



# MINNESOTA STATE

Career and Technical Education

## Grant Details

### 02058 - FY18 PERKINS APPLICATION

#### 02384 - FY18 Hibbing Chisholm Consortium

#### Perkins IV Consortium

**Grant Title:** FY18 Hibbing Chisholm Consortium  
**Grant Number:** 02105  
**Grant Status:** Underway  
**Comments:**  
**Applicant Organization:** Hibbing-Chisholm Consortium  
**Grantee Contact:** Kathy Nyberg  
**Award Year:** 2017  
**Program Area:** Perkins IV Consortium  
**Amounts:**  
**Contract Dates:** Contract Sent 12/13/2017 Proposal Date 07/01/2017 Contract Received 06/30/2018 Contract Executed  
**Project Dates:** 07/01/2017 Project Start 06/30/2018 Project End  
**Grant Administrator:** Debra Wilcox-Hsu  
**Contract Number:** 02105  
**Award Year:** 2017

#### Contract Dates

Contract Sent    Contract Received    Contract Executed    Contract Legal

**Project Dates**    07/01/2017

06/30/2018

Project Start    Project End

#### Comments

### Agency List

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

### Summary Narrative Part Two

#### Comprehensive Professional Development

**Q5) 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)]**

At the sec. level all licensed CTE teachers fulfill the required state hours for license renewal in their fields.

At the postsec. level all faculty are required to complete annual professional dev. plans and must 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 funds are to be utilized by faculty before Perkins provides funding. Perkins continues to support sustained and measurable quality professional development for CTE faculty as requested. Last year all faculty had some diversity training to learn how to support diverse populations of students, and in FY18 more of the same is planned.

One positive in FY18 is that we hired a new licensed Indus. Tech. teacher at Hibbing High School. Also, a high school science teacher will have her training complete to be able to be licensed to teach the state healthcare curriculum and continue teaching the Nursing Asst. college credit program which continues at both high schools. The graphic arts unlicensed teacher has retired and the district has posted for a licensed teacher to fill this position. At Chisholm High School, the board of education is currently addressing the lack of a FACS program due to a teacher shortage.

#### 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)]**

All teaching and faculty vacancies are posted locally and on state and nation-wide education websites. Positions are also posted on industry list-serves if available. Much of the advertising includes statements about encouraging nontrad gender and diverse populations to apply. Nontrad gender is desired especially in the industrial programs at the college in order to better support and mentor the female students in these CTE programs.

Program advisory boards are made aware of openings so that they can use their business networks to help recruit CTE faculty to the college. CTE program grads are also recruited and have been recently hired into CTE faculty positions. Nontrad gender applicants are strongly considered for openings. CTE teacher shortages have hit

this rural area hard at both the sec. and postsec. levels. Recruitment of applicants is very difficult.

One positive at Hibbing High School is that a current graduating senior and FACS student plans to major in this field with the hopes of returning to Hibbing to teach FACS. The current FACS teacher was a positive influence in recruiting this student.

## 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.**

At the sec. level, the normal assessments of course grades and grad rates are used to evaluate the CTE courses and student performance. The high school grad rates have been very high at both high schools. Enrollment in CTE has also been high in the high schools.

At the postsec. level, beyond assessments, student performance on the job is a good indicator of how well the CTE programs are doing. Internships in Dental, Medical Lab Tech, Registered Nursing, Pharmacy Tech, and Med Coding provide CTE faculty with information about the performance of our students. If something is lacking, the employers would not agree to provide the internships, so evaluation is a constant process between CTE faculty and employers in these programs.

In other programs like Auto, IT Networking, Heating & Cooling, the college often hears back from area employers about our CTE grads and how they perform on the job - however, no formal method is being used to gather this information. The word gets back to the college via phone calls from the employers and/or from members of the Program Advisory boards. In this rural area, if our grads are not performing well on the job, there is no doubt that the college will hear about it and make improvements accordingly.

## How Programs of Study Affects Outcomes

**Q8) Describe the process your consortium used to identify Rigorous Programs of Study (RPOS). Include action steps, stakeholders involved, and timeline. Also list the 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)]**

Our Rigorous Program of Study is in Healthcare Therapeutic with a strong science/math curriculum at both high schools and a college-credit Intro. to Healthcare Careers and Nursing Asst. class taught by HCC nursing faculty. The state healthcare core curriculum is being used in this class. The advisory committee for this program is made up of administration and staff from the college and high schools and also reps from the local healthcare community including nursing homes. The nursing homes report a great improvement in filling open Nursing Asst. positions since this high school program began.

Due to a lack of sequenced CTE classes at the two high schools, it is difficult to identify other RPOS in our consortium. We have, however, added many assessments at the high schools in the CTE areas, even ones without licensed teachers. This has strengthened the programs.

Though we lack RPOS, our CTE programs have many close connections with community programs, industries, and the colleges in NHED. Our Auto faculty at the college go out to local high schools to teach a few times a month. Our Indus Systems Tech program collaborates with the high school welding program. Our college and high school Engineering teachers and local engineering companies have been collaborating extensively for several years to get students involved in STEM fields by hosting science competitions and engineering open houses for students. Also Iron Range Engineering out of Mesabi Comm. College draws our high school students who want to stay on the Iron Range and get a 4 year Eng. degree. I would say that our consortium is often at the table collaborating with other high schools, the Applied Learning Inst., Habitat for Humanity, and area colleges to try to improve CTE opportunities for Iron Range students.

## Goal 1 Narrative

### Narrative for Goal 1: Designing and Implementing Programs of Study

**Your Goal 1 narrative must include descriptions of the following elements:**

1. Describe Program of Study (POS) Design and Implementation: Each consortium has identified at least 1 Rigorous Program of Study for the Consortium using the 10 components in their design and implementation. Each consortium must have at least 7 Programs of Study and one Rigorous Program of Study. It is recommended that each consortia have at least 1 State-Approved POS in each career field. State-Approved POS are encouraged to be developed in high-skill, high-wage, or high-demand occupations [State requirement; Sec. 134 (b) (3) and (b)(8C)]
2. Describe opportunities for early college credit [Sec. 135. (c) (10)]
3. Describe secondary teacher and postsecondary faculty and counselor involvement in POS [State requirement; Sec. 134 (b) (5)]
4. Describe strategies for improvement of academic and technical skills of CTE learners [Sec. 134 (b) (3)]
5. Describe strategies for addressing professional development needs of teachers and faculty in POS as well as other programs [Sec. 134 (b) (4)]
6. Describe assessment of core technical skills across high school and college that use valid (measures the content) and reliable (consistent over time and among students) assessments [Sec. 134 (b) (3 B.) and Sec. 135 (c) (19)]
7. Describe strategies for addressing the needs of adult learners through adult basic education and/or non-credit training in Adult Career Pathways [State Plan; Sec. 135 (c)]
8. Describe strategies for addressing All Aspects of the Industry included POS [Sec. 134 (b) (3 C.)]

1. Our RPOS is in Healthcare Therapeutic. We also have 7 other approved POS. Our RPOS was developed because we have an extensive healthcare community in the local area and we also have strong science and math curriculum at the high schools and several CTE healthcare programs at the college. It was a natural choice for our consortium. Students start with the college credit Nursing Asst. program and Intro to Healthcare Careers class in high school and can then choose a healthcare 1 or 2 yr. CTE program at HCC, and can also go on to a bachelor's degree after that. Our RPOS has two Advisory Boards made up of education and industry stakeholders, one board for each high school. Students receive a state license as a Nursing Asst. and can obtain employment at a number of area hospitals, nursing homes, and assisted living facilities in the area.

