkins in additional equipment, technology updates, and additional experiences in the industry.

The CNA course (ALHE 1500, 4 cr.) taught by college faculty and high school science teachers will be offered again at both high schools. As far as new CTE programming, at HHS the science teacher obtained licensing that will enable her to teach the state-approved healthcare core curriculum. This will be added to the current CNA course at the high school. Healthcare Careers Advisory Committees are established for each of the two high schools and do meet regularly. The college in the schools programs continue to grow with new college credit classes offered every year at Hibbing High (HCC and UMD) and Chisholm High (HCC and Mesabi Range College), but mainly in liberal arts. The Applied Learning Institute, area high schools (including our consortium high schools), and HCC faculty provide Auto training with college credit four days per month. This program continues to grow.

To comply with the World's Best Workforce state initiative, Perkins personnel have been working with secondary teachers, counselors, and administrators to develop a comprehensive career readiness program at HHS. A career focus/program will be developed at each grade level. In gr. 7, CEOs in the Classroom (sponsored by Hibbing Chamber of Commerce) are used, and skills like locker organization and time management will be added. Plans are developing for gr. 8 but not complete. The new College & Career Connections course at HHS will be in it's 2nd year in FY17. This class is required of every 9th grader. MCIS is used as the mechanism to create a Personal Learning Plans for each student (known as Student Success Plans at HHS). The program, *Reality Works*, will be added to the 9th gr. careers class and funded by Perkins. In gr. 10, plans are not complete. In gr. 11, the focus will be on employability skills (panel with HR professionals from area industry held for the first time in FY16), and the focus for Gr. 12 will be a Senior Portfolio Review by counselors.

At Chisholm High, they will continue with career and work-related activities as part of the *Ramp Up to Readiness* (free program from Univ. of MN) to fulfill the state-required Personal Learning Plans for each student by 9th grade. *Ramp Up* is geared to getting students college/tech career ready early in high school with designated activities to be accomplished in each grade. Perkins will contribute funds as needed and requested to support *Ramp Up* activities in Chisholm.

Other career awareness programming will include Technical Career Day at the college and the high school planners for each student at CHS that contain work-readiness skills, career wheel information, and CTE information from HCC.

Perkins will support postsecondary CTE recruitment through high school visits to HCC including North Woods High *Academic Journey* student club (Native Americans) and the Intro. to Engineering student visit from HHS. The Multicultural Student Club and Diversity Committee at HCC will work with Perkins to support diverse student populations. A Global awareness week is planned for fall 2016 with a speaker on cultural sensitivity geared to college faculty as a professional development opportunity.

The college Academic Ctr., SSS Grant, and Student Services Dept. activities that are in line with Perkins goals will also be supported. NOCTI assessments will be funded for Auto, Diesel. At the secondary level, assessment tests will be funded for several CTE areas, which is a new Perkins initiative.

Perkins worked with AEOA on getting a Pearson Testing Ctr. at the college, and will continue to support the center as it enables our IT Networking & Security students to take national certification tests and obtain nationally-recognized credentials in their industry. The center also offers GED testing to young people who have dropped out of high school and to adults who want to obtain a GED.

#### Meeting State and Local adjusted levels of Performance

Q2) Please describe the process you used to analyze and interpret performance on accountability indicators, and how the expenditure of funds in your plan support improved performance on negotiated performance targets. [Sec. 134 (b)(2)] (5,000 word limit)

Data shows that our major problems (below 90% of target) at the secondary level include nontrad participation and nontrad completion. Another problem at HHS & CHS is that we have not conducted tech skill assessments until the current year. We are below 90% of target in this area as well. For FY17, HHS will be running 2 of 3 new courses offered in Industrial Tech that are geared to girls only. This should improve our nontrad participation and completion numbers greatly. We also plan to use nontrad career speakers in the new 9th grade careers class, and to request nontrad career reps in all high school activities and programs. We would like to feature a tech fair on a parent visit day to display the technical education available at the high school to both boys and girls.

At the postsecondary level, we have the highest pass rate in the state on the nursing NCLEX exam. We also do well on the law POST exam, and are average or slightly above state and national test scores on the NOCTI assessments in auto and diesel. The Perkins Coord. will work with other CTE programs to introduce the idea of using an approved assessment in FY17. Thus far, there has not been interest by CTE faculty or their advisory boards to do this. As noted above, the college Diversity Comm. and Multicultural Student Club plan and organize events to support our nontrad, disadvantaged, and minority students. CTE faculty will again be encouraged to focus on women in industrial programs and law enforcement, and men in the healthcare programs in their recruiting efforts. A Women Supporting Women event will again be held on campus. We will continue collaboration with AEOA on FastTrac grant programs to reach unemployed and underserved adults. We will work closely with the MN Workforce Ctr. and NE Minnesota Jobs personnel to support the almost 500 laid-off miners who have chosen to attend college. Over 300 of these miners are registered for fall 2016 at HCC, many in CTE programs. These CTE programs have added several sections and will need support from Perkins for additional and updated equipment, technology, assessment tests, and fieldtrip funding to name a few items.

#### How students participating in CTE are provided programs

Q3) Describe how you determined that the CTE programs supported in your plan will be of quality and attract sufficient enrollment or meet regional needs. How have you worked to align rigorous content in your local CTE programs with academic and technical standards recognized at the state or national level? [Sec. 135 (b)(8)] [Sec. 134 (b)(3 and 6)] (5,000 word limit)

Regarding meeting regional needs, with the huge number of layoffs at area mines (over 1,000 workers), the college is working closely with the MN Workforce Ctr. to enroll and retrain these newly unemployed adults. Many of the 500 enrolled in college so far will be entering CTE programs. Sections have been added in Electrical Maintenance, Heating and Cooling Technician, and Professional Truck Driving at HCC. Over 300 of the laid-off workers will be attending HCC in the fall.

At the secondary level, CTE programs at the two high schools have met State Program Approval standards over the past ten years and continue to draw sufficient enrollment. We have nine Programs of Study approved, however, our POS are not "true" POS because we do not have a sequence of two classes at the high school level in most areas. Learners are unable to become concentrators in a career field. We also have several secondary CTE programs without licensed CTE teachers (though when hiring, licensed CTE teachers are specifically advertised for). Though we face these obstacles, all CTE teachers are encouraged to pursue licensing. Technical assessments have been identified and will be utilized during FY17 in industrial technology, FACS, and Pre-Engineering classes. Students will participate in regional and state competitions in Robotics as an enhancement to Pre-Engineering. Our CTE Industrial Tech high school students work on the Habitat for Humanity homes to gain work experience in the field.

At the postsecondary level, all CTE programs were designed using MNSCU standards that require demonstrated regional workforce demand. Program quality is ensured in our programs with state/national accreditation: Medical Lab Tech., Dental Asst., Auto Tech, HVAC, CISCO, Pharmacy Tech., Med Coding, Nursing, Solar, Electrical Maint., and Law Enforcement programs. Culinary Arts and Diesel programs are in the process of accreditation. Every CTE program meets semi-annually with advisory boards comprised of local industry reps, and all curriculum has advisory board input. Auto and Diesel students will continue with NOCTI assessments in their second year as a means of seeing how they stack up to state and national standards. In Microcomputers and CISCO, program requirements now include that each student take at least three online national certification tests in their second year including Microsoft Server certification, a highly respected national test. Law Enforcement and all healthcare programs will continue using the state and national assessment exams to ensure they are graduating with skill levels that reach state and national standards. These exams are often required in order to gain employment. New assessments in the Administrative Asst. program are being considered for FY16.

#### How students are provided with experience

Q4) Describe how students are provided with strong experience in, and understanding of, all aspects of the industry. [Sec.134 (b)(3)(C)] (5,000 word limit)

All CTE students in this consortium participate extensively in the industry. Fieldtrips are taken to local mining companies, and to all other industries by our many CTE educational programs in high school and college. High school Indus. Tech, along with Elect., Industrial Systems, and HVAC students from the college, will continue construction of the Habitat for Humanity homes in Hibbing to gain real-world experience in their fields. Industry speakers will make presentations or conduct workshops to enhance learning for Diesel and Elect. programs at the college. Students in the Dental Asst., Pharmacy Tech., Nursing, Nursing Asst., and Med. Lab Tech have on-the-job experiences, internships and clinicals as part of their program requirements. Real-life customer service skills are used by students in Auto, Diesel, Microcomputers, and HVAC programs at the college as they service local industry. Equipment and technology will be updated in all CTE programs so that students are learning on the most updated equipment that is used in industry today. A campus job fair will be held to bring in local employers so that CTE students can talk to them about what is required for employment in their industry today. At the secondary level, CTE students also regularly have guest industry speakers and take fieldtrips to a variety of industries including Cirrus in Duluth, public utilities, and local mining companies.

## Summary Narrative Pt. 2

### Comprehensive Professional Development\*

Q5) Please describe the consortium's plan for providing sustained, high-quality professional development and how this plan is supported by expenditure decisions. [Sec.134 (b)(4) and (5)] (5,000 word limit)

At the secondary level all licensed CTE teachers fulfill the required state hours for license renewal in their respective fields. Each teacher is responsible for submitting and keeping track of their hours. Perkins will support attendance by licensed teachers at cutting-edge industry workshops and classes, and will fund industry journals and periodicals for the teachers. One of our biggest obstacles to enhancing our CTE secondary programs is a lack of licensed CTE teachers, however, a science teacher obtained CTE licensure at HHS in FY16 so will be able to teach the state healthcare core curriculum as an enhancement to the current CNA class at HHS. The Industrial Tech teacher is also 1 class away from getting his CTE licensure, and should have it in FY17. We continue to strongly encourage and assist other non-licensed CTE teachers to obtain state CTE licensure. At the postsecondary level, all faculty are required to complete annual professional development plans. All faculty currently meet minimum standards for credentialing established at the state level for both education and occupational experience. By faculty contract, HCC is required to set aside a substantial amount of funding for faculty professional development. These college funds are to be utilized by faculty before Perkins provides funding for prof. development. Perkins supports sustained and meaningful high quality professional development for CTE faculty. In FY17, the Diversity Comm. has tentative plans to offer a class to all college faculty on how to be sensitive and supportive of diverse student populations, and Perkins will also support this training.

