



MINNESOTA STATE

Career and Technical Education

Grant Details

02416 - FY19 PERKINS APPLICATION

02622 - FY19 Hibbing Chisholm Local Plan
Perkins IV Consortium

Grant Title: FY19 Hibbing Chisholm Local Plan
Grant Number: 02443
Grant Status: Underway
Comments:
Applicant Organization: Hibbing-Chisholm Consortium
Grantee Contact: Jennifer Boben
Award Year: 2018
Program Area: Perkins IV Consortium
Amounts:
Contract Dates: Contract Sent 08/08/2018 Proposal Date 07/01/2018 Contract Received 06/30/2019 Contract Executed
Project Dates: 08/08/2018 07/01/2018 06/30/2019
Project Start Project End
Grant Administrator: Jeralyn Jargo
Contract Number: 02443
Award Year: 2018
Contract Dates

Contract Sent	Contract Received	Contract Executed	Contract Legal
Project Dates	07/01/2018	06/30/2019	
<small>Project Start</small>	<small>Project End</small>		
Comments			

Agency List

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

Summary Narrative Part One

Career and Technical Education Programs:

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Q1) How does your plan support the career and 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)]

The upcoming Perkins grant cycle in the Hibbing/Chisholm consortium will reflect a time of change. Both the Perkins Secondary and Post-Secondary Coordinators, who boast years of longevity and experience within this consortium, will retire from their roles at the end of this fiscal year. With this transition, the new Perkins Coordinators at each level bring differing backgrounds to these roles. The Secondary Coordinator has a strong background in engineer, math, and science, and the Post-Secondary Coordinator has a strong background in working with special populations and career development. The new coordinators will strive to maintain the strong programming and support that have been evident within the consortium.

At the secondary level, the largest percentage of funding will continue to go towards the Secondary Perkins Coordinator and his work in supporting and administering CTE programming. Of the approximately \$29,000 in allocated funds, \$23,550 will go towards personnel. The remainders of the funding will once again go towards standard items that support the consortium, including substitution costs, professional memberships, student travel to CTE events, community service CTE projects and awards, and instructional supplies. Additional funding will go towards career events at both high schools, updating the CTE website at the Hibbing High School, and the career planner books for all Chisholm High School students.

At the postsecondary level, personnel funding in FY19 will be for a Postsecondary Coordinator at 25% time and 4 program aides for student tutoring in the Culinary, Auto, Dental Assisting, and Electrical Maintenance programs (15 hrs per week). Our funds were selected to be used for CLAs in these area because each of these programs has a significant student need in the classroom, either due to class sizes or program needs. The Postsecondary Coordinator will work on several new initiatives, including employer surveys, Clearing House research for transfer figures, and coordination of four year transfer options. Other postsecondary funds will be used to support new equipment and technology in the approximately 20 CTE programs at Hibbing Community College, initiatives to support our special population students in the CTE programs, diversity events and programs, testing for technical programs, and programs that promote awareness of CTE to area high school students on the Iron Range.

HCC was awarded a \$100,000 Pathways to Prosperity (P2P) or EMPOWER grant in FY18, to support women in CTE programs. This grant from the MN Women's Foundation extends through the 2019 fiscal year and has \$50,000 of added funding, supporting an additional 10-12 female students. This grant helps serve underserved women to be successful in 6+ CTE programs including Industrial System Technology, Law Enforcement, Electrical Maintenance, Heating and Cooling Technician, Diesel Technician and Heavy Equipment Maintenance, and Professional Truck Driving. The ELM aid, mentioned in the previous paragraph, joined the Perkins grant during FY18. Along with her Perkins duties, she was also named as the EMPOWER Grant Coordinator. As a female graduate of an ELM program, her experiences will help support students in our consortium, in the EMPOWER Grant Program, and students at the secondary level. The Perkins Postsecondary Coordinator will work with the EMPOWER Coordinator in order to fulfill goal requirements of the Perkins grant and work as part of the improvement plan of 5P1.

Meeting State and Local adjusted levels of Performance

Q2) 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)]

Our consortium has a history of not meeting our target levels of performance in the area of nontraditional participation and completion. This year, we were able to raise the completion rate, but we are still working towards the target percentage for nontraditional participation, which we hope to reach in the coming year. At the college level, the EMPOWER grant, mentioned in the Q1 response, recruited and served a total of 16 female students during the FY2018 year. The students will continue to be supported during FY2019, and through the extension of the grant, an additional 10-12 females will be recruited for CTE programs and served at the campus. The EMPOWER Grant Coordinator and Perkins Grant Coordinator will work more closely during the upcoming year. This grant will continue to improve our nontrad performance during FY19.

As for our student retention and transfer, we will work closely with all Program Chairs for more early alerts of students struggling, with a goal of early intervention.

At the secondary level, the continuation of the Industrial Tech girls-only course will once again be offered for FY2019. This course will help introduce females to the CTE program pipeline.

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)]

At the secondary level, CTE programs have met State Program Approval standards over the past 10 years and continue to draw sufficient enrollment.

At the post-secondary level, all CTE programs were designed using the Minnesota State standards that require demonstrated regional workforce demand. Program quality is ensured in our programs and every CTE program is accredited by state/national agencies with a few exceptions. Every CTE program meets annually with advisory boards made up of local industry representatives. In order to work in the field, many CTE graduates must pass state or national board exams. Our technical faculty incorporates this into the curriculum for programs like Registered Nursing, Law Enforcement, Pharmacy Technician, and IT Networking and Security (ITNS).

Technical assessments are a good way to ensure that CTE programs are meeting industry standards. At the secondary level, we have recently added assessment in a number of CTE areas including FACS, Indust. Tech., and Auto. At the post-secondary level, we added assessments in Auto. Our Diesel and Auto program were using the NOCTI exam, but will be looking at other assessments such as ASI for Auto. In ITNS students are required to take at least 3 national certification.

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)]

At both the secondary and post-secondary levels, CTE students are constantly provided with industry experience through fieldtrips, guest industry speakers, and the latest industry technology and equipment. Perkins has purchased equipment in several different CTE program, including dental x-ray sensors, a Hobart 20 quart Mixer for Culinary Arts, MP3 players for Law students to simulate a person in crisis through auditory hallucination, and other additional equipment. The purchase of this equipment allows CTE programs to keep up with industry standards that are constantly changing.

The consortium's relationship with the Habitat for Humanity program grows stronger with each passing year. New homes are built each year on the Iron Range and our CTE programs at the high school and college continue to be involved. Students in the Industrial Tech. classes at the high school provide much of the labor to build the homes and FACS students do inside planning and decorating of the homes, along with hosting the dedications and open houses. Students in the Electrical Maintenance and Indus. Systems Tech. program at the college do all of the wiring and much of the dirt and foundation work needed for the Habitat homes. These opportunities allow students to see all aspects of the industry.

Summary Narrative Part Two

Comprehensive Professional Development

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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 post-secondary level all faculty are required to complete annual professional development 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. In an extension from the previous year, all faculty received diversity training in order to support diverse populations of students, along with optional Adverse Childhood Experiences (ACEs) training, so as to understand how early life experiences can impact students at later life stages. Continued diversity training is planned for FY19.

At the secondary level, the high school science teacher completed her training and was able to be licensed to teach the state healthcare curriculum and continue teaching the Nursing Assistant college credit program, which continues at both high schools. The newly hired Industrial Tech. teacher is also licensed in graphic arts and will begin work on incorporating a graphic arts pathway.