2. Students at Hibbing and Chisholm high schools have an opportunity to get college credit in many of their high school courses with more college credit opportunities being developed each year in collaboration with HCC and also other colleges such as Mesabi Comm. College and UMD. The only CTE area with credit is the Intro to Engineering class in which the HCC credit transfers to the Pre-Eng. program at HCC.
3. HCC counselors work ongoing with high school counselors and admin. to provide more college in the schools opportunity each year. Culinary, Eng., Business, Ind. Tech and other faculty at HCC have relationships with the high school teachers in their fields. They visit each other's areas, do guest presentations, and in some cases have co-taught classes at the high schools. In our RPOS, Nursing faculty has been co-teaching the Intro to Healthcare Careers class with a science high school teacher for the last few years.
4. The high schools provide academic tutoring sessions and other initiatives to help improve academic skills. When students come to the college, if they test low they are put in developmental classes before they can get into regular college classes. For CTE students, if they test low they are put in learning communities where they are with the same group of students and get extra support as they take their general academic classes and then also as they go through their CTE program. The college has learning communities established in Culinary, Law Enforcement, and Nursing. The college works with AEOA and the MN Workforce Ctr. to provide tutoring within the learning communities. Tutors from these agencies have offices/hours on campus to serve the students.
5. Perkins will fund professional dev. as requested for CTE staff. The high school science teacher has been funded to become licensed to teach the Intro to Healthcare Careers class. This process is nearly complete for the teacher. At the college, CTE faculty use prof. dev. college funds first and then come to Perkins to request addl. funds.
6. We have recently added TSAs to the high school in the areas of FACS, Indus Tech, and Auto. We are waiting to see the data results in these new areas of assessment. At the college, assessment is done using the state and national tests in the healthcare areas. In FY18 we hope to add assessments in Admin. Asst. (new faculty) and in Auto (previously used NOCTI, now is interested in ASI certification tests).
7. Adult learners are in every CTE program at the college. In FY18 there will be a special focus on adult woman with receipt of the P2P grant that will support women in nontrad occasions. We will have funds to recruit and support them in the areas of daycare, transportation, study groups and more. We are working with state agencies in the P2P program including the MN Workforce Ctr. and AEOA.
8. Our Nurs. Asst. and Intro to Healthcare Careers classes at the high schools have added tours and job shadowing to their curriculum. In Hibbing, the students in the course consist of 13 females and 1 male. The advisory boards for the two high schools made this happen with members on the board being from the local hospital and nursing homes. This has taken substantial time and effort on the part of the two advisory boards for this program to set this up with the local healthcare providers.
9. Succession Planning regarding high school CTE teachers: We will be seeking a variance good until 2020 for our long-time welding teacher. This will allow the district to put part of his salary into levy and will allow us to use Perkins funds for his area and count the students who take his CTE courses. In the healthcare area, our Science teacher is very close to getting her CTE license after taking courses online from Stout University, but she now has to work with the state of MN on a few addl. issues. In Pre-Engin. the Physics teacher has expressed interest in getting his CTE license in Pre-Engineering, and can get 50% paid through the Applied Learning Institute (ALI) and 50% paid through the school district. He has co-taught with college Eng. faculty in the past, but the Pre-Eng. course has not been run for the past few years. There is interest in running the course again, and we need to get a variance for the Physics teacher so that Perkins funds can be used in Pre-Eng. and we can count the numbers taking this class at the high school. In Automotive Tech, our licensed teacher left and a new CTE licensed teacher has been hired. He is licensed in Auto, Building Construction.

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

**Goal 1 Objectives**

<b>Goal 1 Objectives 1</b>	
<b>Required/Permissive Uses 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 , R10 Collaboration, P7 Equipment Leasing/Purchasing/Upgrading, P10 Student Transition
<b>Strategies</b>	
Support current Programs of Study and new ones through improving CTE at the sec. and postsec. levels.	
<b>Outcomes</b>	
Sec. students will be better prepared for college and future careers by earning college credit, by taking CTE electives, by participating in career exploration, and by improving their academic skills before entering college.	
Students will complete their college CTE programs by being part of learning communities and improving their academic skills.	
CTE students at all levels will be instructed by teachers with undated knowledge in the field and using curriculum with input from industry experts. Students will train with state of the art equipment and technology, will experience the industry, and will be assessed using state and national industry assessments.	
<b>Measures</b>	
Performance will meet our new negotiated targets as follows:	
Secondary:	
1S1 - 69.99	
1S2 - 49.10	
2S1 - 55.0 (results of assessments will be sent in properly; last year we had no data submitted)	
3S1 - 99.0	
4S1 - 95.0	
6S1 - 15.87 (the new girls only Indus Tech high school classes should help this target)	
6S2 - 4.0 (the new girls only Indus Tech high school classes should help this target)	
Post-secondary:	
1P1 - 83.40	
2P1 - 52.64	
3P1 - 19.90	
4P1 - 87.5	
5P1 - 14.60	

5P2 - 8.6	
<b>Reallocation Explanation</b>	
Post-Secondary Required Activities	\$15,125.00
Post-Secondary Permissible Activities	\$5,000.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
<b>Post-Secondary Total</b>	<b>\$20,125.00</b>
Secondary Required Activities	\$3,903.00
Secondary Permissible Activities	\$800.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
<b>Secondary Total</b>	<b>\$4,703.00</b>
<b>Total</b>	<b>\$24,828.00</b>

<b>Goal 1 Objectives 2</b>	
Required/Permissive Uses of Funds*	R2 Programs of Study
Strategies	
To purchase new state of the art equipment to improve the passing rate of this particular skill, namely taking blood pressures on patients by practicing on the Life/Form Blood Pressure Simulator.	
Outcomes	
Students will receive practice in refining the skill of taking blood pressure with accuracy to pass the practicals necessary for CNA licensing.	
Measures	
The number of students that practice blood pressure taking with the new device and their rate of passing this part of the practical exam..	

Reallocation Explanation	Reallocated funds will be used to purchase a Life/Form Blood Pressure Simulator for the CNA course at Hibbing High School. This will be done under Goal #1 of the Secondary portion of the grant and will be used to enhance the practice students are given in this skill in becoming a CNA.
Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
<b>Post-Secondary Total</b>	<b>\$0.00</b>
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Reallocation Basic	\$1,112.65
Secondary Reallocation Reserve	\$96.78
<b>Secondary Total</b>	<b>\$1,209.43</b>
<b>Total</b>	<b>\$1,209.43</b>

**Goal 2 Narrative**

**Narrative for Goal 2: Effectively Utilize Employer, Community, and Education Partnerships**

Your Goal 2 Narrative must include descriptions of the following:

1. Describe strategies for providing student access to All Aspects of the Industry, including work-based experiences and internships [Sec. 134 (b) (3 C.)]
2. Describe how program advisory committees are involved in continuous program improvement and are established consortium-wide—where feasible—including movement to joint secondary/postsecondary advisory committees [Sec. 134 (b)(5)]
3. Describe how program advisory committees are involved in identifying high-skill, high-wage, or high-demand occupations within the region [Sec. 134 (b)(8 C.)]
4. Describe partnerships with other initiatives or providers that support transitions for high school and adult students. Examples: ABE, business, labor, WorkForce Centers, customized training, programming conducted under NCLB, and alternative high school programs (Area Learning Centers, alternative high schools, charter schools, etc.) [Sec. 135 (b)(5)]
5. Describe collaboration efforts that lead to improving CTE programs (e.g., WorkForce Center, non-profits, service organization, Chambers) [Sec. 134. (b) (5)]

Collaboration is strong, expected, and continuously ongoing between education, business partners, and helping agencies in Hibbing and Chisholm.

1. We have established internships and/or work-based experiences at the college in every healthcare program: Nursing, Pharmacy Tech, Dental Asst, Medical Lab Tech, and Med Coding. In the industrial programs, students get work-based learning by doing real customer work in Diesel, Auto. In Electrical and Indus. Systems, students get work experience by working on the Habitat home building project every year. In Law Enforcement, students are required to spend time with the police dept. job shadowing. In Culinary, students get work experience working in the college cafeteria providing breakfast and lunch every day and hosting community buffets four times each school year.