### Recruitment and Retention\*

Q6) How do your consortium members recruit teachers and faculty to fill CTE vacancies? Describe any special efforts to recruit individuals from business and industry into the teaching profession. [Sec.134 (b)(12)] (5,000 word limit)

FACS education at Chisholm High School was cancelled due to no qualified applicants for the teaching position. There is now only one licensed CTE teacher and program at CHS (Industrial Tech). All employment ads indicate that licensed CTE teachers are preferred, and ads are placed locally and state-wide in order to obtain qualified candidates. To improve our nontrad performance, women teachers for traditionally-male programs and male teachers for traditionally-female programs are advertised for and given particularly strong consideration for hiring, however, few or none have applied and none have been hired to date. Applicants who have previously worked in industry are also preferred as CTE instructors, but not many industry people have high school teaching credentials. With the cut-backs in education funding, CTE programs in greater Minnesota have struggled to remain in the high schools. Perkins has played a major role in preserving and enhancing the current limited number of CTE programs that are offered at our consortium high schools.

At the postsecondary level, MNSCU standards require hiring faculty with thousands of hours of occupational experience including recent industry experience. Positions are posted on MNSCU and state employment websites and in local, state, and nation-wide newspapers as needed to increase the pool of applicants. When available, positions are posted on industry list-serves. Program advisory boards are always made aware of openings and often recommend industry candidates. Former students of the CTE programs are also considered for faculty jobs. Nontrad teachers are strongly considered in order to help improve nontrad recruitment and performance levels at the college. The college has recently added new Diesel and Elect. faculty, and has hired a male faculty for the Nursing dept. With the addition of sections in several CTE programs for FY17 due to mining lay-offs, two additional CTE faculty were added in Professional Truck Driving.

### Evaluate Student Performance and Programs\*

Q7) Beyond technical skill assessments, what other tools and data sources does the consortium use to evaluate student performance? How did this evaluation influence this plan? [Sec.134 (b)(7)] **NOTE: If your consortium scored between 90-99% of your negotiated target, you need only submit the Perkins Improvement Report for that indicator; if your consortium scored below the 90% of your negotiated target you must submit both a Perkins Improvement Report and a Written Improvement Plan for that performance indicator.** (5,000 word limit)

At the secondary level, Minnesota state testing results in the areas of Math, Reading, Writing, and Science are used to evaluate, re-teach, and improve learning. Also, performance of students in competitions regionally and state-wide (Auto/Engineering/Physics Team, Robotics Team, Math Team) help assess the validity of the curriculum and concepts taught at HHS. Classroom testing including written, oral, hands-on, and the demonstrated ability to teach their fellow students is used to evaluate student performance. HHS has met performance targets in Math and in Reading/Language Arts. Secondary Administration will continue implementing initiatives including summer school and after school tutors to help students with math and reading/language arts. In FY17, state-approved assessment tests in FACS, Industrial Tech, and Auto will be implemented for the second year. This initiative at HHS was wholly promoted, developed, and will be funded by the Perkins program.

At the postsecondary level, HCC has developed a program to assess student learning in individual classes. Program coordinators of this assessment work with faculty in every subject to improve student assessment. In the CTE programs, written, oral, and hands-on testing is used to evaluate CTE students continuously. In CTE programs with internships, student evaluation is also done by work-site supervisors in the industries. NOCTI assessment post-tests have been given since 2013 for second-year Auto, Diesel, and Engineering students. This will continue into FY17, and each year students have shown improvement. The biggest benefit of NOCTI testing has been that the faculty in Auto and Diesel are able to see in what subject areas their curriculum is strongest and in what areas they may need to enhance or spend more time on. Law Enforcement students will continue to take the POST licensure exam after graduation in order to be hired. Nursing grads will take the NCLEX exam in order to be hired (HCC has the highest pass rate in the state of MN including 4-yr. RN Nursing schools). Dental Assisting, Pharmacy Tech, and MLT grads are not required, but are strongly encouraged to take the state and/or national licensure exams following program completion and in order to be hired. In Culinary Arts, student performance is evaluated ongoing by faculty and by consumers at daily breakfasts and lunches, special evening college events, and community lunch buffets. HCC also conducts employee surveys of companies that employ our CTE graduates to ensure that what we are teaching is current to the industry and that our graduates are job ready and skilled in the career field. Results of these surveys are used by CTE programs and their Advisory Boards to adjust, change or enhance curriculum. Program Advisory Boards consult with CTE faculty about the quality of the program graduates and how they are performing in the workplace. If the Advisory Boards feel that changes are necessary, they work with CTE faculty to change or enhance program curriculum and student assessment. In the Microcomputer and CISCO programs students must take at least 3 online national certification tests in order to graduate. Perkins will continue support of the PearsonView testing center at the college where these tests are taken. Community members also use the testing center for GED testing through AEOA.

### How POS Affects Outcomes\*

Q8) Based on the Rigorous Program of Study Components Rating Form on page 8 of the RPOS Guide, describe the process used by your consortium for the identified Rigorous Program of Study (RPOS) including steps of action, stakeholders involved, and timeline. Also discuss the identified strengths and areas for improvement of the RPOS for your consortium. In what ways did your self-evaluation of the 10 elements of the RPOS influence the selection of activities and strategies found within this plan? [Sec. 135 (b)(1)] (5,000 word limit)

The self-evaluation of the 10 elements of rigorous POS has influenced our programming. The college has collaborated with HHS to provide concurrent enrollment in several areas that are related to our RPOS in Healthcare Therapeutic. The onsite Certified Nursing Assistant (4 cr.) course at HHS is very popular with approx. 25 students enrolled each semester. In FY17 the state healthcare core curriculum will be added to the CNA course with a newly CTE licensed science teacher teaching this portion. Psychology, Chemistry, Physics, and Trigonometry college in the schools classes are available at HHS and CHS through HCC, Mesabi Range College and UMD. These credit classes strongly relate to careers in the healthcare field. These concurrent enrollment courses help make our RPOS in Therapeutic Services even stronger. Another strength in our RPOS is that there is an established Pre-Healthcare learning community at HCC for all students including those coming from the CNA course at the high school who may need special support prior to acceptance into healthcare programs at the college (Nursing, Med Lab Tech, Pharmacy Tech, Dental Asst). We have further strengthened our RPOS by the inclusion of Chisholm High School in the college-credit CNA course on-site at their high school. The Applied Learning Institute, the local hospital, and Perkins have all provided support for this new CHS course. Two Healthcare Careers Advisory boards have formed for the college credit CNA classes at each of our high schools. These boards are made up of Perkins staff, local industry, high school admin., and related teachers & faculty. The boards oversee and guide the CNA and healthcare programs at the high schools.

We have challenges in developing additional Rigorous POS in our consortium due to the very limited numbers of CTE electives offered at the two high schools and the lack of a sequence of two courses in most subject areas. High school students do not have the opportunity to become a concentrator in a specific career field in which they would then transition into a CTE college program. In FY17, we will start discussions about adding another RPOS possibly in the area of Auto since we have high school students getting college credit in this area already (Applied Learning Inst. supporting Auto Fridays). The recent addition of state approved assessment testing in FACS, Industrial Tech, and Auto will also strengthen these programs at HHS - even though some of the teachers are not licensed.

Perkins funds will support our current POS career fields plus all CTE career courses at the secondary and postsecondary levels. Informal and anecdotal data is gathered regarding transition from high school to college. Many CTE students at the college have been exposed to or taken part in college credit or other opportunities during high school. This includes students who took the college credit Intro Engineering class at HHS, students who participated in the Auto Fridays college credit program at 3 area high schools, and students who came to one of the Technical Career Days at HCC during high school. Additionally, Minnesota Discovery Center and Fairview Range Medical Ctr. both sponsor career events for high school students in the area to explore and learn about CTE programs.

Each of our POS include required classes in Reading, Math, English and Social Studies, and also include recommended CTE and non-CTE electives. The POS structure ensures non-duplication of CTE courses from high school to college in this small consortium, but does not ensure that students will not require remedial coursework in basic academics. For the past few years, HCC began working with the two high schools to give sophmores and juniors a chance to take the Accuplacer test early during high school to determine their college readiness level and what they need to work on prior to college entrance; this practice continues.

If remedial work is necessary at the time of college entrance, students are provided with developmental classes, an online SkillsTutor program, the college Academic Ctr., and individual help from program Lab Assistants at the college (funded by Perkins). Learning communities have been established in Pre-Healthcare careers and in Pre-Law Enforcement, and the college counselors are interested in forming additional Learning Communities in Culinary Arts and possibly in Auto and Diesel to help to increase program completion rates. On an ongoing basis, HCC counselors will continue to collaborate with CTE faculty, AEOA tutors (one is located on-campus), and the Perkins program to support the addition of new college learning communities.

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

**Goal 1 Narrative:**

**Rigorous Program of Study:** We have a Rigorous Program of Study in Healthcare Therapeutic Services with an advisory committee for each high school. The advisory committees meet monthly and members include local industry, MN Workforce Center, Perkins Coords., college faculty, and high school administration. Students can take the CNA class at HHS or at CHS for college credit and licensure. The CNA classes are supported by not only Perkins but also by the Applied Learning Institute and Fairview Range hospital. As CNAs the high school students can work part-time at nursing homes, hospitals, assisted living facilities, and independent homes for the disabled on the Iron Range. At HHS, in FY17 the state healthcare core curriculum (Intro. to Healthcare) will be added to the CNA class for additional college credit and exposure to healthcare professions through field experiences. HHS has a newly licensed CTE teacher so that they are able to add this state curriculum. Students can take the CNA and Intro. to Healthcare class, and can also take math classes through Honors Calculus and science classes through CIS Physics to prepare them for careers in the healthcare field. After high school, they can transition to college into a 1 or 2 year healthcare program in Registered Nursing, Licensed Practical Nursing, Medical Lab Technology, Dental Assistant, or Pharmacy Technician. After completing the 1 or 2-year community college program, they can work and/or attend a 4-year college to obtain a bachelor's degree in their chosen healthcare field.

