



Status Report

01678-FY17 Hibbing-Chisholm Perkins Application

Perkins IV Consortium

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Organization Information

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

Goal 1 Narrative:

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

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

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

Communication of the POS system to students and the public will be provided through high school and college counselors and the new HHS CTE web site.

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

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

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

Improvement of Academic Skills: Improvement of academic skills is an issue of critical importance at HCC, and has been addressed recently through the formation of Learning Communities in Pre-Healthcare and in Pre-Law Enforcement, and Pre-Liberal Arts. An adult basic education tutor from AEOA is now located on campus and is involved on the learning communities to help teach academic and study skills.

Plans to add a learning community in Culinary have not come to fruition. HHS and CHS students also have the opportunity to take the Accuplacer in 10th or 11th grade to assess their college academic readiness level at an earlier age than in the past.

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

QUESTION: What activities were conducted during the grant year that supported Programs of Study (POS)?

In our RPOS of Healthcare Therapeutics, a new three-week job exploration project was added to the healthcare state curriculum portion of the course (with the other portion being the CNA skills and certification taught by college nursing faculty). Each student was given an online career interest profiler exam which listed their top healthcare fields suited to their interests. The students spent three days at each of their top three healthcare interest fields. The majority of the students were matched with careers at the Fairview Hibbing Hospital. The students did a three day job shadow at the hospital, interviewed the person they shadowed, and wrote a research paper about each of the careers they shadowed. Outside of the hospital, students were also placed at a funeral home and the local fire station (EMS). The teacher deemed this new job shadow activity to be a huge success, and the community-high school connection to be very valuable.

QUESTION: Describe the impact of the POS in terms of participation, concentrators, student outcomes, etc.

In the RPOS healthcare/CNA class at Hibbing High School, 13 students completed the class and 1 did not complete the CNA certification but had a chance to complete it this past summer. At Chisholm High School, 12 students completed the CNA certification class that was taught by the college nursing faculty, and Chisholm does not have the state healthcare curriculum portion of the class, but incorporates the American Red Cross CPR and First Aid certifications for the CNA students.

QUESTION: What activity (or POS) was the most successful, something that you would repeat or share with others and why?

Outside of the successful RPOS in Healthcare Therapeutics and the CNA/healthcare college credit class at the two high schools that is described above, our POS in Maintenance, Installation, & Repair is also very successful with the Habitat for Humanity home building collaborative project that includes the two high schools, the college, and the community. In FY17 there was not a Housing Design class offered in the Hibbing High School FACS dept. This is the FACS class that is normally very involved in designing and decorating a room in the Habitat house, however, the Industrial Tech classes at both Hibbing and Chisholm high schools participated in the Habitat home building project from start to finish, and the corresponding CTE programs at the college in Industrial Systems Technology and Electrical Maintenance also worked on the Habitat home. We consider this a very successful POS with the hands-on real life work that high school and college CTE students are engaging in, and with the community service and involvement with local businesses that also work on the home, with the cities of Hibbing and Chisholm who donate the land, and with the legislatively-funded Applied Learning Institute of NE Minnesota who also contributes funds to the project.

Goal 1 Objectives

Goal 1 Objectives 1

Use of Funds

R1 Academic Integration , R2 Programs of Study, R3 All Aspects of an Industry, R4 Develop/Improve/Expand the use of Technology, R5 Professional Development , R6 Assessment , R7 Initiate/Improve/Modernize Technology , R8 Size/Scope/Quality, R10 Collaboration, R11 Articulation, P1 Advisory Committees, P3 Work-Based Experiences, P5 Student Organizations , P7 Equipment Leasing/Purchasing/Upgrading, P8 Teacher Preparation

Strategies

Support current and new Programs of Study through strengthening and improving career & technical education at the secondary and postsecondary levels.

Outcomes

Sec.students will be better prepared for college and future careers by having increased opportunities to earn college credit, by taking CTE electives and participating in other career experiences in high school, and by improving their academic skills before entering college. Students will be successful and complete their college programs by increasing their academic skills and joining learning communities when needed. The high schools and college will ensure student learning by instruction from teachers with updated knowledge in the field,by training on state-of-the-art equipment & technology, by experiencing the industry, and by studying curriculum that had direct input from industry. Student learning will be measured by the use of state-approved assessments at the completion of CTE programs.

