



FY21 Hibbing/Chisholm Consortia

Opportunity Details

Opportunity Information

Submission Information

Technical Assistance Session

Eligibility Information

Additional Information



Project Information

Application Information

Primary Contact Information

Project Description

Consortium Membership List

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Please score the form as either 1-“complete,” or 0- “not complete”

CLNA Results

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SUMMARY:

Regionally, East Range, Hibbing/Chisholm, and Itasca Consortia came together to form the "True North Stars". After meeting regionally multiple times, we established the CLNA process to include regional meetings where we invited local stakeholders from high schools, colleges, and industry. We also surveyed local students, faculty, administration, and business & industry.

Summary of specific insight gained in the needs assessment related to each required element (below).

Element #1: Student Performance on Required Performance Indicators

- Each of our consortiums measured differently.
- This will be a challenge moving forward.
- We can see what is being done successfully and poorly in each individual consortium and adjust accordingly.

Element #2: Program Size, Scope, and Quality to meet the needs of all Students

- Size and scope will continue to be an issue in all rural areas if compared to metro.
- Our consortiums need to be able to determine what constitutes effective size and scope.
- Quality will be maintained even in small programs.
- Provide necessary equipment and professional development.
- Industry involvement.
- CareerForce involvement.
- All alignment in appropriate areas.

Element #3: Progress towards Implementation of CTE Programs of Study

- Marketed effectively beginning with the state.
- Providing proper equipment as needed.
- Educating auxiliary staff.
- The ability to hire and retain quality certified CTE staff.
- Have a way to train and certify non-CTE instructors to be CTE instructors.
- Needs to be a state priority to establish and implement these programs.

Element #4: Improving recruitment, retention, and training of CTE professionals, including underrepresented groups

Narrative 2: Programs of Study

Programs of Study Narrative

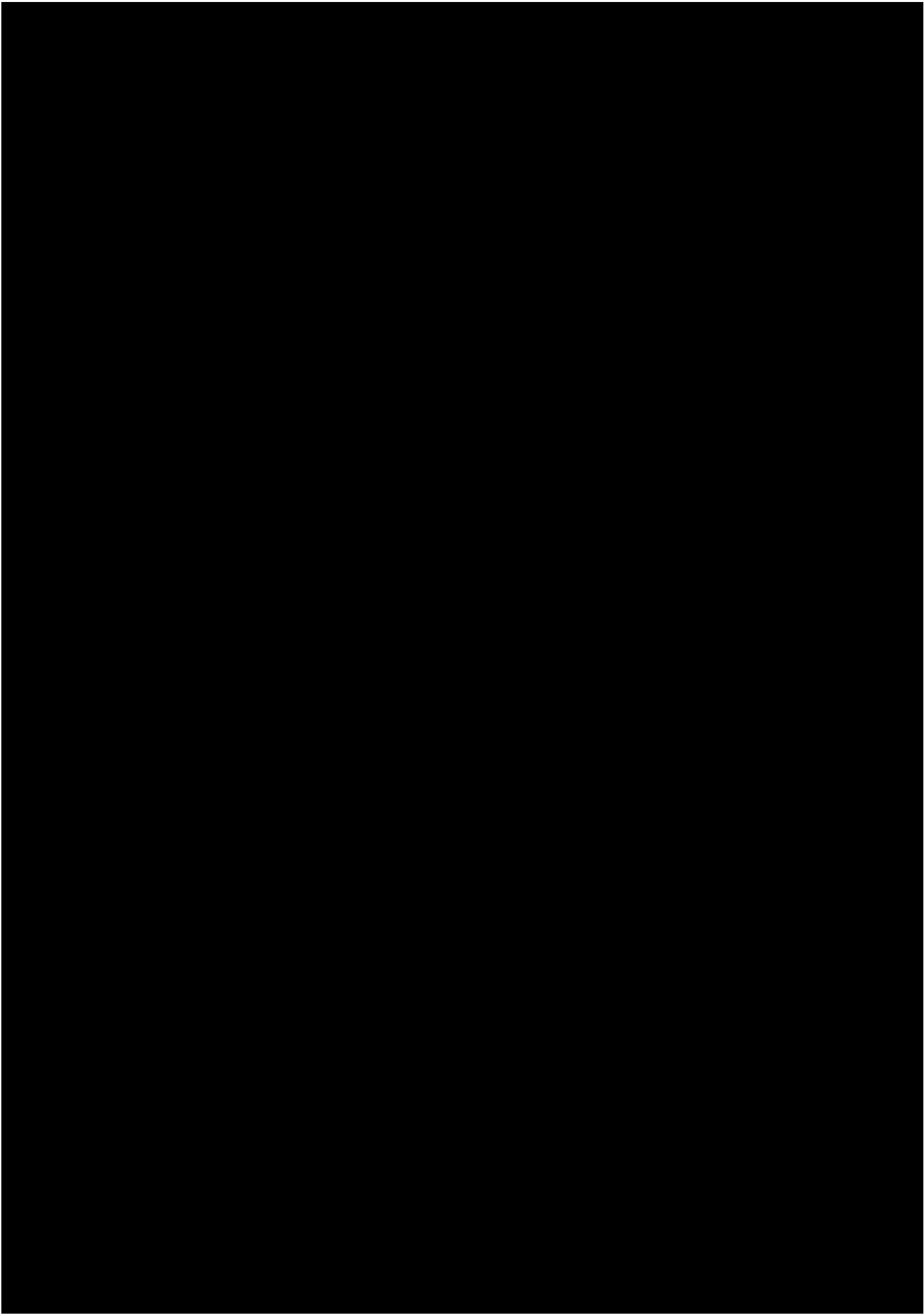
- The results from the CLNA study have informed our Consortium to provide funding for the following Programs of Study.
 - The results of the CLNA have shown that HealthCare, Industrial Technology, Manufacturing, Information Technology, Hospitality and Tourism, and Transportation are important needs in our region.