**Other Programs of Study:** We have 7 other Programs of Study developed in conjunction with our two high schools, using the Minnesota Career Pathways organizational framework and the POS Webtool. Our POS in Audio Video Tech & Film was revised to reflect transition to college to a different NHED institution - Mesabi Range College. Mesabi offers a program (Diploma or AAS Degree) in Graphic Design Media which is closely related to the Graphic Arts I and II classes offered at Hibbing High School. Our other POS are in Facility Mobile Equipment Maintenance, Maintenance Installation & Repair, Restaurant and Food/Beverage Services, Healthcare Informatics, Healthcare Diagnostics, Law Enforcement Services, and Business Mgmt. and Administration. All POS will be supported through updated technology, equipment, and instructional supplies, curriculum enhancement, enrichment activities, technical skill assessments, industry experiences for students, faculty development, student clubs and competitions, and professional development in the form of sub days, seminars, industry journals, and membership fees.

**Development of New POS:** New POS will be developed as additional CTE education becomes available at the high schools and after regional workforce needs are identified by educational administrators, public policy-makers, and state workforce leaders. For new POS, a sequence of courses will begin in grade 9 and continue through the second year of college and beyond. Short and long-term postsecondary exit points will be noted in each POS to meet the needs of traditional and adult learners. Secondary and postsecondary teachers, counselors, administrators, and industry partners will be consulted in the development of new POS, and POS advisory committees will be formed as needed. Communication of the POS system to students and the public will be provided through high school and college counselors and the new HHS CTE web site.

**TSAs at college level:** National and state certification and licensure tests will continue in these college CTE programs: Law Enforcement (POST Exam), Nursing (NCLEX Exam), Nursing Asst. (CNA Registry), Medical Lab Technician (ASCP National Exam), Pharmacy Technician (National Certification), Dental Assistant (DANB Exam and MN Exam), and CISCO (CISCO Certificate). In Nursing and Law, graduates must pass the licensure exams to gain employment. In the other programs, the exams are not required but are strongly recommended by faculty. NOCTI post tests will continue to be used in Diesel and Auto. Microcomputers and CISCO require students to take their choice of at least 3 national certification exams (including the strongly recommended Microsoft Server exam) online in the Perkins-supported Pierson testing center in their lab. Skills USA student clubs in Microcomputers and HVAC will continue participation in state (and national) competitions.

**TSAs at high school level:** Technical assessment tests in secondary FACS, Auto, Industrial Tech, and Graphic Arts will be purchased and implemented by CTE teachers. Lack of formal assessment has been an identified need in our Perkins program at the secondary level, but we have started implementing TSAs and will continue to add them at the secondary level.

**Early college credit opportunities:** Opportunities continue to grow at both high schools. College in the Schools (CIS) classes are offered through HCC, Univ. Minnesota-Duluth, and Mesabi Range College. Approx. 40-50 HHS and CHS high school students also regularly participate in PSEO courses at HCC.

**Improvement of Academic Skills:** Improvement of academic skills is an issue of critical importance at HCC, and has been addressed recently through the formation of Learning Communities in Pre-Healthcare and in Pre-Law Enforcement, and Pre-Liberal Arts. An adult basic education tutor from AEOA is now located on campus and is involved on the learning communities to help teach academic and study skills. Plans to add a learning community in Culinary have not come to fruition. HHS and CHS students also have the opportunity to take the Accuplacer in 10th or 11th grade to assess their college academic readiness level at an earlier age than in the past.

**Adult/Alternative Learners:** The needs of adult learners are addressed by the college's collaboration with the AEOA adult basic education tutor now located on campus and through numerous collaborations with the Minnesota Workforce Ctr. Laid-off miners are being assisted by the local MNSCU campuses (including HCC) working closely with the MN Workforce Ctr. and state of Minnesota. At the high school level, HHS has an Alternative Learning Center on the property to support students with various barriers to education in their life.

**Goal 1 Objectives**

<b>Goal 1 Objectives 1</b>	
<b>Use of Funds*</b>	R1 Academic Integration , R2 Programs of Study, R3 All Aspects of an Industry, R4 Develop/Improve/Expand the use of Technology, R5 Professional Development , R6 Assessment , R7 Initiate/Improve/Modernize Technology , R8 Size/Scope/Quality,

R10 Collaboration, R11 Articulation, P1 Advisory Committees, P3 Work-Based Experiences, P5 Student Organizations , P7 Equipment Leasing/Purchasing/Upgrading, P8 Teacher Preparation	
Strategies	
Support current and new Programs of Study through strengthening and improving career & technical education at the secondary and postsecondary levels.	
Outcomes	
Sec. students will be better prepared for college and future careers by having increased opportunities to earn college credit, by taking CTE electives and participating in other career experiences in high school, and by improving their academic skills before entering college. Students will be successful and complete their college programs by increasing their academic skills and joining learning communities when needed. The high schools and college will ensure student learning by instruction from teachers with updated knowledge in the field, by training on state-of-the-art equipment & technology, by experiencing the industry, and by studying curriculum that had direct input from industry. Student learning will be measured by the use of state-approved assessments at the completion of CTE programs.	
Measures	
For 2015-2016, Secondary attainment in Reading/Lang Arts (1S1) will be 64.15% , Secondary attainment in Mathematics will be 42.72%, Secondary completion will be 99%, Secondary graduation will be 90%, Nontrad participation will be 25.15% and Nontrad completion will be 7.72%. We will have new data coming in for Secondary Technical Skill Attainment as at least 2 CTE programs will implement assessment tests in FY17.	
For 2015-2016, Postsecondary will increase placement to 87.5%, but does not expect this to occur realistically due to major mining lay-offs in the area. Postsecondary Nontrad Participation will increase from 12.18% to 15.10%. T	
At least 2 secondary CTE programs will implement state-approved assessment tests at HHS and CHS.	
At least 30 students will enroll in the CNA (with state healthcare core curriculum) courses at HHS and CHS as part of the RPOS in Healthcare Therapeutic.	
There will be program improvement in at least 7 CTE programs (POS and other programs) with updated equipment/technology, professional development, industry experiences, and other enrichment activities.	
Reallocation Explanation	
Post-Secondary Required Activities	\$8,993.92
Post-Secondary Permissible Activities	\$8,993.92
Post-Secondary Reserve	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$17,987.84
Secondary Required Activities	\$2,376.10
Secondary Permissible Activities	\$2,376.10
Secondary Reserve	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$4,752.20
Total	\$22,740.04

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

### Goal 2 Narrative:

**Work-based Experiences and Internships:** At the secondary level, FACS and Industrial Tech students are heavily involved in the Habitat for Humanity home project building, designing, decorating and providing refreshments and homemade gifts for the Habitat family. At the postsecondary level, the Electrical, Heating & Cooling, and Industrial Systems students also work at the Habitat home to gain hands-on experience in their fields. Also at the college the following programs require internships, clinicals, or work experiences as part of the graduation requirements: Nursing Assistant, Registered Nursing, Dental Assistant, Pharmacy Technician, Medical Lab Technician, Medical Coding, and Law Enforcement. In IT Networking and Security, internships are available, but not required. In Diesel, the college program works with local employer, Ziegler, to provide paid internships to 5-10 of the top students. In Electrical, the college program works with the local IBEW union office to offer students the chance to take the union test which can lead to employment following graduation for a few of the top Electrical students. The close relationships that the college CTE programs have with area industry often results in employment for the graduating CTE students.

**Program Advisory Committees:** The primary way that our high school and college CTE programs are involved with industry is through the advisory boards. At the secondary level, the Business Education Partnership (BEP) committee serves as the advisory board for all CTE programs in the two high schools. It is a sub-committee of the Hibbing Chamber of Commerce and is composed of Chamber reps, MN Workforce Center reps, industry reps from the technical career fields offered at HHS and CHS, the two Perkins Coords., secondary CTE faculty, and a rep from the Applied Learning Institute. The BEP provides input into CTE curriculum, CTE program improvement, high school to college transition. They also ensure that what is being done at the high schools is aligned with current industry standards and regional workforce needs. The BEP will meet twice during the school year and a third time jointly with the college Perkins Committee. Advisory boards at the college are in place for all 15-20 CTE programs and are required by college policy to meet bi-annually. The boards play a crucial role in CTE curriculum, program improvement, and in ensuring that the CTE programs meet current industry standards. If a new POS is being developed, an advisory board will be formed as in the case of our Rigorous Program of Study in Healthcare Therapeutic.