Measures

For 2015-2016, Secondary attainment in Reading/Lang Arts (1S1)will be 64.15% , Secondary attainment in Mathematics will be 42.72%, Secondary completion will be 99%, Secondary graduation will be 90%, Nontrad participation will be 25.15% and Nontrad completion will be 7.72%. We will have new data coming in for Secondary Technical Skill Attainment as at least 2 CTE programs will implement assessment tests in FY17.

For 2015-2016, Postsecondary will increase placement to 87.5%, but does not expect this to occur realistically due to major mining lay-offs in the area. Postsecondary Nontrad Participation will increase from 12.18% to 15.10%. T

At least 2 secondary CTE programs will implement state-approved assessment tests at HHS and CHS.

At least 30 students will enroll in the CNA (with state healthcare core curriculum) courses at HHS and CHS as part of the RPOS in Healthcare Therapeutic.

There will be program improvement in at least 7 CTE programs (POS and other programs) with updated equipment/technology, professional development, industry experiences, and other enrichment activities.

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| Post-Secondary Required Activities | \$8,993.92 |
| Post-Secondary Permissible Activities | \$8,993.92 |
| Post-Secondary Reserve | \$0.00 |
| Post-Secondary Admin Cost | \$0.00 |
| Post-Secondary Reallocation Basic | \$0.00 |
| Post-Secondary Reallocation Reserve | \$0.00 |
| Post-Secondary Total | \$17,987.84 |
| Secondary Required Activities | \$2,376.10 |
| Secondary Permissible Activities | \$2,376.10 |
| Secondary Reserve | \$0.00 |

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|--------------------------------|-------------|
| Secondary Admin Cost | \$0.00 |
| Secondary Reallocation Basic | \$0.00 |
| Secondary Reallocation Reserve | \$0.00 |
| Secondary Total | \$4,752.20 |
| Total | \$22,740.04 |

Reallocation Explanation

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

Goal 2 Narrative:

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

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

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

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

QUESTION: To what degree do CTE advisory committees serve both Secondary and Postsecondary programs? (Do all programs use them? Does the same advisory team advise both secondary and postsecondary programs?)

At the secondary level, the Business Education Partnership (BEP) committee serves as the advisory board for all CTE in the high schools. This committee is a sub-committee of the Hibbing Chamber of Commerce and is composed of Chamber reps, Minnesota Workforce Center reps, industry reps from the technical career fields offered at Hibbing and Chisholm high schools and HCC, the secondary and postsec. Perkins Coords., secondary CTE faculty, and a rep from the Applied Learning Institute. BEP members provide input into CTE curriculum changes, program improvement, high school to college transition, and they ensure that CTE programming is aligned with nat'l. and state technical skill standards and regional workforce needs. BEP meetings were held twice in FY17.

At the postsec. level, advisory boards are present and active. They are the major source of industry involvement at the college and are in place for all 20 CTE programs. Advisory boards are required by college policy to meet twice annually. The boards play a crucial role in CTE curriculum changes, program improvement, and in ensuring that the CTE programs meet current industry standards and are engaging in valid and helpful technical skill assessments. At the college, the relationships of the tech faculty with advisory board members has lead to numerous local industry donations of equipment to the college programs. Also the advisory board members are used to coordinate industry speakers and fieldtrips. They also visit the students to talk about employment opportunities.

FY17 was the second year that we had a joint meeting lunch at the end of the school year and invited all sec. and postsec. Perkins partners from the BEP and from the college Perkins Committee, along with tech faculty and industry reps from both sec. and postsec. It was a successful meeting as several attendees shared how the Perkins grant impacted their programs in a positive way during FY17.

QUESTION: What role does the advisory team play for CTE programs? What support have they provided to programs?

At the postsec. level and as stated above, the advisory board members are the program connections to industry. Advisory board members are invaluable to our technical programs acting as the real-life links to the profession. They are often the ones invited to speak to the students, to discuss employment opportunities, and to help arrange visits to the industry. They also suggest curriculum additions, deletions, and changes and assist tech faculty in making these changes in order to be teaching what is actually being used in real life.