Please score the form as either 1-"complete," or 0-"not complete" (Reviewer Only)

Our goal over the next few years will be to collaborate on where we can best use our funds to educate, market, and guide students into high skill, high-wage, and in-demand jobs. This year we will focus on planning on how we can develop career exploration within the elementary school-age kids along with career exploration within the middle school age kids which in turn will flow into our current and expanding Perkins career fields and POS.

For funds budgeted under this item, describe which use(s) of funds in section 135 of Perkins V is/are supported.

- (1) **provide career exploration and career development activities (ALL)**
- (2) **xploratLo**



Narrative 5: Special Populations

Special Populations Narrative

Provide activities to prepare special populations for high-skill, high-wage, or in-demand industry sectors or occupations that will lead to self-sufficiency

For Post-Secondary, HCC had planned in FY2021 to utilize the Culinary program to showcase the student skills as a competition similar to "Chopped". Secondary students match with post-secondary students from other institutions to prepare meals. Judging would be facilitated by the Administration at HCC and the Culinary faculty members. This will instead be rolled out during the year of the competition. The competition will be held in the fall of 2021. The competition will be held in the fall of 2021. The competition will be held in the fall of 2021.

Post-Secondary, rolled out competition to showcase skills in FY21 match with

- (5) **plan and carry out elements that support the implementation of career and technical education programs and programs of study and that result in increasing student achievement (ALL)**
- For the majority of the programming needs in Special Populations, at both the Secondary and Post-Secondary levels, these programs do not draw upon the Perkins V grant. Some funding is used by the FCS teacher with special population students for the delivery of content and material costs associated with the course offering.

Addendum addressing Feedback from State Staff with respect to the Perkins Presentation May 28, 2020

The process to be employed in determining priority decision-making for strategies, action and growth plan includes the following:

Year 1 - Define and Measure

- **Clearly define the need in the context of the individual organization.**
- **Collect Data**
- **Disaggregate Data**
 - **Discuss Data with State Staff**
 - **Identify gaps**
- **Develop a plan**
 - **Bring individuals together to develop a plan on how to best move forward**
 - **Determine if funds need to be allocated**

Year 2 - Analyze and Improve

- **Observe the data metrics and look for correlations to the identified need.**
- **Consolidate the information**
- **Select and begin initial improvement strategies**