**Industry Involvement:** There is extensive industry involvement and collaboration in our consortium, both inside and outside of the Perkins program. The college and the two high schools have been in existence since the early 1900's and are the centers of the Hibbing & Chisholm communities and leaders in educational, cultural, technological, and environmental initiatives. *Advanced Minnesota* is the organization in NHED that provides customized training to northeastern Minnesota industry, and is located on the HCC campus. Decisions about adding new CTE programs or closing current ones are driven by local industry and government policy-makers working with the NHED President and 5 college Provosts who are all involved on the Iron Range Higher Education Committee (IRRRB). Examples of the college responding to industry and regional workforce needs is the development of the Gerontology program after the Nursing Advisory Board industry reps recommended the need, the change of program length of the 2-yr. HVAC program into a 1-yr. Heating & Cooling Technician program as a response to local industry's dire need for HVAC employees, the broadening and renaming of the Mining program to make it Industrial Systems Technology as a response to the ups and downs of the Mining industry, and the discontinuance of the Multimedia and Helicopter Pilot programs at HCC due to lack of jobs in the area. College administration are also part of the Applied Learning Institute (ALI) which is a major innovator and supporter of early college credit and CTE in Northeastern MN. Through the ALI we have partnerships with local high school Auto depts. to bring their students to HCC's state-of-the-art Auto lab on Fridays, and ALI is also supporting the college credit CNA classes at HHS and CHS. The college has a close relationship with the Hibbing Chamber of Commerce which disperses news/information to HCC employees several times weekly. Other industry involvement includes the campus job fair which brings 25-35 employers to campus, student fieldtrips in every CTE program, industry guest speakers, and free student repair of local industry equipment as a way for the students to practice their skills. Additionally, the college regularly provides facilities and partners with the MN Workforce center to provide education, training and employment to area citizens. HCC also partners with the community for local political debates, union meetings, local business gatherings, and non-profit community events.

**Response to Local Industry Changes:** The college is responsive to the local economy. HCC is currently working actively with the MN Workforce Ctr. and state Dislocated Workers personnel to enroll and retrain the hundreds of laid-off miners in the area. Many are being encouraged to enroll in the CTE programs where there is a need for employees including Professional Truck Driving, Heating & Cooling Technician, and Electrical Maintenance. Sections designated especially for the TRA laid-off workers are being added at the college to accommodate this industry down-turn, and are being offered in the evening to accommodate the laid-off workers.

## Goal 2 Objectives

Goal 2 Objectives 1	
Use of Funds*	R1 Academic Integration , R2 Programs of Study, R3 All Aspects of an Industry, R4 Develop/Improve/Expand the use of Technology, R8 Size/Scope/Quality, R10 Collaboration, R11 Articulation, P1 Advisory Committees, P3 Work-Based Experiences, P6 Mentoring/Support Services, P7 Equipment Leasing/Purchasing/Upgrading, P8 Teacher Preparation, P9 Alternative Formats, P10 Student Transition, R3 All Aspects of an Industry, R4 Develop/Improve/Expand the use of Technology, R5 Professional Development , R7 Initiate/Improve/Modernize Technology , R8 Size/Scope/Quality, R10 Collaboration, P1 Advisory Committees, P3 Work-Based Experiences, P4 Additional Special Populations, P5 Student Organizations , P6 Mentoring/Support Services, P7 Equipment Leasing/Purchasing/Upgrading, P8 Teacher Preparation, P10 Student Transition, R3 All Aspects of an Industry, R4 Develop/Improve/Expand the use of Technology, R5 Professional Development , R7 Initiate/Improve/Modernize Technology , R8 Size/Scope/Quality, R10 Collaboration, P1 Advisory Committees, P3 Work-Based Experiences, P4 Additional Special Populations, P5 Student Organizations , P6 Mentoring/Support Services, P7 Equipment Leasing/Purchasing/Upgrading, P8 Teacher Preparation, P10 Student Transition, R3 All Aspects of an Industry, R4 Develop/Improve/Expand the use of Technology, R5 Professional Development , R7 Initiate/Improve/Modernize Technology , R8 Size/Scope/Quality, R10 Collaboration, P1 Advisory Committees, P3 Work-Based Experiences, P4 Additional Special Populations, P5 Student Organizations , P6 Mentoring/Support Services, P7 Equipment Leasing/Purchasing/Upgrading, P8 Teacher Preparation, P10 Student Transition
Strategies	
Collaborate with business and industry, educational, and community partners to provide high quality CTE education to all learners.	
Outcomes	
Business and industry partners will be actively involved in directing and supporting high quality CTE curriculum that meets current industry standards. The MN Workforce Ctr., the Applied Learning Institute, and AEOA will collaborate with the high schools and college to provide programming that meets local employer needs and that supports student job seekers. Advanced Minnesota working with the NHED colleges is the major provider of all local workplace education on the Iron Range.	
Measures	
At least 2 industry reps and 1 MN Workforce Ctr. rep will attend the BEP Committee meetings.	
All 15 college advisory boards will meet 2 times during the school year for every CTE program.	
CTE students in at least 2 sec. and 7 postsec. programs will gain experience in the industry by participating in work-based experiences, internships, clinicals, industry speakers, fieldtrips.	
At least 30 total sec. and postsec. CTE students will participate in the Habitat for Humanity home project.	
At least 8 CTE programs will receive Perkins support for program improvement including updated technology and equipment, supplies, and professional development.	
At least 25 employers will participate in the campus job fair at HCC.	
Reallocation Explanation	
Post-Secondary Required Activities	\$8,993.92
Post-Secondary Permissible Activities	\$8,993.92
Post-Secondary Reserve	\$4,129.59
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$22,117.43
Secondary Required Activities	\$4,532.17
Secondary Permissible Activities	\$4,531.98
Secondary Reserve	\$1,200.00
Secondary Admin Cost	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$10,264.15
Total	\$32,381.58

## Goal 3: Improve Service to Special Populations

### Goal 3 Narrative:

**Secondary Service to Special Populations:** Secondary special population students will be supported by local school district funding. Their needs will be addressed by special educ. educators; however, these students do receive Perkins support through attendance at Perkins career events. The local Upward Bound program located at HCC is focused on high school to college transition and includes many special pop students. Both of our consortium high schools participate in Upward Bound, and Perkins will continue to support Upward Bound initiatives as requested. Regarding negotiated nontrad targets, secondary was below 90% of participation target of 30.06% with actual participation at 26.15%. For nontrad completion, secondary was also below 90% of completion target of 10% with actual completion at 8.72%. We have requested help from the state in this area. With nontrad participation so low it is difficult to make conclusions about nontrad performance. To help our participation numbers, in FY17 at HHS, new

Industrial Tech courses were developed specifically to attract females and offer them a non-threatening environment for learning nontrad Industrial Tech skills. Two of the classes have filled and will be run in FY17. This will help our consortium as we evaluate nontrad participation and performance numbers. Garnering nontrad speakers are always the first priority for the career days at the two high schools. Showing nontrad students in CTE classes in all public photos, marketing, and communication venues is a top priority as well.

**Postsecondary Service to Special Populations:** Postsecondary special pop students include not only those who are gender-nontrad in their CTE program, but also those who are disadvantaged economically or academically, those in minority racial groups, and those who are single parents. For FY17, a new initiative will be implemented for the English Language Learners (racial minority) in Nursing. Students will be required to be part of a learning community which will meet monthly and is being funded by a grant to support English Language Learners who are studying nursing. Also in FY17, Perkins will support part-time Lab Assistants in Auto, Dental Asst., and Culinary programs. The Perkins Comm. had a lengthy discussion and decided that these are the programs where the need continues to be great. We examined Accuplacer scores in the recent past, and the highest percent of students scoring below "college ready" were enrolled in Culinary, Auto, Diesel, and Dental, thus our decision to employ Lab Assts. in these programs (Diesel has declined the offer for a Lab Asst.). Re-evaluation of the impact of Lab Assts. is done annually by the Perkins Comm. and college administration. Lab Asst. duties include assisting students with lab and hands-on skills, basic academic skill tutoring, and assistance with general educ. courses, which anecdotally are one of the main obstacles to CTE program completion. Learning communities have also been established at the college and are helping improve student success and retention.

The postsecondary nontrad participation target of 15.10% was not met, with actual performance at 12.18%. Most nontrad participation at the college occurs in two programs – Nursing and Law Enforcement, but a decrease in men enrolled in Nursing and in women enrolled in Law has led to an overall decline in our nontrad participation numbers. In Auto, Diesel, HVAC, Electrical, Truck Driving, Engineering, and Indus Systems Tech there are normally 0-2 women enrolled in each program even though Perkins Coords., high school counselors, MN Workforce Ctr., and college CTE faculty work diligently using a variety of methods to recruit women into these programs. We did exceed our target of 8.6% in the area of nontrad completion with actual performance at 11.17%. This may be due to having a new Diversity Coord. at the college who also leads the Multicultural Student Club that supports nontrad students.

**Goal 3 Objectives**

<b>Goal 3 Objectives 1</b>	
<b>Use of Funds*</b>	R1 Academic Integration , R2 Programs of Study, R3 All Aspects of an Industry, R4 Develop/Improve/Expand the use of Technology, R5 Professional Development , R8 Size/Scope/Quality, R9 Special Populations, R10 Collaboration, P4 Additional Special Populations, P5 Student Organizations , P7 Equipment Leasing/Purchasing/Upgrading, P9 Alternative Formats, P10 Student Transition, R1 Academic Integration , R2 Programs of Study, R4 Develop/Improve/Expand the use of Technology, R5 Professional Development , R9 Special Populations, P4 Additional Special Populations, P6 Mentoring/Support Services, P8 Teacher Preparation, P9 Alternative Formats, P10 Student Transition
<b>Strategies</b>	
Support special population and nontraditional students at the secondary and postsecondary levels. Recruit and retain postsecondary nontrad CTE students. Special pop students at Hibbing and Chisholm high schools are supported by local district funding. Their major needs are addressed by special education educators, however, they do visit community colleges as part of their career readiness training. They also visit businesses and learn about a variety of occupations. In FY16, all 9th graders at HHS will be required to take a College & Career Connections 1/2 year class and this includes all special population students at the high school. At CHS, their special pop students participate in the Ready Set Learn program that fulfills the state requirement for each student to have a personal learning plan for future employment.	
<b>Outcomes</b>	
Special population and nontraditional students will participate in and succeed in CTE career programs at an increasing level ongoing. Secondary special education students will gain an understanding of colleges and careers and will prepare a Success Plan at HHS and a personal learning plan at CHS to fulfill state requirements. Secondary and postsecondary Perkins Coordinators and their advisory members will lead Goal 3 strategies & activities.	
<b>Measures</b>	
Secondary Nontraditional Participation will be 25.15%. Secondary Nontrad Completion will be at least 7.72%.	
Postsecondary Nontraditional Participation will be 15.10%. Postsecondary Nontrad Completion will be at least 8.6%.	
<b>Reallocation Explanation</b>	
<b>Post-Secondary Required Activities</b>	\$8,993.92
<b>Post-Secondary Permissible Activities</b>	\$8,993.92
<b>Post-Secondary Reserve</b>	\$0.00
<b>Post-Secondary Total</b>	\$17,987.84
<b>Secondary Required Activities</b>	\$1,884.50
<b>Secondary Permissible Activities</b>	\$1,884.50
<b>Secondary Reserve</b>	\$0.00
<b>Secondary Total</b>	\$3,769.00
<b>Total</b>	\$21,756.84