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. *How do you assist business industry specialist (community experts) to obtain variances and support them with professional development to transition to full licensure* [Sec.134 (b)(12 (A-B))]

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 non-trad gender and diverse populations to apply. Non-trad 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. At the post-secondary level, we were fortunate to hire a female Electrical Maintenance Lab Assistant, who had previous experience in the field. Within our college Nursing program, the two most recent nursing faculty hired were both men.

Program advisory boards are made aware of openings so they can use their business networks to help recruit CTE faculty to the college. CTE program grads are also recruited, and over the past several years, have filled open CTE faculty positions. With possible retirements in the near future, CTE positions will once again become available and non-trad gender applicants will be strongly considered for openings.

At the secondary level, the FACS instructor continues to mentor a student who plans to complete college education and then return with the hopes of teaching FACS at the Hibbing High School.

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 secondary level, the normal assessments of course grades and graduate 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 post-secondary level, beyond assessments, student performance on the job is a good indication of how well the CTE programs are doing. Internships in Dental, Medical Lab Tech, Nursing, Pharmacy Tech., and Med. Coding, provide CTE faculty with information about the performance of our students. If something is lacking, it would result in employers discontinuing internship placement at their sites, so evaluation is a constant process between CTE faculty and employers in these programs.

In other CTE programs without internship, we plan to pilot a feedback project through employer surveys focusing on recently hired graduates and how they are performing on the job. The surveys will provide CTE programs with evaluation of students' performance in both the technical and soft skills areas.

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 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 continue to report success in the area of hiring since this high school program began and the program also reports success in the area of CNA program certification, with 10 of 11 students (91%) passing the certification at the Hibbing High School and another 10 of 13 passing the certification exam at the Chisholm High School. This course is a stepping stone for entry into the RPOS at the college level.

Due to lack of sequenced CTE classes at the two high schools, it is difficult to identify other RPOS in our consortium. We have, however, began work on a better alignment of courses, with the hopes of finding program alignment. The high schools have also added many assessments in the CTE areas. This has strengthened the programs.

Though we lack RPOS, our CTE programs have many close connections with community programs, industries, and other colleges in the Northeast Education District. Our Auto faculty at the college continue to go out to local high schools to teach a few times a month. Our Indus. System 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. The Iron Range Engineering program, delivered by Mankato State at the Mesabi Range campus, draws our high school students who want to stay on the Iron Range and achieve a 4 year degree. Delivery of this degree is in an applied format, allowing students to learn through project-based learning. Our consortium is often 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

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Your Goal 1 narrative must include descriptions of the following elements: (New or revised questions are in green)

- 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.)]**
 - 9. Describe how career guidance and academic counseling will be provided to career and technical education students [Sec. 134 (b) (11)].**
 - 10. Describe how CTE students at the secondary level are encouraged to enroll in rigorous and challenging courses in core academic subjects (as defined in Sec. 9101 of the elementary and secondary education act of 1965) [Sec. 134 (b)(3)(E)].**

1. Our RPOS is in Healthcare Therapeutic. We also have 7 other approved Programs of Study. Our RPOS was developed because we have an extensive healthcare community in the local area, which continues to grow. We also have strong science and math curriculum at the high schools and several CTE Healthcare programs at the college. Students start with the college credit Nursing Assistant program and Intro to Healthcare Careers class in high school and can then choose a healthcare 1 or 2 yr. CTE program at HCC, followed by options to continue for a bachelor's degree at a 4- year university. As part of the Nursing Assistant program, students receive a state license as a Nursing Assistant and can obtain employment at a number of area hospitals, nursing homes, hospice homecare, and assisted living facilities in the area. At the secondary level, with the inclusion of the Healthcare Curriculum, students are afforded 3 weeks of job shadowing and informational interviews of 3 different healthcare positions. This has really enhanced the value of this program at the secondary level.

2. Students at Hibbing and Chisholm High Schools have an opportunity to receive college credit in many of their high school courses. Each year, more college credit opportunities are being developed in collaboration with HCC, Mesabi Range, and UMD. The two CTE areas offering credit are the Intro to Engineering class and the CNA course, in which the HCC credit transfers to the Pre-Engineering Program at HCC and Nursing program respectively. Additionally, the new Perkins Hibbing High School (HHS) Coordinator and science faculty, will be working to offer an Applied Physics for Technology course as a co-enrollment course offered in conjunction with Hibbing Community College. This 4 credit class can fulfill the Physics requirement for the Integrated Technology 2 year program or be used to fulfill the Associate of Arts Minnesota Transfer Curriculum. [1]

3. Hibbing Community College counselors work collaboratively with high school counselors and administration to provide more 'college in the schools' (CITS) opportunities each year. HCC Counselors work as primary advisors for any high school student taking college courses either via PSEO or through CITS courses. Engineering, Electrical Maintenance, Culinary, Industrial Systems Technology and other faculty at HCC have relationships with 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 continues to co-teach the Intro to Healthcare Careers class with a recently credentialed science high school teacher. Engineering faculty at Hibbing Community College frequently visit and assist in the instruction of students in the Intro to Engineering Program. Physics, math and IT faculty at HCC, along with the physics faculty member and Perkins Coordinator at Hibbing High School, co-created the engineering curriculum POS at Hibbing High School and offer components such as career planning, communication skills, and project management. [1]

4. The high schools provide academic tutoring sessions and other initiatives to help improve academic skills. As students enter college, they take the Accuplacer assessment to determine their college level placement. When students test below college level, they are required to take developmental courses before they can move into college level work. For CTE students who assess low, they are enrolled in a Learning Community (LCOM) cohort, where they receive extra support, both academic and social, while taking a series of development classes directed at their specific program. The college has LCOMs established for Law Enforcement and Healthcare/Nursing, and one specific for student who qualify for TRIO SSS. As part of the LCOM, students work closely with an HCC Counselor, AEOA, and the MN Workforce Center to provide study skills, academic tutoring, and life skills. Tutors from these agencies have offices/hours on campus to serve the students. HCC also has an Academic Center, overseen by a Master Tutor, and as many as 8-10 peer tutors. In the coming year, the tutoring center will be rehoused due to the HCC Campus right-sizing and renovation project. The Academic Center will be moving to a centralized location on campus and will be connected to the Library. This joint location will create an expanded location for students to receive assistance with courses. Student in any program can request free tutoring at the Center.

As part of the Intro to Engineering course, a college physics faculty team-teaches a unit on study skills and professional skills such as memo writing, cover letters, resumes, and interviewing skills.

5. Perkins will fund professional development as requested for CTE staff. The high school science teacher, through Perkins funding, completed licensing to teach the Intro to Healthcare Careers class. At the college, CTE faculty use professional development college funds first and then come to Perkins to request additional funds. Most CTE high school instructors request professional development funding from Perkins. Attendance at the annual CTE State Conference has increased from 1 to 3 members with presentations given by staff and student groups. Additionally, the new Perkins Coordinator at the High School is the Vice-President of the Range Engineering Council and regularly engages in meetings with other board members to provide outreach activities in STEM to the region. He subscribes to the American Institute of Chemical Engineers, the American Society of Engineering Educators and frequently reads the academic journals in order to provide assistance in curriculum adaptations and improvements.