Because of the close relationships in place with advisory board members, the college has received equipment donations from industry, and industry has worked closely with the college to help tech programs prepare students for the current jobs available today at their companies. Advisory board members are often representatives from the businesses that are taking our technical students for their work-based learning experiences and internships. For our Diesel and Industrial Systems programs, advisory board members coordinate bringing repair work from their companies to these programs so that our students are doing real repair work for real customers. This is also true in our IT Networking & Security program. In Law Enforcement, students are required to do ride-alongs with real law enforcement agencies. These agencies are also members of the Law advisory board.

QUESTION: Do the business and industry partners help connect students to work-based learning opportunities? If so, what type of work based learning is available to students in which programs? How many students are impacted and in which career pathways?

Industry and Community Involvement and Partnerships:

Our Habitat for Humanity partnership between the cities of Hibbing and Chisholm, Habitat, the college, and both high schools was again successful in FY17 and was the topic of a presentation at the state CTE conference. Technical students from the high schools and college participate in this building project from the groundbreaking to the home completion including some interior design and decoration by our Housing students and donations from the community.

USDA visited FACS classes at the high school to speak about food safety.

Three Industrial Tech high school teachers attended a regional conference at Giant's Ridge that included tours of the local mining shops, MNDot, and the new Bridge construction in Virginia.

In FY17, Perkins helped support a professional development day for all high school teachers. This in-service day featured tours of local business and industry. The careers available at each company were highlighted so that teachers were fully informed about careers in the region in order to direct students onto a career path that matches their aptitude, abilities, and interest. 60 teachers participated.

Chisholm High School had a Math Career Day with local industry speakers and a Science Career Day as well for grades 9-12.

7th and 8th graders at Hibbing High School heard CEO's in the classroom with 170 students participating.

All HHS 11th graders attended the Career Panel on Employability Skills (140 students), all 12th graders attended the Career Panel on Resumes and Job Applications, and 10th graders attended a Career Panel on Time Management (160 students). All of these panels included volunteers from local business and industry.

Business and Industry Providing Work-Based Learning at Hibbing Community College:

Nursing: Fairview Hospital in Hibbing, Guardian Angels and Heritage Manor nursing homes, Hillcrest assisted living facilities, Range Mental Health, and several other healthcare companies on the Iron Range are involved with our program to provide places for our RN nursing students to get clinical experience.

Medical Lab Technician: Students are placed in many different hospitals and clinics on the Iron Range to do their 1-semester internships. Businesses are invited in to meet students and interview them so that they can find the students that will best fit into their laboratories. Students also submit their choices as to where they prefer to do their internships.

Pharmacy: Two work-based learning experiences are required in order to graduate from this program. Each is a 3-credit course, the first in a retail pharmacy, and the second in a hospital pharmacy.

Dental Assistant: Students in this 1-year program work in a dental office every Monday beginning in the second semester and ongoing for three months. Following that, they are placed in a dental office for an 8 week internship that continues right up to graduation in May.

Medical Coding: Advantage Billing, Healthline Billing, and the Fairview Hospital are the main businesses that provide work-experience for these students. Professional Practice for Coding Specialists is a 2 credit course in the summer in which students spend time learning in a real medical coding office setting.

Other technical programs at the college do not have required internships, but all programs incorporate industry involvement for the students through fieldtrips, industry speakers, and workshops. The Electrical program brings in the local union to test students and speak to them about employability and job prospects.