Year 3 - Improve and Control

- **Using the feedback obtained from Year 2, make adjustments to the improvement strategy in response to the data gained in year**
- **Employ statistical data control tools to maintain process fulfillment in delivering to the need.**

Please score the form as either 1-“complete,” or 0-“not complete” (Reviewer Only)

Narrative 6: Work-based Learning

Work-based Learning Narrative

- Secondary
 - Work-Based Learning (WBL) is an integral component of the current Career Academy Model for students of Hibbing High School. Students will be given the opportunity to gain experience in the business and industry sector, we

◦ IT Networking and Security students have a similar opportunity to provide service for external clients in the form of maintenance and repairs of client computing systems etc

Narrative 7: Early College

Early College Narrative

- At the Secondary Level, both Hibbing High School and Chisholm High School offer CITS (College-In-The-Schools) in a variety of disciplines from Science to Social Studies to CTE. The post-secondary partners include Hibbing Community College, Mesabi Range College, and the University of Minnesota Duluth. Funds are not going to be allocated at this time for these services, as they are provided from individual school "general" funding streams in accordance with the PSEO act and CITS program expenditures.
 - Chisholm Secondary - CITS courses are offered. Partnered with HCC. PSEO offered.
- PSEO courses are offered to students who meet the criteria from Hibbing Community College for both Secondary Schools (Hibbing High School and Chisholm High School). PSEO is not funded through Perkins, it is provided by school districts as per state law.

For funds budgeted under this item, describe which use(s) of funds in section 135 of Perkins V is/are supported.

Secondary = no funds encumbered

Post Secondary = No funds encumbered

Please score the form as either 1-"complete," or 0-"not complete" (Reviewer Only)

Start & end dates Ongoing Continuous Improvement

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- Strategy 5: Showcasing that we can provide classrooms the necessary tools to educate students.
 - Roles/Responsibilities (List the roles and responsibilities for K-12, Business/Industry, Postsecondary, Workforce Development):
 - K-12: Administration and HR staff being educated to promote the benefits of working in that particular CTE classroom.
 - Post-Secondary - Find ways to distribute pieces of equipment to secondary schools (Perkins).
 - Business and Industry - provision of equipment and supplies that can be useful in the classrooms.
 - Workforce - marketing novel partnerships to encourage additional participation of regional partners.
- While not a comprehensive list, post-secondary faculty members from Culinary, Automotive, Diesel, Dental Assistant, Medical Lab Technician (MLT), Nursing CNA, Law Enforcement, Electrical Maintenance programs may apply for professional development in their respective areas of expertise. This will bring current methodologies and curriculum to the respective programs of study.
- At the Secondary level, funding is available and used for professional development in such areas as conferences, professional associations and comprehensive local needs assessment activities related to our Multi-Consortium activities. Additional funding is utilized for on-campus program improvement related professional development.
- The structure of the NHED system is still in transition, and much needs to be decided in terms of how faculty and staff will be "shared" between institutions. At this point, recruitment is also hampered due to the influence of the COVID 19 pandemic, and so we are not able to elaborate on efforts currently underway with respect to that aspect of CTE instructors, administrators and staff.

Narrative 9: Performance Gaps

Performance Gaps Narrative

Post-Secondary - assist secondary and promote the importance at the post-secondary level d

For funds budgeted under this item, describe which use(s) of funds in section 135 of Perkins V is/are supported.

- **provide career exper**





Position - Worktime

Determine to Strategy 2 Action Steps to reach the Goal of Element #2 Program Size, Scope, and Quality to meet the needs of all students.

Strategy 1: Equipment: Equipment will be needed to meet industry standards is a way to have a quality program including increasing the size and the scope of the program. (Knowing we have small rural regional schools.) From the CUNA the faculty were very concerned that they wouldn't have the necessary equipment to facilitate proper implementation of their programs of study.

Roles/Responsibilities (List the roles and responsibilities for K-12 Business/Industry, Postsecondary, Workforce Development):

- K-12: Identify the needed equipment and staff development and then instruct the students using said equipment.
- Postsecondary: Identify the needed equipment and staff development and then instruct students using said equipment.
- Business/Industry: Continued collaboration on our Advisory Committees to provide support and feedback as to industry standards in equipment.