2. We will go into our third year of having an annual joint Perkins meeting with all stakeholders at the secondary and postsecondary levels including business partners. This has been a successful meeting with much networking and sharing of Perkins programming included. As stated many times, every CTE program at the college level has an advisory board made up of business people that advise and recommend changes and improvements to our CTE programs. These boards are active and meet twice each school year. At the high school level, we have the Business Educ. Partnership Comm. whom meet twice each year and oversee all of the CTE programming at the secondary level.

3. On the Iron Range, mining and healthcare provide the bulk of high-skill, high-demand, and high-wage jobs. Mining economics fluctuate, and presently there is a high demand for mining workers and the college is completely aware of exactly what the mines need regarding skills and education. Last year we had to add CTE sections for the laid-off miners. Now they have been called back to work so our CTE sections have decreased. The unemployed miners who were enrolled at HCC using TAA benefits did not finish their CTE program because they went back to work, but a few are working with faculty to complete their programs around their job hours. This may affect our performance targets for completion.

4. ABE has tutors and offices here at HCC and are involved in the learning communities that have been set up in Law, Nursing, and Culinary. ABE and the Workforce Ctr. are closely involved with college personnel in recruiting CTE adult students and then supporting them as they go through their programs. We have an advisory board made up of all of these entities that will be working on the P2P grant for FY18 and helping women be successful in nontrad career programs and then in employment.
5. At the high school, Perkins gives a business-education partnership award at the annual Chamber dinner each year to a local business who is involved in the schools and students. The Chamber also collaborated with the high school for the teacher professional development day where all teachers went on a bus and toured local businesses so they were made aware of the jobs in the community and what employers are looking for.
6. At CHS, business speakers are brought in to individual math and science classes to talk about their careers and how math and science play an important part in their daily work.
7. The Habitat for Humanity program is a strong collaboration between the high schools, the college, the cities of Hibbing and Chisholm, and the Habitat organization that provides hands-on work experience to our CTE students at the two high schools and at the college.
8. The RPOS healthcare program involves collaboration between the college, high schools, and local healthcare providers. High school students involved in this RPOS were set up with local businesses to do a job shadow as part of their Intro to Health Careers/Nurs. Asst. course.
9. Career events at each grade level have been set up at Hibbing High School. In 9th gr. all students take a colleges and careers class for one semester. In 10th gr., business people were brought in to discuss time management and how they use it in their professions. We had both white and blue collar worker reps on this panel from a variety of career fields and used nontrad people when we could. Evaluations from students suggested we use college students next year on the panel to talk about time management, and we plan to do that. In 11th grade, human resources people from the largest area businesses are brought in to sit on a panel and discuss employment and employability skills and what employers are looking for. In 12th grade, subject matter experts are brought in to look at student resumes. Before the event, English teachers supply the resumes the seniors have produced in their class, and the experts review and edit all resumes. At the event, the experts discuss one thing most important on a resume, then break up into small groups and discuss the resumes they reviewed. Follow-up student surveys suggested that students have a chance to get feedback from all of the panelists, not just one in their small group.

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

**Goal 2 Objectives**

<b>Goal 2 Objectives 1</b>	
<b>Required/Permissible Uses 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 , R10 Collaboration, P1 Advisory Committees, P4 Additional Special Populations, P5 Student Organizations , P7 Equipment Leasing/Purchasing/Upgrading, P10 Student Transition
Strategies	
Collaborate with business and industry, educational institutions, 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 mainly through work on advisory boards. The MN Workforce Ctr., the Applied Learning Institute, and AEOA collaborate with the high schools and colleges to provide programming that meets local employer needs and that supports graduating student job seekers. Advanced MN and the NHED colleges together are the exclusive providers of all local workplace education on the Iron Range.	
Measures	
At least 2 industry reps will be active on the BEP Committee at the sec. level.	
All 15-20 college advisory boards will meet twice a year.	
CTE students at sec. and postsec. levels will experience the industry in our consortium by taking at least 5 industry fieldtrips, having 2 industry speakers.	
At least 4 CTE college programs will have active internship programs with local employers.	
At least 30 CTE students will participate in the Habitat for Humanity home project.	
At least 6 CTE programs will receive Perkins support for updating technology, equipment and supplies.	
At least 25 employers will participate in the HCC campus job fair.	
<b>Reallocation Explanation*</b>	
<b>Post-Secondary Required Activities</b>	\$15,125.00
<b>Post-Secondary Permissible Activities</b>	\$2,000.00
<b>Post-Secondary Admin Cost</b>	\$0.00
<b>Post-Secondary Reserve</b>	\$4,153.71
<b>Post-Secondary Reallocation Basic</b>	\$0.00
<b>Post-Secondary Reallocation Reserve</b>	\$0.00
<b>Post-Secondary Total</b>	\$21,278.71
<b>Secondary Required Activities</b>	\$3,903.00
<b>Secondary Permissible Activities</b>	\$3,274.38
<b>Secondary Admin Cost</b>	\$0.00
<b>Secondary Reserve</b>	\$677.24
<b>Secondary Reallocation Basic</b>	\$0.00
<b>Secondary Reallocation Reserve</b>	\$0.00
<b>Secondary Total</b>	\$7,854.62
<b>Total</b>	\$29,133.33
<b>Goal 2 Objectives 2</b>	
<b>Required/Permissible Uses of Funds*</b>	R4 Develop/Improve/Expand the use of Technology, R7 Initiate/Improve/Modernize Technology , P7 Equipment Leasing/Purchasing/Upgrading
Strategies	
Reallocated Funds:	
These funds of \$2,528.06 will be used to update and modernize our technical program equipment. We have already approved funds to support purchasing Dental Assistant program x-ray sensors, and these funds will make it possible for the program to purchase the necessary number of sensors for their program. New sensors cost an estimated \$7,000 each.	
Outcomes	
The outcome of these updates in the Dental Assisting program will be that the graduating students will have practiced on and used the updated x-ray sensors in the classroom and will be better prepared to use them in the workforce. They will be more informed and efficient as Dental Assistant employees.	
Measures	

The dental offices that employ our graduates will report higher levels of satisfaction with the new Dental Assistant program graduates. They will be skilled and experienced in using the updated dental x-ray sensors.

<b>Reallocation Explanation*</b>	All of the Post-Secondary reallocated funds will be used for this Dental Assisting program expenditure.
<b>Post-Secondary Required Activities</b>	\$0.00
<b>Post-Secondary Permissible Activities</b>	\$0.00
<b>Post-Secondary Admin Cost</b>	\$0.00
<b>Post-Secondary Reserve</b>	\$0.00
<b>Post-Secondary Reallocation Basic</b>	\$1,648.30
<b>Post-Secondary Reallocation Reserve</b>	\$879.76
<b>Post-Secondary Total</b>	\$2,528.06
<b>Secondary Required Activities</b>	\$0.00
<b>Secondary Permissible Activities</b>	\$0.00
<b>Secondary Admin Cost</b>	\$0.00
<b>Secondary Reserve</b>	\$0.00
<b>Secondary Reallocation Basic</b>	\$0.00
<b>Secondary Reallocation Reserve</b>	\$0.00
<b>Secondary Total</b>	\$0.00
<b>Total</b>	\$2,528.06

**Goal 3 Narrative**

**Narrative for Goal 3: Improve Service to Special Populations**

Your Goal 3 Narrative must include descriptions of the following elements:

1. Describe strategies employed to ensure access to and success of students in programs of study nontraditional by gender [Sec. 134 (b) (10)]
2. Describe connections to local, regional and state wide initiatives that support special populations, e.g. STEM Equity Pipeline, Employment First, etc. Sec.134 (b) (3) (8A &B)]
3. Describe strategies and outcomes adopted to overcome barriers for special populations and increase rates of access and success in CTE programs. [Sec. 134 (b) (8 A.) and [Sec. 134 (b) (8 B.)]
4. Describe how individuals in special populations will not be discriminated against based upon their status. [Sec. 134 (b) (9)]
5. Describe strategies to provide access to high-skill, high-wage or high-demand occupations that lead to self-sufficiency [Sec. 134 (b) (8 C.)]
6. Describe how expectations are consistent for all learners in high school and college including members of special populations [Sec. 134 (b) (3)]