6. We added TSA's to the high school in the areas of FACS, Indus Tech, and Auto and we continue to wait for the results and data outcomes in these new areas of assessment. Many of the advanced courses are not offered in consecutive years due to low numbers in our rural areas, therefore it may take another two years for an established read; preliminary results have been good. At the college, assessment is done using the state and national test in the healthcare areas. In FY 18, the ASI certification test was used for Auto and we will continue to be used in FY19. At this time, the Diesel faculty will be researching testing options with other program experts in the state and will either resume using the NOCTI assessment or another preferred assessment in FY2019. Other CTE program use additional testing sources, which are listed in the TSA area of the grant.

7. Adult learners continue to be a part of every CTE program at the college. In FY19, due to the renewal of the EMPOWER grant, we will once again focus on, and support, adult women in nontraditional occupations. With the expansions of this grant program, we are able to work with an additional 10-12 nontrad female students in CTE program. Funding is available to recruit and support these students in the areas of transportation, study groups, and more. As part of the EMPOWER grant, we also work with state agencies including AEOA and the MN Workforce Center, who maintain offices on the HCC campus. AEOA works directly off the HCC campus and offers ABE education and GED preparation.

8. At the secondary level, the Nursing Assistant and Intro to Healthcare Careers students at the high schools will continue touring and job shadowing at local nursing homes and hospitals as part of their class. Because setting up these opportunities has taken substantial time and effort on the part of the two advisory boards, it is proving to be a best practice, and will continue with future classes.

At the post-secondary level, the Nursing program continues to have students working with the community hospitals for clinicals, the Dental Assisting program MLT program, and Pharmacy Tech. program students complete internship /practicum at local clinics, and the ELM and Industrial Systems program maintain their work with the Habitat for Humanity program where they build on local homes. Both the Automotive program and Diesel program take in community vehicles in need of repair to the on campus shop. Our Culinary Arts program runs a full services cafeteria, that is open to the campus and the public, and throughout the year hosts multiple buffets.

HCC once again hosted a successful Career and Networking Expo, with 33 employers present. This Expo provided students an opportunity to connect directly with industry professional, some of whom where hiring.

9. Academic advising is provided as CTE students register during Testing & Registration Sessions for fall semester and continues through Cardinal Kick-off, a first day orientation session. Advising, along with a review of policies and procedures, are presented at this time. Law Enforcement and Nursing have their own program specific, mandatory orientation sessions, (in addition to Cardinal Kick-off) which also provides intensive advising through a number of faculty and staff. During the fall and spring semesters, advisors will go to CTE classrooms to assist students with registering and to provide advisement for program advancement. We will also coordinate with Bemidji State, Moorhead State, Mankato State, and others to have representatives on campus to discuss and present options for 4-year degree program transfer. Each of these three campuses offers transfer programs for CTE students to transition to a bachelor's degree program. HCC advisors will also be available to assist interested students with these transfer opportunities. Currently, one of the graduating IT Networking students is working closely with an HCC Advisor and a Bemidji State advisor to transition into the 4-year Applied Engineering program at BSU. Career guidance is discussed as part of the transfer information sessions and it will be woven into the Employment Skills class.

10. At the secondary level, CTE students looking to pursue a pathway are informed by their counselors and instructors of the required rigor of the courses and accompanied core courses that will enhance their success in the pathway. Students are encouraged to take high level math and science courses. Students interested in Engineering careers receive encouragement to enroll in the challenging and rigorous courses by personal conversations within the College-In-the-School courses, through interviews with parents/guardians during conference nights, in which parents and students are provided brochures outlining the program of study for pre-engineering. Through Mentoring Nights and job shadowing, students are also made aware of the need to take challenging courses to prepare them for these POS.
[1]

[1] This notation refers to a caveat, which applies to the possibility of these courses (Engineering) running at the High School level. This will be based on enrollment in these courses.

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

Goal 1 Objectives

Goal 1 Objectives 1	
Required/Permissive Uses of Funds*	R1 , R2 , R3, R4, R5 , R6 , R7 , R10 , P7, P10
Strategies	
Support current Programs of Study and new ones through improving CTE at the secondary and post secondary level.	
Host monthly advisory board meetings at the post secondary level and host joint advisory board meeting between post-secondary and secondary boards.	
Work in conjunction with the EMPOWER grant program to support females in non-traditional programs.	
Outcomes	
Secondary students will be better prepared for college and future careers by earning college credit through CTE electives. They will participate in career exploration and will improve and enhance their academic skills before entering college.	
Students will complete their CTE programs by being part of Learning Communities and improving their academic skills.	
CTE Students at all levels will be instructed by teachers with up-to-date knowledge in the field and by using curriculum with input from industry experts. Students will train with state of the art equipment and technology, will experience the industry through Habit for Humanity and other varied opportunities, and will be assessed using state and national industry assessments.	
Working closely with EMPOWER grant will increase participation and completion of females in non-traditional programs.	
Measures	
Performance will meet our new negotiated target as follows:	
Secondary:	
1S1: 67.94%	
1S2: 45.08%	
2S1: 56.00%	
3S1: 99.00%	
4S1: 90.00%	
5S1: 61.00%	
6S1: 15.87%	
6S2: 5.00%	
Post Secondary:	
1P1: 83.40%	
2P1: 53.40%	
3P1: 18.00%	
4P1: 87.50%	
5P1: 13.50%	
5P2: 8.60%	
Post-Secondary Required Activities	\$16,650.83
Post-Secondary Permissible Activities	\$5,000.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$21,650.83
Secondary Required Activities	\$6,635.02
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$6,635.02

Total	\$28,285.85
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Goal 2 Budget: Effectively Utilize Employer, Community, and Education Partnerships

Goal 2 Objectives

Goal 2 Objectives 1	
Required/Permissive Uses of Funds*	R1 , R2 , R3, R4, R5 , R6 , R7 , R10 , P1 , P4, P6, P7, P8, P10
Strategies	
1. Collaborate with business and industry, educational institutions, and community partners to provide high quality CTE education to all learners.	
2. Bring back together the joint secondary/postsecondary advisory board committee to share ideas and discuss effective partnerships.	
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 Minnesota Workforce Center, the Applied Learning Institute, and AEOA collaborate with the high school and colleges to provide programming that meets local employer needs and that supports graduating students job seekers.	
Measures	
1. Two industry representatives will be active on the BEP Committee at the secondary level.	
2. All 15-20 college advisory boards will meet twice a year.	
3. CTE students at secondary and postsecondary levels will experience the industry in our consortium by taking at least 4 industry field trips and having 2 industry speakers.	
4. At least 30 CTE students will participate in the Habitat for Humanity home project.	
5. At least 6 CTE programs will receive Perkins support for updating technology, equipment, and supplies.	
6. At least 25-30 employers will participate in the Hibbing Community College job fair.	
Post-Secondary Required Activities	\$16,650.83
Post-Secondary Permissible Activities	\$2,000.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$4,483.95
Post-Secondary Total	\$23,134.78
Secondary Required Activities	\$7,688.46
Secondary Permissible Activities	\$553.34
Secondary Admin Cost	\$0.00
Secondary Reserve	\$1,386.53
Secondary Total	\$9,628.33
Total	\$32,763.11

Goal 3 Narrative

Narrative for Goal 3: Improve Service to Special Populations

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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. Provide programs that are designed to enable the special populations to meet the local adjusted levels of performance [Sec. 134 (b) (8 (B))].
5. Describe how individuals in special populations will not be discriminated against based upon their status. [Sec. 134 (b) (9)]
6. Describe strategies to provide access to high-skill, high-wage or high-demand occupations that lead to self-sufficiency [Sec. 134 (b) (8 C.)]
7. Describe how you ensure that students who participate in such career and technical education programs are taught to the same coherent and rigorous content aligned with challenging academic standards as are taught to all other students [Sec. 134 (b) (3)(D)].