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

**Goal 4 Narrative:**

**Transition from High School to College:** Our consortium provides several opportunities for students to smoothly transition from high school to college including: 1) CIS college credit classes offered at both high schools particularly the Intro. Engineering and CNA courses which are CTE courses, but also other CIS classes that are needed as a base of knowledge for CTE and non-CTE careers (trigonometry, psychology, chemistry, physics, industrial tech), 2) PSEO classes help students transition smoothly to college, and approx. 50 students per year participate in these, 3) The CTE website at HHS helps students start making choices that will lead them into a CTE career in the future, 4) Students are given information about CTE careers not only at HCC, but at the other area NHED colleges including the 4-yr. Engineering program at Mesabi Range and special outdoor programs at Vermilion for example. When a high school student is seeking a CTE career field not offered at HCC, they are referred to the NHED college that has the program. 5) HHS and CHS students will be given the opportunity to take the Accuplacer early in high school so that their college readiness needs are addressed before they enroll in college. 6) Auto high school students from HHS, CHS, and Nashwauk come to HCC on Fridays from 3 area high schools to work with college faculty in our state-of-the-art Auto lab (ALI-supported). 7) We bring many diverse groups of high school students to campus (Academic Journey native american student group, special educ students from HHS, Intro. Engin. students from HHS as a few examples) for breakfasts, lunches, CTE program tours and hands-on CTE experiences. 8) We have increased Technical Career Day at HCC to twice each school year. This event brings in over 200 students from 10-15 high schools to explore careers. Additionally, the Hibbing community offers a

number of transitional activities for youth. Hibbing Chamber offers the *CEOs in the Classroom* for 8th graders. Range Engineering Council coordinates Mind Trekkers through Michigan Tech, an Engineering Mentoring night at a local engineering company, and other STEM opportunities.

**Working Together:** We work with the East Range and Itasca consortiums and Perkins Coords. meet regularly for discussion and idea-gathering. We have had preliminary discussions about combining with the East Range and/or Itasca Perkins consortiums. We will again have a joint meeting for Perkins with all secondary and postsecondary stockholders coming together.

**Career Programs for FY17:** All 9th graders at HHS and CHS are now developing personal learning plans as required by the state. HHS has a new class, *College and Career Connections*, that is required of every 9th grade student. Perkins will fund a software program, Reality Works, to add to this new class in FY17. At CHS all students participate in career activities using the *Ramp up to Readiness* program developed by the Univ. of MN. This program helps prepare students for future training & education beyond high school. In addition, CHS students will again have Planner books supported by Perkins that include the state career wheel and other career-related information, along with their calendar for the school year. Perkins will also provide CHS with Math and Healthcare career speaker days to expose students to careers. At HHS, the employment skills panel with Human Resources managers from area companies will be repeated in FY17 for all 11th graders. Perkins will work with HHS administration to establish new career programs for grades 10 and 12. A panel discussion on time management and work ethic is planned for grade 10, and a formal resume review is planned for grade 12.

**Support of Adult Learners:** HCC Student Services supports adult learners with counseling, career testing, and referrals to the AEOA agency for basic education services, to the PiersonView testing center on campus to take GED tests, and to food banks, homeless shelters, Project Care free clinic, and Advocates for Family Peace. Perkins will support adult learners as requested. In FY17, HCC will continue to work with the Minnesota Workforce Ctr. and state of MN to enroll the hundreds of laid-off miners. Many have signed up through TRA for our CTE programs, and student sections have been added in Heating & Cooling, Truck Driving, and Electrical Maintenance as a response to the massive mining lay-offs. These sections are being offered in the late afternoon and evening to provide convenient access for students who may be working during the day. The college works with state employment leaders, public policy-makers, and local industry to meet the re-training needs of these dislocated workers. An AEOA tutor is now located on campus at HCC and works with students in the Pre-Healthcare and Pre-Law Enforcement learning communities. Targeted recruiting of adults who may want to start college for the first time or finish college is done through informational sessions, posters, and other marketing initiatives. CTE programs are always highlighted to this adult group as a means for them to enter a high skill, high paying occupation and remain in this area. HCC is also looking at providing additional support to student parents through setting up a parent center or special room where they can bring their children and participate in study groups and networking. A grant was written in FY16 to support this project, but was not received. Efforts will continue in this area and will be spearheaded by the Diversity Committee at HCC. The campus Veteran's Office also supports adult student veterans.

## Goal 4 Objectives

Goal 4 Objectives 1	
Use of Funds*	R2 Programs of Study, R3 All Aspects of an Industry, R7 Initiate/Improve/Modernize Technology , R10 Collaboration, P2 Counseling, P3 Work-Based Experiences, P5 Student Organizations , P7 Equipment Leasing/Purchasing/Upgrading, P10 Student Transition
Strategies	
Provide services that support a smooth transition from high school to college, and provide services to support adult learners starting college for the first time or returning to college.	
Outcomes	
High school students will have an increased number of options for early college credit and will transition to postsecondary education and training smoothly. Adult learners who are unemployed, underemployed or desirous of improving their skills will receive the education, training, and support to meet their personal needs and the employment needs of local industry.	
Measures	
At least 13 high schools and 200 students will attend the 2 Technical Career Days at HCC.	
There will be one career program for each grade (9-12) at HHS.	
At least 2 area high school student CTE groups will visit HCC.	
At least 10 high school students from area high schools will participate in Auto Fridays at the college.	
At least 20 students will complete the CNA class (with state healthcare core curriculum) at HHS and at least 10 will complete at CHS.	
Reallocation Explanation	
Post-Secondary Required Activities	\$8,993.92
Post-Secondary Permissible Activities	\$8,993.92
Post-Secondary Reserve	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$17,987.84
Secondary Required Activities	\$2,259.50
Secondary Permissible Activities	\$2,259.50
Secondary Reserve	\$1,540.39
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$6,059.39
Total	\$24,047.23

## Goal 5: Sustain the Consortium of Secondary and Postsecondary Institutions

### Goal 5 Narrative:

**Consortium System, Operations, and Administration:** The Hibbing-Chisholm Perkins consortium is very small, consisting of one college (Hibbing Community College) and two high schools (Hibbing High School and Chisholm High School). The consortium structure will remain the same in FY17 with two Perkins Coords., one for postsecondary and one for secondary. The postsecondary Perkins Coord. is also the Consortium Lead, writes the majority of the local plan and APR, and leads the development of Programs of Study. The postsecondary Perkins Coord. leads the college Perkins Committee. The secondary Coord. currently leads the Business & Education Partnership



(BEP)committee which acts as the advisory board for all secondary CTE programs. The college CTE advisory boards are led by CTE faculty under the direction of the Provost. In FY17 the consortium will again have an annual joint Perkins meeting including all shareholders at the secondary and postsecondary level. Rather than combining into one committee, it was decided that the secondary and postsecondary should retain their own committees but have the joint meeting for sharing and discussion every year. Consortium vision, goals and current and future programming will be shared at the annual joint meeting. The consortium's decision-making procedures are documented and reviewed annually by the committees. Communication within the consortium is daily and ongoing by telephone, email, and in-person.

**Collaborative Budget Development:** The secondary budget is shared between the two high schools, HHS and CHS. CHS only has Industrial Tech programming with a licensed teacher, plus an Auto program with an unlicensed teacher. HHS has licensed teachers in Healthcare, FACS, Industrial Tech, and Engineering - plus CTE classes in Auto, Carpentry, Welding, Machine Shop, and Graphic Arts with unlicensed teachers. The majority of the secondary funds go to HHS based on having more CTE programming. The secondary Perkins Coord. works with the two h.s. principals to plan Perkins spending each year and asks for funding requests from all licensed CTE teachers. Perkins Coords. work with their fiscal officers to monitor Perkins funds. Expenditures at the sec. level are processed at the high schools through the Business Manager. Postsecondary expenditures are handled at the college. The college Perkins Coord. works with the Chief Fiscal Officer and Business Office to set up cost center numbers and process all Perkins purchase orders.

**Collaborative Initiatives with Stakeholders:** Collaboration with other parties involved in technical education are numerous. Initiatives and ideas may originate through sec. or postsec. faculty, staff, or administration, sec. or postsec. counselors, NHED administration, or through the Applied Learning Institute, the Higher Education Committee of Iron Range Resources, the current secondary BEP Comm., or the current college Perkins Comm. Other opportunities for collaboration with AEOA (Adult Workforce Dev. Grant, FastTrac Grant, HCC Learning Communities), the Veterans Office, Advanced MN (NHED customized trng. for local companies, along with long-distance education programs), and Upward Bound are easily accessible with all of these offices located on the college campus. The MN Workforce Center is also less than a mile from the college, sends training and employment updates via weekly email, and is involved in numerous events on and off campus throughout the year including the campus job fair. Other collaborations include the career planners at CHS and the collaboration with Habitat for Humanity on the annual house building projects whereby HHS, CHS, and HCC CTE students participate in the building and construction of houses for local families.