[5,000 word limit]

1. For nontrad by gender, we are fortunate to have received the Pathways to Prosperity (P2P) grant from the MN Womens Foundation in the amount of \$100,000 at HCC. Our goal is to get a group of approx. 40 under-served women enrolled in our nontrad gender programs of Auto, Diesel, Law Enforcement, Heating & Cooling, Electrical, Truck Driving, IT Networking, and Indus Systems Tech. Once enrolled we will be supporting them with a structured learning community, study groups, tutoring, transportation, daycare, and any other support methods needed so that they successfully complete their programs and then gain employment in a high-wage job. The group will be called EMPOWER. The goal is to get at least 20 of the 40-50 women to complete their program and gain employment in the field. These efforts will be supplemented by the Perkins grant when needed.
2. Each summer at the college we do a Bridge program in collaboration with ABE. In the past, the Bridge has been serving students in the learning communities of Law, Culinary, and Healthcare. This summer, there will be a Bridge for the EMPOWER learning community of women in the industrial and nontrad career programs. The Bridge meets Mondays-Thursdays from 1:00-4:00 and students attend as they can.
2. We are closely connected to the MN Workforce Ctr., Northeast MN Service Coop., Arrowhead Econ. Opportunity Agency and all other groups that help underserved and needy people in this area. They are constantly helping us recruit students to CTE programs and to support them as they become trained and educated.
3. The college provides many various strategies to help students overcome barriers. We have a Multicultural Student Club that meets weekly, and we have the learning communities, we have the Nursing group that supports non-English speaking Nursing students, we have the Student Support Services (SSS) grant, and the Native American Coord. to support Native students on campus. We have the staff Diversity Committee that does work to support all groups including women, minorities, LGBT, single mothers.
4. See my answer above.
5. Our community partners recruit underserved individuals to our CTE programs to help them build up their lives and become prosperous. All parties know that the best jobs in this area are in healthcare or mining, however, there are also manufacturing jobs and many other jobs to be had. We work closely with our community partners to help make adults and all underserved groups self-sufficient by getting CTE training and education and then employment.
6. We have worked very hard to provide opportunities for all learners at the high school level to take CTE classes (example - girls only Indus Tech classes new at Hibbing High School). We also have worked to introduce boys to nontrad career areas like Nursing. There is much emphasis put on supporting all special populations especially at the college, with many different initiatives offered that support these groups.

**Goal 3: Improve Service to Special Populations**

**Goal 3 Objectives**

<b>Goal 3 Objectives 1</b>	
<b>Required/Permissive Uses 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 , R9 Special Populations, R10 Collaboration, P4 Additional Special Populations, P5 Student Organizations , P7 Equipment Leasing/Purchasing/Upgrading
<b>Strategies</b>	
To support special pop and nontrad students at all levels is the strategy for this goal area.	
Special pop students are supported at the high schools by district funding. Their major needs are addressed by special education programs, however, they do visit colleges and businesses as part of their career readiness and future employment training. They also participate in the 9th grade careers class and take part in the special career events at the high schools and colleges.	
At the college, special pop students including gender nontrad are supported by Perkins in a variety of ways through initiatives and events. With the P2P grant, the college will be doing many things to recruit and support women in nontrad industrial career programs.	

Outcomes	
Special pop and nontrad students will participate in and complete CTE programs. At the high schools, special pop students are required to complete a personal success plan to fulfill state requirements.	
Sec. and Postsec. Perkins Coord. will plan programs to include all special pop students.	
Measures	
Secondary:	
6S1 - 15.87	
6S2 - 4.0	
Postsecondary:	
5P1 - 14.6	
5P2 - 8.6	
Reallocation Explanation	
Post-Secondary Required Activities	\$15,125.00
Post-Secondary Permissible Activities	\$2,000.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$17,125.00
Secondary Required Activities	\$3,903.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$3,903.00
Total	\$21,028.00

#### Goal 4 Narrative

#### Narrative for Goal 4: Continuum of Service Provision for Enabling Student Transitions

Your Goal 4 Narrative: must include descriptions of the following elements:

1. Describe flexibility in scheduling and formats that provide access for students [Sec. 135 (c) (9)]
2. Describe implementation of continuum of service provision relative to A) programs of study and B) early college credit opportunities [Sec. 135 (c) (10)]
3. Describe student services that enhance student transition [State Plan]
4. Describe transition of adult learners into the workforce [Sec. 135 (c) (9)]
5. Describe Continuum of Service Provisions/Brokering with other consortia [State Plan]
6. Describe improvement of enrollment, retention and completion for military veterans, underemployed, and unemployed adults [Sec. 135 (c) (9)]

[5,000 word limit]

1. At the college, additional CTE sections were added last year in the late afternoon and evenings to accommodate working adults and laid-off workers. Courses are also offered online to help various learners. We offer an online Medical Lab Tech class (3 years). We allow students to re-enter the Nursing program if they were not successful in a previous semester or school year. I believe that the college is very flexible in meeting young and older student needs and taking in mind their family and work responsibilities.

2. In Intro of Eng. at the high school, that credit counts in the Pre-Eng. program at the college. Auto high school students get to have college Auto faculty at their high schools to teach them - this encourages the students to transition to the Auto program at the college following high school. The Nurs. Asst. program makes it easy for high school grads to get some work experience and then move into a CTE healthcare program at the college, and even to move on to a 4 year healthcare degree. Indus Tech high school students work with CTE college students and teachers on the Habitat home which makes it easy to transition to a CTE program after high school. FACS students do fieldtrips to the college Culinary dept. and the Culinary faculty visits the high school FACS classes so that students interested in a Culinary career get to know the faculty and can transition smoothly to the Culinary college program.

3. Student services include counseling at the high schools, counseling at the college, career events at the college for area high schools, open house at the college for students and parents, college tours, high school visits by college recruiters. Developmental classes at the college also help the less-prepared high school students as they enter college.

4. The college helps adult grads by first exposing them to companies and what they do with fieldtrips and industry speakers. HCC provides a job fair on campus that draws over 30 local employers to campus and allows students to network and apply for jobs. The MN Workforce Ctr. is often invited to CTE programs to discuss resumes and job search. Many CTE programs require students to complete the Employment Skills course prior to graduation in order to create a resume and do practice job interviewing. HCC holds a grad readiness event and students have an opportunity to do a mock interview with HCC staff.

5. Students at both high schools are given information about CTE programs at the other NHED colleges in northern Minnesota including Vermilion, Mesabi, Rainy, and Itasca - along with Hibbing Community College. Counselors at the high schools are aware of which CTE programs are offered where. If an Indus Tech high school student want to become a Maintenance Mechanic in the mines, the counselor will likely recommend either training at Mesabi or Hibbing. If a student expresses interest in Engineering, a counselor will present opportunities for postsecondary training at Iron Range Engineering at Mesabi, Pre-Eng. at HCC, or the very strong Pre-Eng. program at Itasca.

6. The P2P grant will help to enroll underemployed and unemployed women using all of the community agencies and all colleg resources. Men are also recruited by these agencies to enroll in CTE programs, especially those related to the mining industry. We have a Veterans office on campus to recruit and support veterans and to hold special events. ABE has an office on campus as well.