1. For nontraditional by gender, as stated in an earlier goal, we are once again fortunate to be receiving the EMPOWER grant from the MN Women's Foundation. This grant help assist underserved female students in traditionally male dominated POS. This grant was funded at \$100,000 for FY18 and will be receiving a \$50,000 increase for the FY19 year. This increase allows for another 10-12 female students to receive support. Our new goal is to support a total of 25-30 underserved women enrolled in nontrade gender programs including Diesel, Law Enforcement, HVAC, Electrical Maintenance, Truck Driving, and Industrial Systems Technology. Once enrolled, these students will be supported through study groups, tutoring, transportation, daycare, and by receiving a personal connection on campus. This group of student will also be working with a counselor at the college, receiving Gallup StrengthsFinder coaching. This coaching will help them understand their personal strengths and how those impact not only their ability to succeed on campus but also how to succeed away from campus. Through all of these avenues of support, we look for success in these students finishing their programs and moving into employment in high-wage jobs. These efforts will be supplemented by the Perkins grant when needed.

2. We remain closely connected to the MN Workforce Center, Northeast MN Service Coop., Arrowhead Economic Opportunity Agency (AEOA), and all other groups that help underserved and needy people in this area. HCC also houses both a TRIO Educational Opportunity Center (EOC) staff member, and a TRIO SSS program, who work with first generation college-goers, low income students, and students with disabilities. Both of these programs strive to provide extra support on campus to aid students in achieving their degree or diploma. With the transition of the Perkins Coordinators at the College, the incoming Coordinator is also the Director of the TRIO SSS Grant program on campus. With this combined role, TRIO will likely be of even more support to CTE students, while working towards the Perkins goals. Most of the above-mentioned programs are also able to assist with recruiting student to CTE programs and to support them as they become trained and educated.

3. The college provides various strategies to help students overcome barriers. We have a strong Multicultural Student Club that meets weekly and hosts special evening events. We have Learning Communities established for both Law Enforcement and Healthcare Careers and a Nursing group that supports non-English speaking nursing students. We are fortunate to have the SSS grant program, which mentioned earlier, supports students who fall into low income categories, are first generation college goers, or a student who has a disability – either physical or mental. We continue to have a Disability Director on campus, who also provides services to students with documented disabilities. There are many area of support for special populations on campus.

We have both a staff Diversity Committee, who supports all groups including women, minorities, LGBT, single mother, etc. and a Diversity Officer, who leads this group and the Multicultural Student Club. Throughout this past year, the college campus hosted many events including famed diversity speaker and musician, Daryl Davis. His lecture, which highlighted the need for a respectful, open dialogue on diversity, was open to the entire campus but specifically targeted to the Law Enforcement program. It was also open to area high schools for attendance. We will once again try to extend these type of lectures to area high schools, while making them available to CTE programs at the college.

4. At the post-secondary level, we would like to, once again, revisit the idea of providing a Culinary Assistant program, which would be available to students with special needs. This discussion will need to be opened with both college administration and faculty of the Culinary Arts program.

Another possible opportunity for addressing special populations is through our college Provost, who sits on the Board of MDI, a local manufacturing company where people with and without disabilities work side-by-side producing high quality products for business customers across America. This partnership could also offer other avenues for program design to support special populations.

5. HCC is a public, two-year comprehensive community and technical college with open access to enrollment. Hibbing Community College is committed to a policy of nondiscrimination in employment and education opportunity. In FY18, HCC had an Office of Civil Rights review, ensuring the campus was up-to-date with policies and adhering to an environment of non-discrimination and support for all students.

6. Our community partners recruit underserved individuals to our CTE programs to help them build up their lives and become prosperous. One partner, the EOC program, specifically presents to low income, single mothers, educating them on the non-traditional programs of study open to females and showing them the wage-gap differences between some traditional female dominated program and traditional male dominated programs. We work closely with our community partners to help make adults and all underserved groups self-sufficient by getting CTE training, education, and then employment.

At the secondary level, we have worked very hard to provide opportunities for all learners at the high school level to take CTE classes. We currently have one Industrial Tech class at the Hibbing High School that supports female students. We also have worked to introduce males to non-traditional career areas like Nursing. This past year, a special needs student wanted to work in hospital dining services, so the high school (through Perkins assistance) allowed the student to audit that portion of the FACS class and participate in the job shadowing experience component of that class. This allowed the student to get a feel for what would be require of her. The hospital went above-and-beyond setting up various stations for her to participate and explore within the Food Service area, including salad preparation, dishwashing, and tray delivery.

7. Students in special populations at the post-secondary level are held to the same rigorous and challenging academic standards. All students, special populations included, in POS with State and National Board exams, are given the same exams. Recently, a student who meets the special pops description inquired about disability accommodations for taking the Board of Nursing exam. This student is working closely with the Disability Director to receive those accommodations, but is still taking the same board exam as all other nursing students. This is one demonstration of holding special populations to the same standards. Additionally, students in CTE programs also take the same NOCTI tests and certification tests. Any necessary documented accommodations are arranged through the Disability Director. Faculty are very conscious of holding all students to the same standards.

At secondary level, level funding for services to Special Populations is covered adequately by the two secondary school districts.

Goal 3 Budget: Improve Service to Special Populations

Goal 3 Objectives

Goal 3 Objectives 1	
Required/Permissive Uses of Funds*	R4, R5 , R6 , R8 , R9 , R10 , P1 , P6, P12, P13
Strategies	
<p>1. To support special populations and non-traditional students at all levels.</p> <p>2. Special population students are supported at the high school 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.</p> <p>3. Perkins Coordinator will work closely with the EMPOWER Grant Coordinator to support females in non-traditional programs.</p>	
Outcomes	
<p>1. Work with and support an additional 10 EMPOWER CTE students during the FY19 year.</p> <p>2. Increase the percentage of EMPOWER CTE students who persists in their program.</p> <p>3. Special population and non traditional students will participate in and complete CTE programs.</p>	
Measures	
Secondary:	
6S1: 25.64%	
6S2: 5.53%	
Postsecondary:	
5P1: 13.06%	
5P2: 10.85%	
Post-Secondary Required Activities	\$16,650.83
Post-Secondary Permissible Activities	\$2,000.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$18,650.83
Secondary Required Activities	\$4,690.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$4,690.00
Total	\$23,340.83

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)]

1. At the college, the addition of several online class offerings has made access possible for various students to a more accommodating schedule. We continue to offer an online Medical Lab Tech class (3 years) and our Nursing program has cohorts in both Grand Rapids and International Falls, which receives ITV courses from the HCC Campus. The cohorts allow different groups of students to stay closer to home, while receiving the same courses (via ITV) HCC on campus learners are receiving. We also allow students to re-enter the nursing program if they were not successful in a previous semester or school year. The college remains flexible and open to options to accommodate differing schedules.

At the secondary level, flexibility in allowing students to participate in PSEO and concurrent enrollment in CITS programs, is worked into the school schedule. Communication to the faculty in terms of student departure and arrival times has been discussed for workable solutions. Flexibility is also found with our leadership in their willingness to block off times for sophomores, juniors, and seniors to participate in the Career Day events. These events are not optional and all students that are in school that day must attend. Cooperation and flexibility is displayed, in particular, by the Senior English Department members who coordinate due dates for resumes within a set timeframe coinciding with the Career Days.