**Goal 5 Objectives**

<b>Goal 5 Objectives 1</b>	
<b>Use of Funds*</b>	R1 Academic Integration , R3 All Aspects of an Industry, R4 Develop/Improve/Expand the use of Technology, R5 Professional Development , R7 Initiate/Improve/Modernize Technology , R8 Size/Scope/Quality, R10 Collaboration, P1 Advisory Committees, P2 Counseling, P7 Equipment Leasing/Purchasing/Upgrading, P8 Teacher Preparation, P10 Student Transition
<b>Strategies</b>	
To sustain the consortium by providing CTE programming that has proven successful in the past.	
<b>Outcomes</b>	
The consortium stakeholders will work together to provide successful programming to support high quality CTE education and training for students in gr. 7-12 and traditional and adult learners at the college in collaboration with local education, industry, and community partners. There will be an effort to combine committees at the secondary and postsecondary levels.	
<b>Measures</b>	
At least 300 students will receive a planner at CHS that includes career and job skills information.	
CTE staff at HHS will work to update and enhance the CTE website.	
Perkins Coordinators will administer at least 4 successful CTE activities/programs to sustain the consortium.	
Perkins Coordinators and CTE staff will participate in at least 2 professional development conferences/experiences.	
<b>Description</b>	
Reallocation Explanation	
<b>Post-Secondary Required Activities</b>	\$8,993.92
<b>Post-Secondary Permissible Activities</b>	\$8,993.92
<b>Post-Secondary Reserve</b>	\$0.00
<b>Post-Secondary Admin Cost</b>	\$0.00
<b>Post-Secondary Reallocation Basic</b>	\$0.00
<b>Post-Secondary Reallocation Reserve</b>	\$0.00
<b>Post-Secondary Total</b>	\$17,987.84
<b>Secondary Required Activities</b>	\$2,564.50
<b>Secondary Permissible Activities</b>	\$2,564.50
<b>Secondary Reserve</b>	\$250.00
<b>Secondary Admin Cost</b>	\$0.00
<b>Secondary Reallocation Basic</b>	\$0.00
<b>Secondary Reallocation Reserve</b>	\$0.00
<b>Secondary Total</b>	\$5,379.00
<b>Total</b>	\$23,366.84

**Administrative Cost**

Row	Amount
POSTSECONDARY - Administration not to exceed 5% (fiscal and data services)	\$0.00
SECONDARY - Administration not to exceed 5% (fiscal and data services)	\$0.00

**Verification**

I want to pull over my Goals 1-5 budget amounts. Yes

**Budget Goal 1**

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Reserve	Post-Secondary Reallocation Basic	Post-Secondary Reallocation Reserve	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Reserve	Secondary Reallocation Basic	Secondary Reallocation Reserve	Secondary Total	Row Total
Goal 1 Total	\$8,993.92	\$8,993.92	\$0.00	\$0.00	\$0.00	\$17,987.84	\$2,376.10	\$2,376.10	\$0.00	\$0.00	\$0.00	\$4,752.20	\$22,740.04

**Budget Goal 2**

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Reserve	Post-Secondary Reallocation Basic	Post-Secondary Reallocation Reserve	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Reserve	Secondary Reallocation Basic	Secondary Reallocation Reserve	Secondary Total	Row Total
Goal 2 Total	\$8,993.92	\$8,993.92	\$4,129.59	\$0.00	\$0.00	\$22,117.43	\$4,532.17	\$4,531.98	\$1,200.00	\$0.00	\$0.00	\$10,264.15	\$32,381.58

**Budget Goal 3**

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Reserve	Post-Secondary Reallocation Basic	Post-Secondary Reallocation Reserve	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Reserve	Secondary Reallocation Basic	Secondary Reallocation Reserve	Secondary Total	Row Total
Goal 3 Total	\$8,993.92	\$8,993.92	\$0.00	\$0.00	\$0.00	\$17,987.84	\$1,884.50	\$1,884.50	\$0.00	\$0.00	\$0.00	\$3,769.00	\$21,756.84

**Budget Goal 4**

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Reserve	Post-Secondary Reallocation Basic	Post-Secondary Reallocation Reserve	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Reserve	Secondary Reallocation Basic	Secondary Reallocation Reserve	Secondary Total	Row Total
Goal 4 Total	\$8,993.92	\$8,993.92	\$0.00	\$0.00	\$0.00	\$17,987.84	\$2,259.50	\$2,259.50	\$1,540.39	\$0.00	\$0.00	\$6,059.39	\$24,047.23

**Budget Goal 5**

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Reserve	Post-Secondary Reallocation Basic	Post-Secondary Reallocation Reserve	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Reserve	Secondary Reallocation Basic	Secondary Reallocation Reserve	Secondary Total	Row Total
Goal 5 Total	\$8,993.92	\$8,993.92	\$0.00	\$0.00	\$0.00	\$17,987.84	\$2,564.50	\$2,564.50	\$250.00	\$0.00	\$0.00	\$5,379.00	\$23,366.84

**Goal Totals**

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Reserve	Post-Secondary Reallocation Basic	Post-Secondary Reallocation Reserve	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Reserve	Secondary Reallocation Basic	Secondary Reallocation Reserve	Secondary Total	Row Total
Goal Total	\$44,969.60	\$44,969.60	\$4,129.59	\$0.00	\$0.00	\$94,068.79	\$13,616.77	\$13,616.58	\$2,990.39	\$0.00	\$0.00	\$30,223.74	\$124,292.53

**Secondary Budget Details**

Description File Name File Size

Revised Secondary Supplemental Budget Spreadsheet	FY17Secondary-Budget-Supplemental-Sheet-2-2.xlsx	66 KB
Revised Secondary Supplemental Budget Spreadsheet	FY17Secondary-Budget-Supplemental-Sheet-2-2.xlsx	66 KB
FY17 Secondary Budget	Secondary-Budget-Supplemental-Sheet-2.xlsx	66 KB

**Perkins Grant Collaboration with WorkForce Centers**

Row	Amount
(SECONDARY) Total Perkins funds used in collaboration with WorkForce Centers	\$200.00
(SECONDARY) Estimated expenditures/in-kind contributions used in collaboration with WorkForce Centers	\$400.00
(POSTSECONDARY) Total Perkins funds used in collaboration with WorkForce Centers	\$800.00
(POSTSECONDARY) Estimated expenditures/in-kind contributions used in collaboration with WorkForce Centers	\$500.00
Totals	\$1,900.00

**Improvement Plan Action Steps**

Improvement Plan Action Steps 1	
<b>Indicator Number (i.e. 1S1 or 2P1)*</b>	2S1 – Technical Skill Attainment
Action Steps to improve the performance	
<p>TSA's have implemented during this school year and will be reported to Ginny Karbowski at the conclusion of this school year 15-16.</p> <p>I have been in contact with G. Karbowski on a regular basis and have found a tests that are working well with our curriculum and programs.</p> <p>TSA testing has been done Pre and Post testing in FACS - Parenting Course. Within the next few weeks, testing will be complete in Housing &amp; Home Design, Woods II, Small Engines, Welding II and Building Construction.</p> <p>The test results will help us modify and adapt the curriuclum to meet industry standards and recommendations in the respective area's.</p> <p>Jeanne Bymark as coordinator will oversee the implementation of the TSA's and will continue to during the upcoming year.</p> <p>This year will be the baseline from which we will grow.</p>	
<b>Resources Needed*</b>	<p>Funding through Perkins allows us to purchase the tests.</p> <p>Computer labs that are available as well as competent test proctors that are familiar with technology.</p>
<b>Timeline*</b>	At the conclusion of each school year, all courses that have an advanced or high rigor curriculum will be tested for growth.
<b>Person(s) Responsible*</b>	Secondary Perkins Coordinator, Jeanne Bfmark will be responsible for communicating, ordering and providing support for the Perkins teaching staff.
<b>How will progress be documented?*</b>	As our baseline will be set this year. growth of our students' success will be measured by the testing percentages. 80% or better.
<b>Sub-populations or groups where gap exists:*</b>	This particular year found that a number of SPED students had been enrolled in these courses of high rigor and often will bring down the percentage passing due to the knowledge based testing.
<b>Describe any contextual factors that might contribute to this gap:*</b>	We will have more to report as we get a couple of years of results to see where we stand.
Further Information	
<p>The stakeholders in the process for executing Technical Skill Assessments are the students foremost as well as the school district, the reputation of the teachers and their respective programs as we move forward into a more technological society, where skills and execution will be at the forefront of production in both knowledge and materials.</p> <p>The detailed reports that are received post testing provides specific information that will allow us to analyze and grow our programs.</p> <p>Course evaluations completed by the students also provide an avenue of the effectiveness.</p>	
<b>Improvement Plan Supporting Documents (optional, not required)</b>	

Improvement Plan Action Steps 2	
<b>Indicator Number (i.e. 1S1 or 2P1)*</b>	5P1 – Nontraditional participation
Action Steps to improve the performance	
<p>Action Steps to be Taken to Increase Nontrad Participation at Postsecondary Level:</p> <ol style="list-style-type: none"> <li>1. Add nontrad models to marketing photos, radio and TV commercials, college brochures and all other printed advertising material</li> <li>2. Create more posters with nontrad CTE models and hang posters at community centers, public agencies, and other public places</li> <li>3. Use nontrad models in HCC ads for the CHS planner books (and other high school planner books).</li> <li>4. Try to hire more nontrad gender CTE faculty at HCC. Specifiy in employment ads that nontrad gender are desired and preferred.</li> <li>5. Increase messages during high school recruitment visits about nontrad careers.</li> <li>6. Include message about nontrad careers during both Technical Career Days at the college.</li> <li>7. Ensure CTE faculty at the college are talking about nontrad careers and encouraging nontrad gender students to enroll in their programs.</li> <li>8. Ensure that the MN Workforce Ctr. is promoting nontrad careers to laid-off workers.</li> <li>9. Offer girls-only Industrial Tech and Auto classes at the high school level to provide a non-threatening learning environment for girls in these fields.</li> <li>10. Ask high school and college counselors to direct and encourage more nontrad gender students to choose and enroll in nontrad careers.</li> <li>11. Try to have CTE students meet nontrad industry workers during industry fieldtrips, job fairs, and networking events</li> </ol>	
<b>Resources Needed*</b>	Agreement in philosophy and actions from high school and college administration, counselors, teachers, recruiters, and marketing personnel.