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

**Goal 4 Objectives**

<b>Goal 4 Objectives 1</b>	
<b>Required/Permissive Uses 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 , R10 Collaboration, P1 Advisory Committees, P3 Work-Based Experiences, P4 Additional Special Populations, P5 Student Organizations , P7 Equipment Leasing/Purchasing/Upgrading, P10 Student Transition
Strategies	
Provide services that provide for a smooth transition from high school to college and also provide adult learners with support services. These services will include career exploration.	
Outcomes	
High school students will have many options for early college credit so they can transition to college and training smoothly. Adults who are unemployed or underemployed will receive educ. and training to meet their needs. Local industry will have an ample supply of skilled and trained employees in the area.	
Measures	
At least 15 high schools will attend Technical Career Days at HCC.	
Every student in grades 10-12 will participate in a career event at HHS.	
At least 1 group of special pop students will come to HCC for career exploration.	
At least 15 high school students will learn from college Auto faculty at their high schools.	
At least 20 HHS and CHS students will complete the Nursing Asst. college credit class at their high school.	
Reallocation Explanation	
Post-Secondary Required Activities	\$15,125.00
Post-Secondary Permissible Activities	\$7,746.32
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$22,871.32
Secondary Required Activities	\$3,903.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$700.62
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$4,603.62
<b>Total</b>	<b>\$27,474.94</b>

**Goal 5 Narrative****Narrative for Goal 5: Sustain the Consortium**

Your Goal 5 Narrative must include descriptions of the following elements:

1. Describe self-assessment of consortium systems and operations, including fiscal and administration [Sec. 135 (c) (20)]
2. Describe the use of data for evaluation of student success and continuous program improvement [Sec. 134 (b) (2 & 7) and Sec. 135 (c) (19)]
3. Describe shared responsibility among all partners for collaboration and accountability for success [State Plan]
4. Describe collaborative budget development [State Plan]
5. Describe collaborative initiatives between the consortium and stakeholders [Sec. 134 (b) (5)]
6. Describe promotion of consortium CTE vision [State Plan]

[5,000 words]

1. Perkins at the college has a monthly meeting to assess what things we have funded to that point in the school year and what other things we may want to fund as the year goes on. We like to spread the funding around to all CTE programs with needs. The committee works together to discuss providing Perkins support. Perkins is constantly self-assessing our programs at the sec. and postsec. levels. For the new high school career events, a student evaluation online was created to help understand student perception and learning at the events. At the college Tech Career events, all students also complete an evaluation form. We use this information to help us improve future events and make changes where necessary to better support the students.

2. We use our Perkins performance data to understand where we are strong and weak as a consortium. We attempt to implement new programming to help improve our performance particularly in the nontrad area at the sec. and postsec. levels. This has been a constant battle to get more nontrad gender CTE students and to support them in completing their programs. Our numbers are very small which make it challenging. We also live in a non-diverse area of the state so we do not have many diverse students.

3. The high school finances are monitored by the sec. Perkins Coord. and the business mgr. at the high schools, along with the advisory board. At the college, the Perkins Comm. and business mgr. monitor Perkins funds along with the Perkins Coord. Coordinators meet to be sure that all goal areas of Perkins are being supported and activities are being accomplished. New goals for each year are created and at the end of the year, the Coordinators review accomplishments at the joint Perkins meeting.

4. We only have two high schools and one college so we easily collaborate on the budget. High schools are asked to determine their needs prior to each school year, and the college committee discusses and agrees upon Perkins expenditures at the postsec. level.

5. Our consortium collaborates with many local businesses, with the Chamber, the MN Workforce Ctr., the Northeast Service Coop, AEOA, ABE, Habitat for Humanity, the Applied Learning Institute, and area high schools and other colleges as needed. We have contacts at all area high schools and the NHED colleges as well.

6. Our CTE vision is to support a smooth transition from high school to college, to provide an abundance of career exploration activities, to provide early college credit opportunities, and to promote high wage, high demand, and high skill job fields in the CTE career areas. We promote these messages through newspaper articles and on the websites of the high schools and the college. We also promote using social networking sites like Instagram and Facebook. The high school CTE website is constantly being updated to promote CTE education in our consortium.



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

**Goal 5 Objectives**

<b>Goal 5 Objectives 1</b>	
<b>Required/Permissible Uses 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 , R10 Collaboration, P1 Advisory Committees, P5 Student Organizations , P7 Equipment Leasing/Purchasing/Upgrading, 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 Coordinators together with all stakeholders will work together to provide successful programming to support high quality CTE for students in gr. 7-12 and in the first two years of college.	
<b>Measures</b>	
Perkins Coordinators at the secondary and postsecondary levels will administer and support at least 4 programs that support CTE for all learners.	
<b>Reallocation Explanation</b>	
<b>Post-Secondary Required Activities</b>	\$15,125.00
<b>Post-Secondary Permissible Activities</b>	\$2,000.00
<b>Post-Secondary Admin Cost</b>	\$0.00
<b>Post-Secondary Reserve</b>	\$0.00
<b>Post-Secondary Reallocation Basic</b>	\$0.00
<b>Post-Secondary Reallocation Reserve</b>	\$0.00
<b>Post-Secondary Total</b>	\$17,125.00
<b>Secondary Required Activities</b>	\$3,903.00
<b>Secondary Permissible Activities</b>	\$0.00
<b>Secondary Admin Cost</b>	\$0.00
<b>Secondary Reserve</b>	\$1,630.00
<b>Secondary Reallocation Basic</b>	\$0.00
<b>Secondary Reallocation Reserve</b>	\$0.00
<b>Secondary Total</b>	\$5,533.00
<b>Total</b>	\$22,658.00

**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

**Calculate Goals**

Do you want to calculate all budget goals?\*  No  Yes

**Budget Goal 1**

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Admin Cost	Post-Secondary Reserve	Post-Secondary Reallocation Basic	Post-Secondary Reallocation Reserve	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Admin Cost	Secondary Reserve	Secondary Reallocation Basic	Secondary Reallocation Reserve	Secondary Total	Row Total
Goal 1 Total	\$15,125.00	\$5,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$20,125.00	\$3,903.00	\$800.00	\$0.00	\$0.00	\$1,112.65	\$96.78	\$5,912.43	\$26,037.43

**Budget Goal 2**

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Admin Cost	Post-Secondary Reserve	Post-Secondary Reallocation Basic	Post-Secondary Reallocation Reserve	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Admin Cost	Secondary Reserve	Secondary Reallocation Basic	Secondary Reallocation Reserve	Secondary Total	Row Total
Goal 2 Total	\$15,125.00	\$2,000.00	\$0.00	\$4,153.71	\$1,648.30	\$879.76	\$23,806.77	\$3,903.00	\$3,274.38	\$0.00	\$677.24	\$0.00	\$0.00	\$7,854.62	\$31,661.39

**Budget Goal 3**

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Admin Cost	Post-Secondary Reserve	Post-Secondary Reallocation Basic	Post-Secondary Reallocation Reserve	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Admin Cost	Secondary Reserve	Secondary Reallocation Basic	Secondary Reallocation Reserve	Secondary Total	Row Total
Goal 3 Total	\$15,125.00	\$2,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$17,125.00	\$3,903.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$3,903.00	\$21,028.00

**Budget Goal 4**

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Admin Cost	Post-Secondary Reserve	Post-Secondary Reallocation Basic	Post-Secondary Reallocation Reserve	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Admin Cost	Secondary Reserve	Secondary Reallocation Basic	Secondary Reallocation Reserve	Secondary Total	Row Total
Goal 4 Total	\$15,125.00	\$7,746.32	\$0.00	\$0.00	\$0.00	\$0.00	\$22,871.32	\$3,903.00	\$0.00	\$0.00	\$700.62	\$0.00	\$0.00	\$4,603.62	\$27,474.94

**Budget Goal 5**

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Admin Cost	Post-Secondary Reserve	Post-Secondary Reallocation Basic	Post-Secondary Reallocation Reserve	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Admin Cost	Secondary Reserve	Secondary Reallocation Basic	Secondary Reallocation Reserve	Secondary Total	Row Total
Goal 5 Total	\$15,125.00	\$2,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$17,125.00	\$3,903.00	\$0.00	\$0.00	\$1,630.00	\$0.00	\$0.00	\$5,533.00	\$22,658.00