2. The Introduction to Engineering course at the High School offers students credit towards the Pre-Engineering program at the college. High School students in the Auto classes have some of their courses taught by college faculty, which encourages these high school students to transition to the college Automotive program. The Nursing Assistant program at the HS provides students an opportunity to obtain work experience and then move into CTE healthcare programs at the college, and even to move on to a 4 year healthcare degree. The CNA program is typically the introductory course used to gauge student interest in Healthcare Therapeutic POS. The implementation of continuum of services within our Healthcare Therapeutic POS has worked seamlessly due to the efforts of the high school instructor and post-secondary instructor within the CNA program. Daily communication and sharing of calendars has facilitated an open line of communication. These faculty members jointly monitor the number of hours that must, by requirement, be logged for each student completing the CNA course. These efforts, a hallmark of our program, have allowed students little distress and a smooth continuation of services from high school to college coursework.

Industrial Tech high school students work with CTE college students and teachers on the Habitat for Humanity home. Working side-by-side with these students and faculty, makes it an easier transition to a CTE program after high school. FACS students take fieldtrips to the college Culinary Arts Department and the Culinary Arts faculty visit the high school FACS classes. Students interested in a Culinary careers get to know the faculty, creating a relationship that fosters a smooth transition to the college culinary arts program.

Early college credit through these programs is communicated by counselors of both institutions, as well as administration and faculty. Barriers are few that we are aware of.

3. Student Services include counseling at both the high school and college level, academic advising at the college level, career events at the college for area high schools (Technical Career Days), and open houses at the college for students and parents. Specific parent sessions are put on by college staff in August and are tailored to educate parents on college rigor and services, while students may be present. College tours and high school visits are common place for college admission staff. Developmental classes, which are part of Learning Communities at the college, also help the less-prepared high school students as they enter college. The Academic Center at the college offers free tutoring services. The Center is staffed by a Master Tutor, faculty tutor, and 8-10 peer tutors. Students in CTE programs can request tutoring via a form and the Master Tutor works on connecting those students to a program specific tutor when possible. Through outreach by the Master Tutor, other CTE students excelling in their respective program of study may be asked to become peer tutors.

4. Adult Learners transition into the workforce through several ways. The college helps adult graduates by first introducing them to companies via fieldtrips and industry speakers. HCC provides a job fair on campus, which during the FY18 year, drew nearly 40 local employers. This job fair allowed students to network, connect, and apply for jobs with regional employers. The MN Workforce Center is often invited to CTE programs to discuss resumes and job search information. Many CTE programs, in order to create a resume and practice interviewing skills, require students to complete the Employment Skills course prior to graduation. HCC holds a yearly graduate readiness event at which students can pick out interviewing clothes from Amy's Closet (the on campus clothing donation area), students can mock interview with HCC Staff, and have resumes reviewed. This is an ongoing effort to ensure HCC students are workforce ready.

5. Students at both high schools are provided with information about CTE programs at the other NHED colleges in northern Minnesota including Vermilion, Mesabi Range, Itasca, and Rainy River – along with Hibbing Community College. Counselors at the High School are aware of which CTE programs are offered on the different campuses. If an Industrial Tech student at the High School is interested in employment at the Mines, either Mesabi Range or Hibbing Community College are recommended for training. If a student expresses an interest in Engineering, a counselor presents opportunities at either HCC, Itasca, or through the Iron Range Engineering (IRE) program housed at Mesabi Range, but delivered through Mankato State. All of these programs are viewed as strong options for furthering education in Engineering.

At our secondary level, for FY19, we are in the beginning stages of forging a relationship with the Graphic Design faculty at Mesabi Range. The Hibbing High School has a new Graphic Design Instructor who is coordinating and planning field trips with instructors on the Mesabi campus. The trips will be geared towards students in the second level design course and will afford those students an opportunity to see career pathways in this area.

6. The EMPOWER grant will continue to help enroll underemployed and unemployed women into non-traditional technical programs. We will also continue to receive referrals from the Workforce Center. We have an on campus Veteran's Center, staffed by a Veteran's Representative, who recruits and supports veterans by holding special events. Within the past five years, HCC became a Yellow Ribbon Campus and continues to promote events that support and draw attention to services and education for Veterans. Multiple staff members at the college sit on the Yellow Ribbon Committee.

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

Goal 4 Objectives

Goal 4 Objectives 1	
Required/Permissive Uses of Funds*	R1 , R4, R6 , R10 , R11 , P1 , P2, P3, P8
Strategies	
<p>1. Provide services that enhance a smooth transition from high school to college and also provide services to transition adult learners to college CTE Programs. These services will include career exploration.</p> <p>2. The new secondary Perkins Coordinator/STEM Faculty will work closely with college faculty to enhance the Engineering POS track.</p> <p>3. More closely monitor, with the help of the College Admissions Office, the number of students who attend Technical Career Day and then progress from high school to the Hibbing Community College for a CTE program of study.</p>	
Outcomes	
<p>1. Alignment of high school courses for more ease of transfer to the college.</p> <p>2. Adults who are unemployed or underemployed will receive education and training to meet their needs.</p> <p>3. Engineering classes at the secondary level will prepare students to transition into college programs more seamlessly.</p> <p>4. Better able to share with college CTE Instructors the effectiveness of Technical Career Days and what programs are most adequately being represented. Ability to evaluate any changes that may be needed for these type of transitional events.</p>	
Measures	
<p>1. At least 15 high schools will attend Technical Career Days at Hibbing Community College.</p> <p>2. Every student in grades 10-12 will participate in a career event at the Hibbing High School.</p> <p>3. At least 1 group of special population students will come to the Hibbing Community College for career exploration.</p> <p>4. At least 15 high school students will learn from college Auto faculty at their high schools.</p> <p>5. At least 20 HHS and CHS students will complete the Nursing Assistant college credit class at their high school.</p> <p>6. Statistics related to 'high school to college transition' from Technical Career Day will be gathered and tabulated for both events.</p>	
Post-Secondary Required Activities	\$16,650.83
Post-Secondary Permissible Activities	\$7,416.10
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$24,066.93
Secondary Required Activities	\$4,690.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$270.47
Secondary Total	\$4,960.47
Total	\$29,027.40

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]

1. At the post-secondary level, Perkins has a monthly meeting to review and assess what has been funded (i.e. equipment) to date and any new requests for funding. Monthly fiscal monitoring is presented in these meetings so the entire committee is aware of monies available to support CTE programs. It is the interest of this committee 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 both the secondary and post-secondary levels.

At the secondary level, we have done self-assessment of our individual programs when our program approval rotation was done. Improvements were noted within each program and we strive to implement something new each year. This past year has seen the transition of four members to variances with the intention of moving three of those to CTE licensure in the coming year. The lack of courses offerings at the second and third levels due to low course enrollment numbers is something with which we struggle.

2. During the past year in our programs, the data resulting from TSA successful completion has encouraged us to continue to pursue our rigorous programs at high levels. We continue to work with our counselors and administration to help educate them in the career pathways and how to lead the students into pathways where they will find success and garner the most benefit for them in their secondary and post-secondary courses.

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 nontrade area at the secondary and post-secondary levels. This has been a constant struggle to get more nontrade gender CTE students and to support them in completing their programs. Our numbers are very small and we lack diversity in our area, which makes it challenging. This year, working with the EMPOWER grant, has made some strides in this area and we hope this will continue in the coming year.