<b>Timeline*</b>	This is an ongoing effort that will continue during 2016-2017.
<b>Person(s) Responsible*</b>	Kathy Nyberg and Jeanne Bymark (Perkins Coords.) will lead the effort to increase Nontrad Participation with the cooperation of the people listed above.
<b>How will progress be documented?*</b>	Enrollment data from the Perkins database. Enrollment can also be discussed with and tracked by individual CTE faculty.
<b>Sub-populations or groups where gap exists:*</b>	At the college level, a gap exists in the industrial programs of Auto, Diesel, Heating & Cooling, Electrical. In computer programs, Law Enforcement, and Engineering, there is also a need to recruit more women. In Nursing, more men need to be recruited and enrolled.
<b>Describe any contextual factors that might contribute to this gap:*</b>	Cultural factors contribute to this gap. Parents need to talk to their children about nontrad careers. Elementary teachers need to include nontrad career information and speakers in classroom discussions. The younger the better as far as getting this message out.

Further Information

Nontrad Participation continues to be an ongoing need at the Secondary and Postsecondary levels.

**Improvement Plan Supporting Documents (optional, not required)**

**Improvement Plan Action Steps 3**

**Indicator Number (i.e. 1S1 or 2P1)\*** 6S1 – Nontraditional participation

Action Steps to improve the performance

We have taken steps to improve non-trad participation by offering three new courses in our Industrial technology area- tha will hopefully appeal to the non-trad student. These courses were designed in three different IT area's. A preview of the numbers suggests that 2 of the three courses will be offered next year with a fairly healthy non-trad population. Enrollment and completion will be assessed once the course is more than half way through its completion.

<b>Resources Needed*</b>	A curriculum that will appeal to the non-trad student. An instructor who can deliver the material in a way that will be receptive to all students. Counselors who will promote, suggest and encourage students with potential to attempt courses in non-grad areas.
<b>Timeline*</b>	One course will begin the Fall of 2016 and the second course will be offered the second semester beginning in 2017.
<b>Person(s) Responsible*</b>	The secondary Perkins Coordinator - Jeanne Bfmark along with the high school principal- Michael Finco and IT instructor -Thad Johannesson are the key people that will communicate the progress amongst themselves as to what/how this endeavor is working.
<b>How will progress be documented?*</b>	Progress will be documented from the get-go by noting the number of non-grad students that start and finish the course, the success of the students completing with regards to percentile scores/grades. Hopefully a Technical Skill Assessment can be found to assess the knowledge/practical skills attained. The continuation of the class in future years will also be an indicator of the need and participation.
<b>Sub-populations or groups where gap exists:*</b>	Gaps may exist due to the fact that our school is on a six period day with a high ratio of core classes being mandated locally as requirements for graduation which allows students few electives.
<b>Describe any contextual factors that might contribute to this gap:*</b>	This will be something to note after the class has been implemented.

Further Information

Stakeholders involved include the students, the departments offering classes that appeal to non-trad students, counselors that promote and encourage students to participate. Parents and families that are accepting of non-trad students exploring a variety of skill and knowledge base classes can help to enhance these programs as well as see the benefits within their community. ie we have a Habitat for Humanity "women build" in our community each year, which serves as a great exemplar to females in our community.

The process is just beginning and we will note those items that bring success to the programs.

Student evaluations of the experience will also help us to grow and evaluate.

Data will be provided from the continuation of the classes in the future as well as the demand from students for more or different classes.

Students grades/scores will also help reflect on their success in these respective courses with hopes to make an impact on business and industry as well.

**Improvement Plan Supporting Documents (optional, not required)**

**Improvement Plan Action Steps 4**

**Indicator Number (i.e. 1S1 or 2P1)\*** 6S2 – Nontraditional completion

Action Steps to improve the performance

Steps to improving our percentages relative to this area, all lie in the success of our previous 6S1 as we are implementing 2 new courses this coming year to appeal to non-trad students in the area's of Auto Maintenance and Basic Woods.

<b>Resources Needed*</b>	More positive role models in non-trad fields are needed to showcase the success one can have when following their true talents. Counselors that are willing to suggest, promote and encourage students to attempt exploring some options.
<b>Timeline*</b>	We hope that at the conclusion of next year, non-grad students are continuing on to the higher level and more advanced courses in these same respective areas.
<b>Person(s) Responsible*</b>	Secondary Coordinator - Jeanne Bfmark along with high school princivpal-Michael Finco along with all of the CTE staff at our schools will continue to generate ideas for further growth and encourage and support the continuation of programs.
<b>How will progress be documented?*</b>	Progress will be documented by the number of non-grad courses that will continue to be offered. The acceptance of non-grad students in these fields will encourage peers to be supportive and proactive in requesting courses that meet their needs.
<b>Sub-populations or groups where gap exists:*</b>	We have limited CTE programs, a high poverty level, and many SPED students integrated within our classes.
<b>Describe any contextual factors that might contribute to this gap:*</b>	We will be able to report more on this after this year.

Further Information

Stakeholders involved include the students, and especially businesses and industry who would like to increase their diversity among their employees. Businesses willing to

Stakeholders involved include the students, and especially businesses and industry who would like to increase their diversity among their employees. Businesses willing to step up to the plate and involve themselves with students at the high school level to promote skilled workers and that can offer high wage high demand job opportunities in the future help to encourage students.

We held a Employability Skills Day this year and invited some of the area's largest employers' human resource managers to an open panel discussion to share with our students what they are looking for in employees of the future and what really basic skills they need to bring to the table.

Our communities as a whole are a big stakeholder as to the success of our students and ultimately their business/industry.

Improvement Plan Supporting Documents  
(optional, not required)

## 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.

## Improvement Report

Improvement Report 1	
Indicator Not Met:	2S1 – Technical Skill Attainment
Negotiated Performance:	54%
Actual Performance:	No data submitted
General strategies planned to improve performance:	
The Improvement Plan that i submitted stated that we have/will complete by the end of this school year 1 pre and post test exam in the FACS- Parenting curriculum area, as well as a TSA in FACS-Housing & Home Design, Welding II, Building Construction, Woods II and Small Engines.	
The will be our intial year, thus creating a baseline of scores and implementing changes to our curriculum as deemed by our results.	
We are excited to see where our students rank among the many others taking these evaluations and look forward to increasing our growth.	
Comments or context for actual performance (optional):	

Improvement Report 2	
Indicator Not Met:	4P1 – Student placement
Negotiated Performance:	87.50%
Actual Performance:	85.41%
General strategies planned to improve performance:	
The standard grad report is sent out and the response rate is well under 50% for our HCC graduates. They are able to complete it on paper or online. Many of the grads complete the report and indicate they are working at a full-time job, but do not say if the job is related to their field of study at HCC.	
Comments or context for actual performance (optional):	
The Iron Range economy is currently experiencing a down-turn. Hundreds of miners have been laid off since mid-2015 from US Steel Minntac, US Steel-Keetac, Magnetation, Minnesota Resources, Polymet, United Taconite. The small companies that provide sales and service to the mining companies are also affected by the lay-offs, and have laid off their own employees as well.	
I expect that our Placement numbers in 2015-2016 for HCC's CTE graduates will be down and that our target of 87.50% will not be met due to the down-turn in the economy in this area. Many of our graduates want to live and work in this region.	

Improvement Report 3	
Indicator Not Met:	5P1 – Nontraditional participation
Negotiated Performance:	15.10%
Actual Performance:	12.18%
General strategies planned to improve performance:	
Looking at the trend data, the college met 5P1 in 2011 but then did not meet the target but was within 90% of it in 2012, 2013, and 2014. In 2015, we also did not meet the target and were below the 90% level.	
In the past, we had more men in the Nursing program and more women in the Law Enforcement program at HCC, but for unknown reasons these nontrad participation numbers have gone down in our two largest enrollment CTE programs.	
In Dental, Medical Lab, and Pharmacy Tech, we consistently have 1-3 nontrad gender students.	
The major areas of need in nontrad gender are the industrial programs of Auto, Diesel, Heating & Cooling, and Electrical. There are 0-3 women in each of these programs on a regular basis at HCC. The Industrial Systems Technology program is the exception with at least 5-7 women enrolled on a regular basis. This is because it is the program that feeds into the mining industry. Women want these high-paying mining jobs, and the mines want the women. Therefore we can count on higher nontrad enrollment in this program on a regular basis.	

We use nontrad models in our marketing material, have offered nontrad speaker lunches at the secondary level, and have increased messages from high school and college counselors, college recruiters, and technical faculty regarding nontrad careers. We have offered women's only informational programs both during the day and in the evening with 0-2 women attending. We are trying to get the nontrad message out to younger audiences, and the new Career & College Connections class at HHS will help to strengthen young students' understanding of the potential for job satisfaction plus high earnings in nontrad career choices.

Additionally at HHS, two new CTE classes were developed and will be run in 2016-17 with an all female enrollment. These classes are in Industrial Tech and Auto. This will help our consortium meet our nontrad participation targets at the secondary level and hopefully will impact the postsecondary participation levels in the future as well.