**Goal Totals**

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Admin Cost	Post-Secondary Reserve	Post-Secondary Reallocation Basic	Post-Secondary Reallocation Reserve	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Admin Cost	Secondary Reserve	Secondary Reallocation Basic	Secondary Reallocation Reserve	Secondary Total	Row Total
Goal Total	\$75,625.00	\$18,746.32	\$0.00	\$4,153.71	\$1,648.30	\$879.76	\$101,053.09	\$19,515.00	\$4,074.38	\$0.00	\$3,007.86	\$1,112.65	\$96.78	\$27,806.67	\$128,859.76

**Secondary Supplemental Budget Sheet**

Description	File Name	File Size
Hibbing-Chisholm Secondary Budget - Finalized	Hib-Chis Perkins-budget-summary-spreadsheet-fy18-for-second.xlsx	53 KB
Amended budget attached.	Hib-Chis Perkins-budget-summary-spreadsheet-fy18-for-second.xlsx	53 KB
Amended budget attached.	Hib-Chis Perkins-budget-summary-spreadsheet-fy18-for-second.xlsx	53 KB

**Secondary Budget Reallocation**

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Description	File Name	File Size
This is our planned expenditure for our reallocated budget under Goal # 1 & Goal #2.	ReallocatedPerkins Budget Sum spreadsheet (17-18).xlsx	53 KB

**Perkins Grant Collaboration with WorkForce Centers**

Row	Amount
(SECONDARY) Total Perkins funds used in collaboration with WorkForce Centers	\$100.00
(SECONDARY) Estimated expenditures/in-kind contributions used in collaboration with WorkForce Centers	\$100.00
(POSTSECONDARY) Total Perkins funds used in collaboration with WorkForce Centers	\$1,000.00
(POSTSECONDARY) Estimated expenditures/in-kind contributions used in collaboration with WorkForce Centers	\$1,000.00
Totals	\$2,200.00

**Coordination Time for Perkins Grant**

**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:\*** \$19,515.00

**Post-Secondary**

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

**Coordinator Budget:\*** \$37,190.00

**Perkins Dollars**

**Perkins-Funded Positions**

Person's Name	Position	File Folder # (secondary)	Amount	Attach Position Description
Jeanne Bymark	Secondary Perkins Coordinator	254479	\$19,515.00	wg_Perkins Sec.Pos. Desc. docx
Katherine Nyberg	Post-secondary Perkins Coordinator		\$37,190.00	wg_Perkins Coordinator Job Description AP1 Tech Prep HCC.doc
Travis Hanson	Culinary Lab Assistant		\$3,922.00	wg_Culinary Lab Assistant Job Description CLA1 Culinary HCC May 2014.doc
New Employee	Culinary Lab Assistant		\$6,824.00	wg_Culinary Lab Assistant Job Description CLA1 Culinary HCC May 2014.doc
April Sailer	Dental Assistant Lab Assistant		\$15,144.00	wg_Dental Lab Assistant CLA1 Dental HCC.docx
Michael Knutson	Auto Technician Lab Assistant		\$12,546.00	wg_Auto Diesel Lab Assistant Job Description CLA1 Auto-Diesel HCC.doc
			\$95,141.00	

**Improvement Plan Action Steps**

Improvement Plan Action Steps 1	
Indicator Number (i.e. 1S1 or 2P1)*	2P1 – Credential, certificate, or degree
Action Steps to improve the performance	
1. Perkins Coord. will talk to data person at HCC to go over all coding to ensure that every completing student is being counted. 2. Perkins Coord. will work with data person at HCC to brainstorm how we could change coding for Pre-Eng. and MLT students. 3. In Culinary, the program has been reorganized and faculty and admin. are working to increase program completion by students. One strategy used for the past few years has been a learning community, but getting the students to attend the learning community is difficult.	
Resources Needed	Perkins Coordinator Data expert at HCC
Timeline	Complete in Fall 2017
Person(s) Responsible	Perkins Coordinator
How will progress be documented?	Completion numbers will increase.
Sub-populations or groups where gap exists:	Focus on Culinary, Pre-Eng., MLT Online, and Auto.
Describe any contextual factors that might contribute to this gap:	See further information below.
Further Information	
In this area, I believe that CTE programs with unique situations have contributed to our lower performance level. I do not know what can be done about these factors.  In our Pre-Eng. program, a student will become a concentrator, but then not be a completer because the student had no intention of completing the program and planned to only attend one year and taking some general engineering courses and then transfer to a 4-yr. college.  In our Medical Lab Technician program online, the online program plan is that students have 3 to 3-1/2 years to complete this program. These are working students who take only a few classes at a time. Again, all enrolled students show in the data as not completing their program.  In Culinary, we have a large problem with students quitting after the first year or at the beginning of the second year due to some faculty issues. The faculty is no longer associated with the program so I anticipate the Culinary numbers will improve.  In the IT Networking program, many students do not complete because employers hire them once they attain certain skill levels and once they have obtained various certifications online. Once a student is offered a job, it is difficult to get them back to school to complete.	
Improvement Plan Action Steps 2	
Indicator Number (i.e. 1S1 or 2P1)*	2S1 – Technical Skill Attainment
Action Steps to improve the performance	

We have taken steps to increase the number of TSA's given by conducting a pilot program last year ( test scores were reported to Ginny Karbowski). We continued to take TSA's in the appropriate courses and will report those findings this summer with our other data.

We are planning to continue with TSA's for our CNA course, Parenting course and Housing & Home Design course in addition to our Welding, and Building Construction course.

We are acquiring new staff in one area and it will hopefully be a smooth transition to this process for him as well.

I will assist my district data entry person in uploading the test scores with help from K. Ediger.

<b>Resources Needed</b>	Precision Exam test bank & proctors.
<b>Timeline</b>	Some tests will be pre and post tests others will just be post tests. They will be completed at the end of the 1st and 2nd semesters. 1/2018 and 6/2018
<b>Person(s) Responsible</b>	Sec. Perkins Coordinator - J. Bymark
<b>How will progress be documented?</b>	All results are reported to the Sec. Perkins Coordinator - and she will hold until entry in the summer.
<b>Sub-populations or groups where gap exists:</b>	none
<b>Describe any contextual factors that might contribute to this gap:</b>	none
<b>Further Information</b>	
Stakeholders in this process are the students, teachers, school and business and industry that employs graduates from these various factions/disciplines.	
this has been a fairly smooth process during the pilot and will hopefully continue.	