3. The high school finances are monitored by the Secondary Perkins Coordinator and the Business Manager at the high schools, along with the advisory board. At the college, the Perkins Coordinator and Business Manager monitor Perkins funds. The Perkins Coordinators at both levels meet to ensure that all goal areas of Perkins are being supported and activities are accomplished. With the retirements of both the Secondary and Post-Secondary Perkins Coordinators, the new Coordinators – along with the retiring coordinators – have been meeting weekly during the months of April and May, to ensure Perkins information and responsibilities are being covered. New goals for the year are created and the Coordinators are reviewing accomplishments.

In the upcoming year, we need to set aside more planning time to review the smooth transitions of programs from a secondary to a post-secondary level. Re-aligning courses, perhaps if only by name, to achieve a tiered level of progression with clear definitions, will aid with these smooth transitions and contribute to the success of our students. It will take shared responsibilities at both the secondary and post-secondary level to aid with these transitions.

4. We only have two high schools and one college so we easily collaborate on the budget. The secondary and post-secondary coordinators are in touch on a bi-weekly basis informing each other of the program and pathway developments within the program and we share how dollars are being spent and if we can collaborate on an initiative for the consortium (i.e. Technical Career Days, program speakers, field trips, etc.). For budgets, high schools are asked to determine their needs prior to the school year and the college committee discusses and agrees upon Perkins expenditures at the post-secondary level. The grant and budget are written collaboratively.

5. Our consortium collaborates with many local businesses, with the Chamber, the MN Workforce Center, the Northeast Service Coop., AEOA, ABE, Habitat for Humanity, the Applied Learning Institute (ALI), TRIO Grant Programs, and area high schools and other colleges as needed. We have contacts at all area high schools and at the North East Higher Education District campuses.

6. Our consortium works collaboratively for a strong CTE vision. 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 college. The high school CTE website is constantly being updated to promote CTE education in our consortium. We also continue to look at new and innovative programs that will impact the industry of our region with regards to mining, tourism, and healthcare.

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

Goal 5 Objectives

Goal 5 Objectives 1	
Required/Permissive Uses of Funds*	R1 , R2 , R3, R4, R6 , R8 , R9 , R10 , R11 , P2, P6, P7, P8, P14
Strategies	
To sustain the consortium by providing CTE programming and support that has proven successful in the past.	
Outcomes	
1. The consortium Coordinators together with all stakeholders will work together to provide successful programming to support high quality CTE for students in grade 7-12 and in the first two years of college.	
Measures	
1. Perkins Coordinators at the secondary and post-secondary levels will administer and support at least 4 programs that support CTE for all learners.	
Post-Secondary Required Activities	\$16,650.83
Post-Secondary Permissible Activities	\$2,000.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$18,650.83
Secondary Required Activities	\$5,050.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$1,590.00
Secondary Total	\$6,640.00
Total	\$25,290.83

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? Yes

Budget Goal 1

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Admin Cost	Post-Secondary Reserve	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Admin Cost	Secondary Reserve	Secondary Total	Row Total
Goal 1 Total	\$16,650.83	\$5,000.00	\$0.00	\$0.00	\$21,650.83	\$6,635.02	\$0.00	\$0.00	\$0.00	\$6,635.02	\$28,285.85

Budget Goal 2

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Admin Cost	Post-Secondary Reserve	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Admin Cost	Secondary Reserve	Secondary Total	Row Total
Goal 2 Total	\$16,650.83	\$2,000.00	\$0.00	\$4,483.95	\$23,134.78	\$7,688.46	\$553.34	\$0.00	\$1,386.53	\$9,628.33	\$32,763.11

Budget Goal 3

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Admin Cost	Post-Secondary Reserve	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Admin Cost	Secondary Reserve	Secondary Total	Row Total
Goal 3 Total	\$16,650.83	\$2,000.00	\$0.00	\$0.00	\$18,650.83	\$4,690.00	\$0.00	\$0.00	\$0.00	\$4,690.00	\$23,340.83

Budget Goal 4

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Admin Cost	Post-Secondary Reserve	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Admin Cost	Secondary Reserve	Secondary Total	Row Total
Goal 4 Total	\$16,650.83	\$7,416.10	\$0.00	\$0.00	\$24,066.93	\$4,690.00	\$0.00	\$0.00	\$270.47	\$4,960.47	\$29,027.40

Budget Goal 5

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Admin Cost	Post-Secondary Reserve	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Admin Cost	Secondary Reserve	Secondary Total	Row Total
Goal 5 Total	\$16,650.83	\$2,000.00	\$0.00	\$0.00	\$18,650.83	\$5,050.00	\$0.00	\$0.00	\$1,590.00	\$6,640.00	\$25,290.83

Goal Totals

Row	Post-Secondary	Post-Secondary	Post-Secondary	Post-Secondary	Post-Secondary	Secondary Required	Secondary Permissible	Secondary Admin	Secondary Reserve	Secondary Total	Row Total
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	Required Activities	Permissible Activities	Admin Cost	Reserve	Total	Activities	Activities	Cost			
Goal Total	\$83,254.15	\$18,416.10	\$0.00	\$4,483.95	\$106,154.20	\$28,753.48	\$553.34	\$0.00	\$3,247.00	\$32,553.82	\$138,708.02

Secondary Supplemental Budget Sheet

Description	File Name	File Size
Loaded by Michelle K.	Hibbing-Chisholm FY18-19 Allocation.xlsx	53 KB
Loaded by Michelle K.	Hibbing-Chisholm FY18-19 Allocation.xlsx	53 KB
Updated Allocation with changes to 303 and 304.	Hibbing-ChisholmFY18-19Allocation Updated.xlsx	53 KB
Secondary Budget	Hibbing-ChisholmFY18-19Allocation.xlsx	53 KB
Secondary Budget	Hibbing-ChisholmFY18-19Allocation.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:* \$23,550.02

Post-Secondary

Total percentage of time for Coordinators of Perkins:* 25.0%

Coordinator Budget:* \$25,292.73

Perkins Dollars

Perkins-Funded Positions

Person's Name	Position	File Folder # (secondary)	Amount	Upload Position Description
Jennifer Boben	Perkins Coordinator		\$25,292.73	HCC Perkins Coordinator Position Description.doc
Carl Sandness	Secondary Perkins Coordinator		\$23,550.02	Perkins Secondary Coordinator Position Description.docx
April Sailer	CLA Dental		\$12,073.28	CLA1 Dental Assisting.doc
Janet Swanson	CLA Culinary Arts		\$12,073.28	CLA1 Culinary UPT Swanson HCC.doc
Angela Heikkila	CLA Electrical Maintenance		\$11,540.45	CLA1 Electrical Maintenance Heikkila HCC 9.20.17.pdf
Mike Knutson	CLA Auto and Diesel		\$15,172.83	CLA1 Auto & Diesel.doc
			\$99,702.59	

Improvement Plan Action Steps

Indicator Number (i.e. 1S1 or 2P1)	Action Steps to improve the performance	Resources Needed	Timeline	Person(s) Responsible	How will progress be documented?	Sub-populations or groups where gap exists:	Describe any contextual factors that might contribute to this gap:	Further Information
1S2 ? Academic Attainment in Math	We are always working to improve our math scores as an entire staff, no matter the discipline. We project a unified	Resource Instructors Upward Bound offers tutoring and support (their	We hope to realize the results of the Math Corp program	High School Principal Counselors Curriculum Director All Teachers Student in all	Students' scores are documented on a yearly basis to insure growth and offer resources to those	Each year the groups or gaps where deficiencies exist vary and curriculum is	Unaware of any contextual factors that would be contributing	