Comments or context for actual performance (optional):

#### Improvement Report 4

Indicator Not Met:	6S1 – Nontraditional participation
Negotiated Performance:	30.06%
Actual Performance:	26.15%

General strategies planned to improve performance:

We designed three new courses with non-trad participation in mind. Two of these three courses will be offered next year, one in the Fall and one beginning in the second semester at the beginning of 2017. The courses are in the area of Industrial Technology and focus around the area's of Basic Auto Care and Maintenance and Basic Woodworking. There has been much conversation among the potential non-trad participants as they look forward to these new course offerings. We are limited by the number of CTE instructors that we have inschool in addition to the six period day along with the large number of locally mandated core courses for graduation which puts a limit on the number of electives that students are able to take within the confines of the school day.

We are excited to see what the response to these courses are as well as the completion and success rate of the students involved. Setting this baseline will help us to learn and grow for the future. Also the implementation of a new Health Core Curriculum that will be infused within our CNA course and allow for career exploration will also help the non-trad aspect in that respective field.

Hopefully we will have a lot to report next year as we start out on this journey. Our local business community has been supportive in the past of our endeavors to help with career development and we will look to them as well to help with recruitment and retention in these areas.

Comments or context for actual performance (optional):

#### Improvement Report 5

Indicator Not Met:	6S2 – Nontraditional completion
Negotiated Performance:	10.00%
Actual Performance:	8.72%

General strategies planned to improve performance:

It is our premise that first we must meet our target in non-trad participation before we can even attempt to grow the completion rate.

As stated in 6S1 we have implemented 3 new courses that will attempt to offer opportunity to non-trad students in the areas of Industrial Technology and Healthcare. I feel our numbers we be significantly improved this year and next as we work to improve our curriculum, institute the technical assessment aspect and show students the success and advantages they can have in a non-trad field. Local non-trad employees are brought in whenever possible to showcase the avenues available in non-trad careers.

The increase in companies to increase their diversity is also an advantage for many individuals who often struggle to have find employment.

The post secondary level should be a place where opportunities are offered for students to still explore a possible career field that may meet their needs and fulfillment.

Comments or context for actual performance (optional):

### Rigorous Program of Study

#### Rigorous Program of Study 1

State-Approved Rigorous Program of Study*	Therapeutics Services
RPOS submitted with 10 components	HibbingChisholm_HibbingHS_Therapeutic Services _ MN Programs of Study _ ISEEK.pdf

### Programs of Study

#### Programs of Study 1

Career Fields	Health Science Technology
Career Clusters	Health Science
Career Pathways	Diagnostic Services
In which CTE Program?	Medical Lab Technician
At which High School? College?	HHS, CHS; HCC
State-Approved Secondary Assessments	
State-Approved Postsecondary Assessments	ASCP—Medical Laboratory Technician Examination
In which course (use course code) or at what time in the program?	Completion

#### Programs of Study 2

Career Fields	Health Science Technology
Career Clusters	Health Science
Career Pathways	Therapeutics Services
In which CTE Program?	Dental Assistant
At which High School? College?	HHS, CHS; HCC
State-Approved Secondary Assessments	

State-Approved Postsecondary Assessments	Minnesota Board of Dentistry - Dental Assistant State Licensure Exam
In which course (use course code) or at what time in the program?	Completion
<b>Programs of Study 3</b>	
Career Fields	Health Science Technology
Career Clusters	Health Science
Career Pathways	Therapeutics Services
In which CTE Program?	Registered Nursing
At which High School? College?	HHS, CHS; HCC
State-Approved Secondary Assessments	
State-Approved Postsecondary Assessments	National Council Licensure Examination for Registered Nurses (NCLEX-RN) - National Certification Exam
In which course (use course code) or at what time in the program?	Completion
<b>Programs of Study 4</b>	
Career Fields	Health Science Technology
Career Clusters	Health Science
Career Pathways	Therapeutics Services
In which CTE Program?	Certified Nursing Assistant
At which High School? College?	HHS, CHS; HCC
State-Approved Secondary Assessments	Minnesota Department of Health (MDH) - Nursing Assistant Registry (NAR) Certification Test
State-Approved Postsecondary Assessments	NAR - Nursing Assistant Registry
In which course (use course code) or at what time in the program?	Completion
<b>Programs of Study 5</b>	
Career Fields	Health Science Technology
Career Clusters	Health Science
Career Pathways	Support Services
In which CTE Program?	Pharmacy Technician
At which High School? College?	HHS, CHS; HCC
State-Approved Secondary Assessments	
State-Approved Postsecondary Assessments	Exam for the Certification of Pharmacy Technicians (ExCPT), National Healthcareer Association
In which course (use course code) or at what time in the program?	Completion
<b>Programs of Study 6</b>	
Career Fields	Human Services
Career Clusters	Law, Public Safety, Corrections, and Security
Career Pathways	Law Enforcement Services
In which CTE Program?	Law Enforcement
At which High School? College?	HCC
State-Approved Secondary Assessments	
State-Approved Postsecondary Assessments	Minnesota Board of Peace Officer Standards & Training (POST) - Minnesota Peace Officer License Examination
In which course (use course code) or at what time in the program?	completion
<b>Programs of Study 7</b>	
Career Fields	Engineering, Manufacturing & Technology
Career Clusters	Science, Technology, Engineering, and Mathematics
Career Pathways	Engineering and Technology
In which CTE Program?	AS Degree Engineering
At which High School? College?	HHS, CHS; HCC; also Itasca Comm. Coll.; Iron Range Engineering
State-Approved Secondary Assessments	
State-Approved Postsecondary Assessments	NOCTI Pre-Engineering/Engineering Technology Job Ready Assessment
In which course (use course code) or at what time in the program?	Completion
<b>Programs of Study 8</b>	
Career Fields	Engineering, Manufacturing & Technology
Career Clusters	
Career Pathways	Facility and Mobile Equipment Maintenance
In which CTE Program?	Auto Technician
At which High School? College?	HHS; HCC
State-Approved Secondary Assessments	
State-Approved Postsecondary Assessments	NOCTI - Automotive Technician - Core
In which course (use course code) or at what time in the program?	



what time in the program?	online post-test at program completion
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**Programs of Study 9**

Career Fields	Engineering, Manufacturing & Technology
Career Clusters	
Career Pathways	Facility and Mobile Equipment Maintenance
In which CTE Program?	Diesel & Heavy Equip Maintenance
At which High School? College?	HHS; HCC
State-Approved Secondary Assessments	
State-Approved Postsecondary Assessments	NOCTI - Diesel Technology
In which course (use course code) or at what time in the program?	online post-test at program completion

**Programs of Study 10**

Career Fields	Arts, Communication & Information Systems
Career Clusters	Arts, Audio/Video Technology and Communications
Career Pathways	Audio/Video Technology and Film
In which CTE Program?	Graphic Arts I & II-HHS; Graph Design Media @ MCC
At which High School? College?	HHS and Mesabi Community College (MCC)
State-Approved Secondary Assessments	
State-Approved Postsecondary Assessments	
In which course (use course code) or at what time in the program?	HCC ended Multimedia; HHS teacher not licensed

**Programs of Study 11**

Career Fields	Business, Management, & Administration
Career Clusters	Business, Management, and Administration
Career Pathways	Administrative Support
In which CTE Program?	Business
At which High School? College?	HCC and HHS
State-Approved Secondary Assessments	
State-Approved Postsecondary Assessments	
In which course (use course code) or at what time in the program?	completion

**Programs of Study 12**

Career Fields	Health Science Technology
Career Clusters	Health Science
Career Pathways	Health Informatics
In which CTE Program?	Medical Coding
At which High School? College?	HCC, HHS and CHS
State-Approved Secondary Assessments	
State-Approved Postsecondary Assessments	
In which course (use course code) or at what time in the program?	completed

**Programs of Study 13**

Career Fields	Business, Management, & Administration
Career Clusters	Hospitality and Tourism
Career Pathways	Restaurants and Foods/Beverage Services
In which CTE Program?	FACS @ HHS; Culinary Arts @ HCC
At which High School? College?	HCC and HHS
State-Approved Secondary Assessments	
State-Approved Postsecondary Assessments	National Restaurant Association – ServSafe Food Handler Permit Exam
In which course (use course code) or at what time in the program?	first year

**Programs of Study 14**

Career Fields	Engineering, Manufacturing & Technology
Career Clusters	
Career Pathways	Maintenance, Installation, and Repair
In which CTE Program?	
At which High School? College?	
State-Approved Secondary Assessments	
State-Approved Postsecondary Assessments	
In which course (use course code) or at what time in the program?	

**Coordination Time for Perkins Grant**

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**Secondary***This includes coordinator salary, benefits, and oversight of contracted staff and planned expenditures*

Total percentage of time for Coordinators of Perkins:\* 10.0%

Coordinator Budget:\* \$18,845.00

**Post-Secondary**

Total percentage of time for Coordinators of Perkins:\* 50.0%

Coordinator Budget:\* \$37,250.43

**Perkins Dollars**

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**Perkins-Funded Positions**

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Person's Name	Position	File Folder # (secondary)	Amount	Attach Position Description
Kathy Nyberg	Perkins Coordinator-Postsecondary/Consortium Lead		\$37,250.43	Perkins Coordinator Job Description AP1 Tech Prep HCC.doc
Jeanne Bymark	Perkins Coordinator - Secondary	254479	\$18,845.00	
Mike Knutson	Lab Assistant-Auto	Also works in IST and paid by their dept. budget	\$11,000.00	Auto Diesel Lab Assistant Job Description CLA1 Auto-Diesel HCC.doc
TBA- to be announced	Lab Assistant-Dental	Dental dept. may fund part of position for FY17	\$11,000.00	Dental Lab Assistant CLA1 Dental HCC.docx
Sarah Mann	Lab Assistant-Culinary	Works addl. hours paid by Culinary budget	\$11,000.00	Culinary Lab Assistant Job Description CLA1 Culinary HCC May 2014.doc
			\$89,095.43	