<b>Improvement Plan Action Steps 3</b>	
<b>Indicator Number (i.e. 1S1 or 2P1)*</b>	5P1 – Nontraditional participation
Action Steps to improve the performance	
We will work very hard to get at least 20 women enrolled in the designated 6+ nontrad gender CTE programs.	
We will then provide the support services to address all obstacles in their lives including daycare, transportation, tutoring, study groups and any other support that can be provided to help the women complete their chosen CTE program.	
<b>Resources Needed</b>	None, we will have a \$100,000 P2P grant to use to support women. The Perkins grant will supplement the P2P grant if needed.  After the first year, the Applied Learning Institute has verbally committed funds to continue supporting these P2P women in their second year of college.
<b>Timeline</b>	Fall and spring semesters 2017-18. In the second year, 2018-19 - the women will complete their CTE programs.
<b>Person(s) Responsible</b>	Perkins Coordinator along with members of the P2P advisory board including community and government service groups, and college student services staff.
<b>How will progress be documented?</b>	The P2P Coord. (same person as Perkins Coord.) will be responsible to document all progress of the P2P grant to support this cohort of women.
<b>Sub-populations or groups where gap exists:</b>	Under-served women - low income, low education level, underemployed, unemployed, single mothers, academically disadvantaged, minority culture, non-English speaking, and all other women who are disadvantaged or under-served in any way
<b>Describe any contextual factors that might contribute to this gap:</b>	Societal factors and family and personal pressures and issues contribute greatly to put women into these disadvantaged situations.
<b>Further Information</b>	
The Perkins nontrad recruitment and completion will be addressed largely by the Pathways to Prosperity grant which HCC received for the FY17-18 school year. The grant program, which will be know as EMPOWER is going to recruit underserved women to enroll in 8 targeted CTE programs where there are high demand, high skills, and high wage local jobs - Auto, Diesel, Heating & Cooling, Professional Truck Driving, Electrical, IT Networking, Law Enforcement, and Indust Systems Tech. The goal is to get a group of at least 40-50 women into these programs and then support them with the womens foundation grant funds. The EMPOWER program will look at each woman individually to determine their barriers to success. The first step for the women will be enrollment in a Bridge class this summer that will operate all summer Mondays-Thursdays, 1:00-4:00 at the college. The women will be strongly encouraged to attend the Bridge as much as possible. ABE tutors will run the Bridge and work with the women on their basic academic skills prior to the first semester of their CTE program. Other support in EMPOWER may include transportation, study groups, tutoring, daycare, tuition assistance. We are working with ABE, MN Workforce Ctr., Northeast Service Coop., AEOA to recruit women into the CTE programs. We are also working with the EOC grant program as they are going to forward names of potential women to us that could be considered for EMPOWER. We will also be helping the women with their employability skills, resumes, interviewing, networking, and getting a job. Each woman will also be assigned a mentor. EMPOWER will see this cohort from enrollment to employment with the goal of helping them on the road to a prosperous and self-sufficient life.	

<b>Improvement Plan Action Steps 4</b>	
<b>Indicator Number (i.e. 1S1 or 2P1)*</b>	6S1 – Nontraditional participation
Action Steps to improve the performance	
Our non-trad participation has been down for a number fo years and we have done numerous things to help our numbers increase.	
Last year we implemented three Industrial Tech classes for/but not exclusive to females. Two out of the three classes were taught this year. The number of completers is yet to be determined. For this coming year, it was an administrative decision to roll all three of these classes into one with the idea being it an intro class and additional classes (level II) would grow from there.	
We will again this coming year monitor the interest and success of this one class to see where we can offer a level II class and in what specific area. ( ie welding, building construction, auto..)	
We are working to improve our male numbers in the CNA program as well, expanding the job shadow aspect to entice and view role models in the various helath care fields.	
I have spoken to our principal and our counselors about this and am really interested in re-designing our registration process for our students so that they can make better decisions knowing they are exploring all options.	
We will be adding a new Industrial Tech instructor this coming year who may help to spark interest among students.	
<b>Resources Needed</b>	Suggestions for a new/more in depth registration process ( especially for the elective classes.  Career Day Event Panels will continue to showcase non-trad role models in various non-trad careers.
<b>Timeline</b>	To develop a new process before January of 2018 to enhance the next years registration numbers.
<b>Person(s) Responsible</b>	Counselors - Sarah O. , Matt H. & Staci D. Vice Principal - Carrie McDonald Principal - Mike Finco Perkins Crdrtr. - Jeanne Bymark
<b>How will progress be documented?</b>	Progress will be documented in stages as we meet to address the inadequacies of the process and engage student input in the process.
<b>Sub-populations or groups where gap exists:</b>	
<b>Describe any contextual factors that might contribute to this gap:</b>	
<b>Further Information</b>	

<b>Improvement Plan Action Steps 5</b>	
<b>Indicator Number (i.e. 1S1 or 2P1)*</b>	6S2 – Nontraditional completion
Action Steps to improve the performance	

Because of our low non-trad participation numbers, this has also resulted in our non-trad completion rate.

A small rural school in northern Minnesota does not have the ability (due mainly to the feasibility of class size) to offer level II or level III classes in a lot of specific areas. Having a series of classes that increase in rigor in multiple or even one area is difficult due to budget constraints and licensed instructor availability.

Class sizes have minimums that must be met in order to offer the class. It is difficult to justify when faced with budget cut decisions.

The plan is to monitor those CTE classes offered to students where there is a sincere interest and to lobby for a level II in that area to improve our numbers.

Notifying our counselors and administration of non-trad participation numbers and brainstorming solutions about the ways we can help our student pursue higher level rigor.

Offering job shadowing in the area's where true interest and ability verify a student's potential in a particular field. ( This was done this year in the culinary program with two SPED students that job shadowed in commercial facility for a period of 3-4 hours)

<b>Resources Needed</b>	A bank of various level classes that can be offered with minimum class enrollment. Support of counselors and administration for each of the classes offered.
<b>Timeline</b>	This will be a step by step process where we ( secondary & Post-secondary coordinators) will meet with the secondary administration and counselors to brainstorm what we as a school can do to enhance non-trad enrollment.
<b>Person(s) Responsible</b>	Secondary Perkins coordinator will be responsible for calling the meeting. Secondary Administration and counselors must "buy in" to solutions to help grow enrollment enthuse courses.
<b>How will progress be documented?</b>	Progress will be documented through meeting minutes and held on file for review through implementation of solutions.
<b>Sub-populations or groups where gap exists:</b>	
<b>Describe any contextual factors that might contribute to this gap:</b>	
<b>Further Information</b>	

**Related Improvement Plan documents**

Upload any additional supporting documents here.

Upload any additional supporting documents here.

Upload any additional supporting documents here.

**Improvement Report**

<b>Improvement Report 1</b>	
<b>Indicator Not Met:*</b>	2P1 – Credential, certificate, or degree
<b>Negotiated Performance: *</b>	52.64
<b>Actual Performance: *</b>	46.55In this area, I believe that CTE programs wit
General strategies planned to improve performance:	
CTE faculty and college staff will work to help students complete their programs. CTE faculty will work individually with students to be flexible regarding their personal issues and assist them in any way possible with finishing their program. Second and third chances are routinely given to all CTE students to help them become completers.	
Perkins provides Lab Assistants in the CTE areas of Auto, Dental and Culinary where students seem to have trouble with program completion. These Lab Assistants work with individual students on labs and hands-on work, and tutor them as needed.	
Comments or context for actual performance (optional):	
In this area, I believe that CTE programs with unique situations have contributed to our lower performance level. I do not know what can be done about these factors.	
In our Pre-Eng. program, a student will become a concentrator, but then not be a completer because the student had no intention of completing the program and planned to only attend one year and taking some general engineering courses and then transfer to a 4-yr. college.	
In our Medical Lab Technician program online, the online program plan is that students have 3 to 3-1/2 years to complete this program. These are working students who take only a few classes at a time. Again, all enrolled students show in the data as not completing their program.	
In Culinary, we have a large problem with students quitting after the first year or at the beginning of the second year due to some faculty issues. The faculty is no longer associated with the program so I anticipate the Culinary numbers will improve.	
In the IT Networking program, many students do not complete because employers hire them once they attain certain skill levels and once they have obtained various certifications online. Once a student is offered a job, it is difficult to get them back to school to complete.	
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In the IT Networking program, many students do not complete because employers hire them once they attain certain skill levels and once they have obtained various certifications online. Once a student is offered a job, it is difficult to get them back to school to complete.	
In all programs, laid-off miners receive TSA financial incentives if they enroll in a college program while they are laid off so many of them come to HCC. When they are called back to work, they quit the college program and of course are counted as non-completers.	

<b>Improvement Report 2</b>	
<b>Indicator Not Met:*</b>	2S1 – Technical Skill Attainment
<b>Negotiated Performance: *</b>	54.30%
<b>Actual Performance: *</b>	No data submitted
General strategies planned to improve performance:	
- Held a pilot with TSA testing utilizing Precision Exam programs.	
-Shared results with Ginny Karbowski.	
- I (secondary Perkins coordinator) will share our results with our data entry person for entry this summer for this previous year.	

- We have very few Level II classes in our CTE disciplines but administer the tests in high rigor classes such as Building Construction, Welding II, Housing & Home Decoration, Parenting, Creative (Advanced) Foods and our state CNA testing scores.