	<p>message through our Professional Development Plans, which states our goal for each school year of improving our reading and math scores throughout all district levels. Math teachers are particularly aware of students who have low scores and in what areas, in order to better serve them throughout the year. Additional resource teachers are posted in the basic math required classes, giving students another teacher with whom to consult. Practice tests are available for students to take pre and post teaching to reveal their progress and their need for additional help.</p> <p>Within the high school, at the junior level, we have had the Math Corp program in place for the past two years and are hoping to realize the positive benefits of this in the coming school year.</p>	<p>clientele) Testing devices and practice tests Tutoring in the area of Math Peer Mentoring Weekly prep tests given and incorporated into Math grade Outside tutors at the college also available upon request</p>	<p>with next year's ninth grade class. April of 2019 - going forward we hope to see the impact on a regular basis.</p>	<p>grades Parents in supporting their children and school</p>	<p>that may need them. This enables each instructor to see the students' growth as well as needs. These are available to the Math teachers by a link on each student's profile page.</p>	<p>often developed to reinforce the concepts in the area.</p>	<p>factors to the gap.</p>	
<p>3P1 ? Student retention or transfer</p>	<p>1. Review numbers of TAA/TRA (laid off workers returning to work) that remain within programs. Most TAA/TRA students remaining on campus are working towards completion of their designated program and are unlikely to return to their previous positions, resulting in students exiting programs and impacting retention.</p> <p>2. RETENTION: As for strategies, we plan to work more closely with Program Directors and campus Student Services personnel, to begin a more formalized Early Intervention/Early Alert system. This work has begun at the North East Higher Education District level and will be rolled out for fall semester. The Perkins Program Coordinator at the college also works within Student Services and should be able to monitor this system related to CTE programs. Early Alerts/Intervention will impact retention.</p> <p>3. With more research needed for a strategy, there are possible indicators of retention numbers in our Culinary Arts program. This program offers students a great advantage to seeing All Aspects of the Industry, through on campus food service. The Culinary program offers morning service including freshly prepared rolls, donuts,</p>	<p>Access to Clearing House, Support through Student Services/Early Alert- Intervention, ISRS Coding</p>	<p>2018-19 Academic Year</p>	<p>Perkins Grant Coordinator, HCC Registrar, Student Services Staff</p>	<p>Graduation rates and retention rates through ISRS. Communication with individual program chairs about current students within each program. Documented Early Intervention/Alert program, Report in Clearing House.</p>	<p>Engineering, MLT (online), Law Enforcement (3 year plan for development ed.), Culinary Arts</p>	<p>Three year plans for Law Enforcement and MLT</p>	<p>This coming reporting year, our number of TAA/TRA (laid off workers returning to work) will be much less than in the previous years. It is likely that these students, who started programs but then returned to work, impacted our percentages. We do not have these same numbers of students within our programs. Most TAA/TRA students remaining on campus are working towards completion of their designated program and are unlikely to return to their previous positions.</p> <p>As stated above, we plan to work more closely with Program Directors and campus Student Services personnel, to begin a more formalized Early Intervention/Early Alert system. This work has begun at the North East Higher Education District level and will be rolled out for fall semester. The Perkins Program Coordinator at the college also works within Student Services and should be able to monitor this system related to CTE</p>

coffee, breads and other options, cooked by the culinary students, for purchase by students, staff, and faculty. Students also prepare a full service lunch menu, with options of a main meal or grill special and second year culinary arts student run the Fine Dining Room, which offers 'off the menu' ordering for both the campus and public. There is much work and preparation that goes into these daily services, and at times, a more hectic atmosphere, which mirrors that of a restaurant. Due to lower enrollment in this program, it put a lot of pressure on the students. There is some thought that this is contributing to some retention issues.

4. Set up, with the help of the Registrar, in ISRS a co-hort tab to track Law Enforcement students who assess development and therefore begin in a LCOM (Learning Community) cohort, resulting in a 3-year program plan. The same can be reviewed for MLT online students.

5. TRANSFER: A strategy will used for transfer/retention is to review the transfer plans of Pre-Engineering students. Through partnership with the TRIO grant program, we will research student transfers through ClearingHouse, to see if in fact, Pre-Engineering students are transferring to campuses such as UMD (University of Minnesota-Duluth) or UND (University of North Dakota) prior to completion of their two year degree.

programs. Early Alerts/Intervention will impact retention.

A second note, with more research for a strategy, is in relation to our Culinary Arts program. This program offers students a great advantage to seeing All Aspects of the Industry, through on campus food service. The Culinary program offers morning service including freshly prepared rolls, donuts, coffee, breads and other options, cooked by the culinary students, for purchase by students, staff, and faculty. Students also prepare a full service lunch menu, with options of a main meal or grill special and second year culinary arts student run the Fine Dining Room, which offers 'off the menu' ordering for both the campus and public. There is much work and preparation that goes into these daily services, and at times, a more hectic atmosphere, which mirrors that of a restaurant. Due to lower enrollment in this program, it put a lot of pressure on the students. There is some thought that this is contributing to some retention issues.

With the help of the HCC Registrar, we would like to set up in ISRS a co-hort tab to track Law Enforcement students who assess development and therefore begin in a LCOM (Learning Community) cohort, resulting in a 3-year program plan. Currently, it appears that all entering Law Enforcement students are coded as Law because we do not know their exact placement until an assessment test is completed. Following this assessment, we would like to cohort these student so we are

							<p>better able to see if these numbers are impacting our retention and we would like to follow how these students graduation rates look. The same can be reviewed for MLT online students.</p> <p>TRANSFER: A strategy will use for transfer/retention is to review the transfer plans of Pre-Engineering students. These students are registering one year of courses and are showing up as concentrators. However, we feel that students in the Engineering pathways attend the Community College, but transfer prior to completion of the AS: Engineering degree. Our two main transfer campuses for Engineering are the University of Minnesota-Duluth and the University of North-Dakota. These four year campus likely have requirements that make it more advantageous for students to transfer prior to completion of their degree. Through partnership with the TRIO grant program, we will research student transfers through ClearingHouse, to see if in fact, Pre-Engineering students are transferring to campuses such as UMD (University of Minnesota-Duluth) or UND (University of North Dakota) prior to completion of their two year degree.</p>	
5P1 ? Nontraditional participation	In FY19, the EMPOWER grant will receive an additional \$50,000 to work with females pursuing education in 8 specific non-traditional CTE programs, including Diesel, Electrical Maintenance, Automotive Technician, Heating and Cooling (HVAC), Law Enforcement, Professional Truck Driving, Industrial System Technology, and IT Networking. The Perkins Coordinator will take an active role coordinating efforts with the EMPOWER grant	Counseling services through HCC Campus Access to tutoring center and tutors Continuation of CLA's in ELM, Auto, and Diesel programs.	Fall of 2018 through Spring/May 2019, we will review the 8 CTE programs for enrollment and retention.	Perkins Coordinator, EMPOWER Coordinator/Perkins CLA for ELM, AEOA Staff, HCC Counselor/TRIO Counselor, HCC Admission Staff, EOC Staff	HCC Enrollment and Registration Spreadsheet - monitoring the numbers of females enrolled in the 8 CTE programs. Weekly check-ins with AEOA, documented meetings (TRIO SA Database for TRIO eligible students)	Single mothers, females returning to work	There is limited daycare resources in the Iron Range area, and at times, it can be difficult for mothers to have places for their children to go. This can highly impact the ability for these individuals to make it to class and complete programs. We	The EMPOWER grant will be a definite source of support for the improvement of this goal area. With additional funding available to the EMPOWER program, it will allow for 10-12 more females to be recruited into nontraditional programs. We will also work more closely with the TRIO SSS program, who will be another