Start & end dates: Continuously Ongoing

Strategy 2: Professional Development: Partnerships, equipment, workshops/conferences, regional cluster meetings

Roles/Responsibilities (List the roles and responsibilities for K-12 Business/Industry, Postsecondary, Workforce Development):

- K-12: Allow release time for instructors to attend professional development opportunities.
- Postsecondary: Allow release time for instructors to attend professional development opportunities.
- Business/Industry: Provide opportunities for faculty/staff to attend professional development training.
- Workforce Development: Provide funds for professional development. Offer training/professional development opportunities.

Start & end dates: Continuously Ongoing

Strategy 3: Collaboration - Working with City of

Narrative 11: Reserve Funds

Reserve Funds Narrative

Section 112(c)—The State may award Reserve funds to consortia for career and technical education activities described in Section 135—

(1) in—

- (A) rural areas;
- (B) areas with high percentages of CTE concentrators or CTE participants;
- (C) areas with high numbers of CTE concentrators or CTE participants; and
- (D) areas with disparities or gaps in performance as described in section 113(b)(3)(C)(ii)(II); and

(2) in order to—

(A) foster innovation through the identification and promotion of promising and proven career and technical education programs, practices, and strategies, which may include programs, practices, and strategies that prepare individuals for nontraditional fields; or

(B) promote the development, implementation, and adoption of programs of study or career pathways aligned with State-identified high-skill, high-wage, or in-demand occupations or industries.

Ultimately, the consortium will use reserve funds for professional development and equipment to foster innovation, promote development, and improve POS.

At the secondary level, reserve funding has been allocated primarily to Chisholm High School's CTE programming, in accordance with past practice of the previous Perkins Consortium Leadership. Contracted services UFARS 303 is utilized for the purchase of equipment, supplies, TSAs and professional development for the CTE Licensed instructor, again in accordance with past practice. Section 135 Local Use includes Subsection 1-3 ALL and 4A, aligning to CLNA Element 2 Strategy 1. Other Equipment UFARS 530, will serve as contingency Consortium-wide, though generally to support the Chisholm CTE program. Section 135 Local Use includes Subsection 5, A, B, D-M, Q, R, and T, aligning to CLNA Element 2 Strategy 1.

Please score the form as either 1-"complete," or 0-"not complete" (Reviewer Only)

State-recognized Program of Study 1

POS 1



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State-recognized Program of Study 2

POS 2

Please score the form as either 1-"complete," or 0-"not complete" (Reviewer Only)

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Please score the form as either 1-"complete," or 0-"not complete" (Reviewer Only)

Recognized Program of Study 6

POS 6

Recognized Secondary Credentials

Enter the Recognized Secondary Credentials here:

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-
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-
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TSA			
Work-based Learning			
Licensure			
Certification			
Industry-Recognized Credential			

Recognized Postsecondary Credentials

Enter the Recognized Postsecondary Credentials here:

- Academic Award: Enter any or all academic awards (i.e., Certificate, Diploma, Degree)
- Work-based Learning: Enter the type of Work-based Learning and/or authentic work experiences present in the POS (e.g., Internship, Externship, Practicum, Clinical, and/or Cooperative Education)
- Licensure: Enter the appropriate licensure name (e.g., MN Residential Contractor License)
- Certification: Enter the appropriate certifications as applicable (e.g., ServSafe Food Handler, OSHA 10, Manufacturing Skills Standards Council, etc.)
- Industry-Recognized Credential: Enter the Industry-Recognized Credential name (e.g., Emergency Medical Technician-Basic)

Note: Not all fields are required. At minimum, the academic award field should have an award identified.

Academic Award			





Additional Documentation

Additional documentation may be uploaded here. The required uploads are: Statements of Assurance, Secondary Supplemental Budget, and Consortium Consolidated Equipment Inventory. Statements of Assurance should be combined and uploaded as one single PDF. The remaining fields are available as needed if applicants have additional material to share.

Please score the form as either 1-“complete,” or 0-“not complete” (Reviewer Only)