- I expect to have an idea how we are performing 1/18.

Comments or context for actual performance (optional):

#### Improvement Report 3

**Indicator Not Met:** \* 3P1 – Student retention or transfer

**Negotiated Performance:** \* 19.9%

**Actual Performance:** \* 17.98%

General strategies planned to improve performance:

We will use the same strategies as in 2P1 to attempt to accurately reflect in the data when a student becomes a concentrator and then transfers out. I plan to work with our data person at the college to ensure our data is correct and to see if anything can be done with the 3 yr. program.

See 2P1 context explanations above that also pertain to this measurement of completion or transfer.

Comments or context for actual performance (optional):

See 2P1 please.

#### Improvement Report 4

**Indicator Not Met:** \* 5P1 – Nontraditional participation

**Negotiated Performance:** \* 15.10%

**Actual Performance:** \* 11.22%

General strategies planned to improve performance:

The Perkins nontrad recruitment and completion will be addressed largely by the Pathways to Prosperity grant which HCC received for the FY17-18 school year. The grant program, which will be know as EMPOWER is going to recruit underserved women to enroll in 8 targeted CTE programs where there are high demand, high skills, and high wage local jobs - Auto, Diesel, Heating & Cooling, Professional Truck Driving, Electrical, IT Networking, Law Enforcement, and Indust Systems Tech. The goal is to get a group of at least 40-50 women into these programs and then support them with the womens foundation grant funds. The EMPOWER program will llook at each woman individually to determine their barriers to success. The first step for the women will be enrollment in a Bridge class this summer that will operate all summer Mondays-Thursdays, 1:00-4:00 at the college. The women will be strongly encouraged to attend the Bridge as much as possible. ABE tutors will run the Bridge and work with the women on their basic academic skills prior to the first semester of their CTE program. Other support in EMPOWER may include transportation, study groups, tutoring, daycare, tuition assistance. We are working with ABE, MN Workforce Ctr., Northeast Service Coop., AEOA to recruit women into the CTE programs. We are also working with the EOC grant program as they are going to forward names of potential women to us that could be considered for EMPOWER. We will also be helping the women with their employability skills, resumes, interviewing, networking, and getting a job. Each woman will also be assigned a mentor. EMPOWER will see this cohort from enrollment to employment with the goal of helping them on the road to a prosperous and self-sufficient life.

Comments or context for actual performance (optional):

#### Improvement Report 5

**Indicator Not Met:** \* 5P2 – Nontraditional completion

**Negotiated Performance:** \* 8.6%

**Actual Performance:** \* 7.73%

General strategies planned to improve performance:

The Perkins nontrad recruitment and completion will be addressed largely by the Pathways to Prosperity grant which HCC received for the FY17-18 school year. The grant program, which will be know as EMPOWER is going to recruit underserved women to enroll in 8 targeted CTE programs where there are high demand, high skills, and high wage local jobs - Auto, Diesel, Heating & Cooling, Professional Truck Driving, Electrical, IT Networking, Law Enforcement, and Indust Systems Tech. The goal is to get a group of at least 40-50 women into these programs and then support them with the womens foundation grant funds. The EMPOWER program will llook at each woman individually to determine their barriers to success. The first step for the women will be enrollment in a Bridge class this summer that will operate all summer Mondays-Thursdays, 1:00-4:00 at the college. The women will be strongly encouraged to attend the Bridge as much as possible. ABE tutors will run the Bridge and work with the women on their basic academic skills prior to the first semester of their CTE program. Other support in EMPOWER may include transportation, study groups, tutoring, daycare, tuition assistance. We are working with ABE, MN Workforce Ctr., Northeast Service Coop., AEOA to recruit women into the CTE programs. We are also working with the EOC grant program as they are going to forward names of potential women to us that could be considered for EMPOWER. We will also be helping the women with their employability skills, resumes, interviewing, networking, and getting a job. Each woman will also be assigned a mentor. EMPOWER will see this cohort from enrollment to employment with the goal of helping them on the road to a prosperous and self-sufficient life.

Comments or context for actual performance (optional):

#### Improvement Report 6

**Indicator Not Met:** \* 6S1 – Nontraditional participation

**Negotiated Performance:** \* 25.15%

**Actual Performance:** \* 14.88%

General strategies planned to improve performance:

- We (Perkins Coordinators-Secondary & Post-Secondary) have tried a number of creative ideas to stimulate participation and enrollment.

by offering brown bag lunch sessions, pizza lunches with non-trad speakers with no success.

-This past year we offered 3 Industrial Tech classes to encourage females to further their knowledge and skills in particular area's. Two of the three classes went and so am waiting to see how this results into enrollment for next year.

- Sadly, administration decided to roll all three courses into one for next year. We will have to wait and see the results.

- We do utilize non-trad speakers whenever available to showcase particular careers.

- Job shadowing out in the community has increased exposure to non-trad careers especially in medical careers.

Comments or context for actual performance (optional):

#### Improvement Report 7

**Indicator Not Met:** \* 6S2 – Nontraditional completion

**Negotiated Performance:** \* 7.72%

**Actual Performance:** \* 2.46%

General strategies planned to improve performance:

- We have few level II or beyond classes due to the limited number of licensed faculty and also being a 7-12 facility, the instructors number of preps are quite varied.

- Our administration controls whether classes will be offered regarding the number of enrollees. We have tried to be flexible as instructors on this by taking Level II student in with level I students and giving them a more rigorous curriculum to complete thereby enhancing their skills.

- We have a six period day schedule that limits the number of electives students can take. This was also limited even more by the local decision to increase the number of Math (core subject) credits required for graduation.

- We continue to work hard to recruit those that have the aptitudes and abilities for certain career area's.

-This year, we focused our intentions on buidling "soft skills" in all of our students by hosting 3 career panels that focused on the following particulars:

\* All 10th graders - "Time Management" Career Panel Discussion - this featured 2 males and 2 females, 2 four

yr. degree + graduates and 2- 2 yr. degree graduates from a variety of fields including attorney, CPA, Buidling Project Manager and Maintenance Supervisor. An outline of topics related to time management was assigned to each speaker and they were allowed to "tell their stories" about the importance of the concept. ( We have idea's for next year to break them up into groups with a time management task so we can critique their use of time and effectiveness regarding quality and performance.

\* All 11th graders - "Employability Skills" Career Panel Discussion - this featured 4 females in the Human Relations depts. of various businesses ranging from Mining, Manufacturing and Health Care. Their discussion brought "real world" situations to the forefront regarding dress, promptness, manners, performance, etc. Examples ranged from around the U.S. as many of these people worked in different states and for different companies. Harsh realities of what employers will and will not tolerate were disclosed for the students' benefit.

\*All 12th graders - "Resumes' and Job Applications" Career Panel Discussion - this featured 4 professionals who deal with resumes on a daily basis in various factons - a VP in Healthcare, a job training professional, a post-secondary career instructor and a human relations mgr. that reviews resumes on a daily basis. Student resumes were collected inadvance and reviewed by the presenters and then met in small groups to review and give additioal tips and address questions from the students. Our goal was to give the students an "edge" when applying for jobs, scholarships, work study etc.

-W felt this was very successful and addressed the stdent body of each grade and was all encompassing on the defined topics. We hope to continue with this acitivity next year.

Comments or context for actual performance (optional):

**Statement of Assurances & Certifications**

Description	File Name	File Size
FY18 Statement of Assurances - Hibbing-Chisholm	FY18 Statement of Assurances.pdf	121 KB



**Attachments**

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Description	File Name	File Size
FY18POS.TSA.planningguide.Hibbing_7-20-17 Revised by J. Bymark.	FY18POS.TSA.planningguide.Hibbing_7-20-17.docx	33 KB

**Status Reports**

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ID	Type	Due Date	Submitted Date	Arrived?	Status
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