<p>coordinator, who is also a CLA within Perkins. By working closing with EMPOWER, we will be able to target an additional 10-12 female students and increase participation.</p> <p>Last academic year, the Admission staff was able to leave spots specifically open for females going into non-traditional programs. Programs with 'wait lists' still held available several spots above maximum in programs such as Electrical Maintenance and Diesel, for females registering in late July and late August. We hope to continue this into the FY19 academic year.</p> <p>Perkins will also work closely with AEOA and TRIO SSS to provide tutoring services to the EMPOWER participants and support services including daycare assistance, transportation assistance, study groups, individual tutoring, StrengthsQuest/Strengths Finer profiles, and personal counseling. We feel that this coordination will impact participation of nontraditional participants.</p>					<p>know this is an on-going factor.</p>	<p>program to possibly provide service to this population. TRIO works with low income, first generation students and students with disabilities. The new Perkins Coordinator, as state in an early goals, is also the TRIO SSS Director. We are hopeful that the overlap of these two programs will have an impact on this goal area.</p>
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Related Improvement Plan documents

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:*	1S1 ? Academic Attainment in Reading/ Language Arts
Negotiated Performance: *	69.99%
Actual Performance: *	66.44%
General strategies planned to improve performance:	
<p>The Consortium will have the following options available for our students:</p> <ol style="list-style-type: none"> 1. Tutoring for students 2. Practice tests for students to participate in 3. Communication with their English teachers with regard to their scores and areas they can improve upon 4. Weekly support with MCA practice within their English class 	

Comments or context for actual performance (optional):
MCA practice test are scored with grade incorporated as part of their English grade.

Improvement Report 2

Indicator Not Met:*	1S2 ? Academic Attainment in Math
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Negotiated Performance: *	49.10%
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Actual Performance: *	42.58%
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General strategies planned to improve performance:

Strategies include:

1. Continuation of the Math Corp program at the junior high level.
2. Tutoring through Upward Bound (for their specific clientele)
3. Peer mentoring and tutoring in the areas of math
4. Weekly prep tests given and incorporated in the Math grade
5. Referrals to the college for outside tutoring resources
6. Unified message through Professional Development plans that states the overall goal of improving reading and math scores district-wide

Comments or context for actual performance (optional):

We hope to realize the results of the Math Corp program with next year's ninth grade class (April 2019). Moving forward, we hope to see an impact on a regular basis.

Improvement Report 3

Indicator Not Met:*	3P1 ? Student retention or transfer
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Negotiated Performance: *	19.90%
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Actual Performance: *	15.18%
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General strategies planned to improve performance:

Strategies include:

1. As for strategies, we plan to work more closely with Program Directors and campus Student Services personnel, to begin a more formalized Early Intervention/Early Alert system. This work has begun at the North East Higher Education District level and will be rolled out for fall semester. The Perkins Program Coordinator at the college also works within Student Services and should be able to monitor this system related to CTE programs. Early Alerts/Intervention will impact retention.
2. A second strategy will be to review the transfer plans of Pre-Engineering students. We feel that students in the Engineering pathways attend the Community College, but transfer prior to completion of the AS: Engineering degree. Our two main transfer campuses for Engineering are the University of Minnesota-Duluth and the University of North-Dakota. These four year campus likely have requirements that make it more advantageous for students to transfer prior to completion of their degree. Through partnership with the TRIO grant program, we will research student transfers through ClearingHouse, to see if in fact, Pre-Engineering students are transferring to campuses such as UMD (University of Minnesota-Duluth) or UND (University of North Dakota) prior to completion of their two year degree.
3. Strategy three would be to work with the HCC Registrar to code incoming Law Enforcement students who test developmental into a 3-year cohort. We feel that some of the numbers are skewed due to students being part of Learning Communities, which are laid out as 3-year plans. Currently, these students are coded as AAS: Law Enforcement, which is a two year degree, but they are in fact on a 3 year track.

Comments or context for actual performance (optional):

General Comments:

We feel that this percentage was impacted by the laid-off workers who utilized TAA/TRA benefits and started CTE programs at the Community College, but once called back to work, left these program affecting our retention rates. Most TAA/TRA students remaining on campus are working towards completion of their designated program and are unlikely to return to their previous positions.

Improvement Report 4

Indicator Not Met:*	4S1 ? Student graduation rate
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Negotiated Performance: *	95.00%
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Actual Performance: *	89.23%
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General strategies planned to improve performance:

Consortium leaders, teachers, counselors and administration, stress to students the importance of completion of courses resulting in a timely graduation. Counselors, teachers, and administration work closely with students ahead of time and when warning signs occur, they encourage them to complete the necessary rigor for the course(s) they are enrolled in, offering them tutoring, extended time to complete, and help before/after school hours.

Comments or context for actual performance (optional):

Improvement Report 5

Indicator Not Met:*	5P1 ? Nontraditional participation
Negotiated Performance: *	14.60%
Actual Performance: *	13.06%
General strategies planned to improve performance:	
General strategies include:	
<p>1. Work closely with the EMPOWER Grant Coordinator to oversee the females in this program and ensure that they are continuing in their CTE programs. In FY19, the EMPOWER grant will receive an additional \$50,000 to work with females pursuing education in 8 specific non-traditional CTE programs. The Perkins Coordinator will take an active role coordinating efforts with the EMPOWER grant coordinator, who is also a CLA within Perkins. By working closing with EMPOWER, we will be able to target an additional 10-12 female students and increase participation.</p> <p>2. Work with the HCC Admission staff to leave spots available in highly enrolled CTE programs including Electrical Maintenance, Diesel, and Industrial Systems Technology. Last year, the Admission staff was able to leave spots specifically open for females going into non-traditional programs. Programs with 'wait lists' still held available several spots above maximum in highly enrolled programs. We hope to continue this into the FY19 academic year.</p> <p>3. Perkins will also work closely with AEOA and TRIO SSS to provide tutoring services to the EMPOWER participants and support services including daycare assistance, transportation assistance, study groups, individual tutoring, StrengthsQuest/Strengths Finder profiles, and personal counseling. We feel that this coordination will impact participation of nontraditional participants.</p>	
Comments or context for actual performance (optional):	
<p>This year, although the EMPOWER grant was able to work with a group of females in nontraditional majors, we still lost some of these students due to outside factors including daycare and transportation. Daycares, and openings within these facilities, are at times few. Students can struggle making it to class when they are managing children, and childrens' schedules outside of college. We know that this did impact several of the female students this year. It has been brought up multiple times at the Hibbing Community College to pursue an on-campus daycare, but at this time, that is not a viable option.</p>	

Statement of Assurances & Certifications

Description	File Name	File Size
Hibbing Chisholm Consortium Statement of Assurances & Certifications	Statement of Assurances 2018.pdf	595 KB

Attachments

Description

File Name

File Size