Goal 2 Objectives

Goal 2 Objectives 1

R1 Academic Integration , R2 Programs of Study, R3 All Aspects of an Industry, R4 Develop/Improve/Expand the use of Technology, R8 Size/Scope/Quality, R10 Collaboration, R11 Articulation, P1 Advisory Committees, P3 Work-Based Experiences, P6 Mentoring/Support Services, P7 Equipment Leasing/Purchasing/Upgrading, P8 Teacher Preparation, P9 Alternative Formats, P10 Student Transition, R3 All Aspects of an Industry, R4 Develop/Improve/Expand the use of Technology, R5 Professional Development , R7 Initiate/Improve/Modernize Technology , R8 Size/Scope/Quality, R10 Collaboration, P1 Advisory Committees, P3 Work-Based Experiences, P4 Additional Special Populations, P5 Student Organizations , P6 Mentoring/Support Services, P7 Equipment Leasing/Purchasing/Upgrading, P8 Teacher Preparation, P10 Student Transition, R3 All Aspects of an Industry, R4 Develop/Improve/Expand the use of Technology, R5 Professional Development , R7 Initiate/Improve/Modernize Technology , R8 Size/Scope/Quality, R10 Collaboration, P1 Advisory Committees, P3 Work-Based Experiences, P4 Additional Special Populations, P5 Student Organizations , P6 Mentoring/Support Services, P7 Equipment Leasing/Purchasing/Upgrading, P8 Teacher Preparation, P10 Student Transition, R3 All Aspects of an Industry, R4 Develop/Improve/Expand the use of Technology, R5 Professional Development , R7 Initiate/Improve/Modernize Technology , R8 Size/Scope/Quality, R10 Collaboration, P1 Advisory Committees, P3 Work-Based Experiences, P4 Additional Special Populations, P5 Student Organizations , P6 Mentoring/Support Services, P7 Equipment Leasing/Purchasing/Upgrading, P8 Teacher Preparation, P10 Student Transition

Use of Funds

Strategies

Collaborate with business and industry, educational, and community partners to provide high quality CTE education to all learners.

Outcomes

Business and industry partners will be actively involved in directing and supporting high quality CTE curriculum that meets current industry standards. The MN Workforce Ctr., the Applied Learning Institute, and AEOA will collaborate with the high schools and college to provide programming that meets local employer needs and that supports student job seekers. Advanced Minnesota working with the NHED colleges is the major provider of all local workplace education on the Iron Range.

Measures

At least 2 industry reps and 1 MN Workforce Ctr. rep will attend the BEP Committee meetings.
 All 15 college advisory boards will meet 2 times during the school year for every CTE program.
 CTE students in at least 2 sec. and 7 postsec. programs will gain experience in the industry by participating in work-based experiences, internships, clinicals, industry speakers, fieldtrips.
 At least 30 total sec. and postsec. CTE students will participate in the Habitat for Humanity home project.
 At least 8 CTE programs will receive Perkins support for program improvement including updated technology and equipment, supplies, and professional development.

At least 25 employers will participate in the campus job fair at HCC.

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

Goal 2 Objectives 2

Use of Funds R3 All Aspects of an Industry, R4 Develop/Improve/Expand the use of Technology

Strategies

To improve our Law Enforcement program using reallocated funds.

Outcomes

Students will use laptops and software that are used in the Law Enforcement industry today in the workplace.

Measures

Students will become well trained in the industry.

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| Post-Secondary Required Activities | \$0.00 |
| Post-Secondary Permissible Activities | \$0.00 |
| Reallocation Explanation | |

All post-secondary reallocation funds will be used for purchasing 4 laptop computers for our Law Enforcement program at the college. These laptops are part of an initiative to obtain 15 total laptops for the program for students. Students will not take them home, but will check them out for use in their Law classes and activities on campus. They will be stored in the department for use each school year.

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| Post-Secondary Reserve | \$0.00 |
| Post-Secondary Admin Cost | \$0.00 |
| Post-Secondary Reallocation Basic | \$3,704.79 |
| Post-Secondary Reallocation Reserve | \$1,081.86 |
| Post-Secondary Total | \$4,786.65 |
| Secondary Required Activities | \$0.00 |
| Secondary Permissible Activities | \$0.00 |
| Secondary Reserve | \$0.00 |
| Secondary Admin Cost | \$0.00 |
| Secondary Reallocation Basic | \$0.00 |
| Secondary Reallocation Reserve | \$0.00 |
| Secondary Total | \$0.00 |
| Total | \$4,786.65 |

Goal 3: Improve Service to Special Populations

Goal 3 Narrative:

Secondary Service to Special Populations: Secondary special population students will be supported by local school district funding. Their needs will be addressed by special educ. educators; however, these students do receive Perkins support through attendance at Perkins career events. The local Upward Bound program located at HCC is focused on high school to college transition and includes many special pop students. Both of our consortium high schools participate in Upward Bound, and Perkins will continue to support Upward Bound initiatives as requested. Regarding negotiated nontrad targets, secondary was below 90% of participation target of 30.06% with actual participation at 26.15%. For nontrad completion, secondary was also below 90% of completion target of 10% with actual completion at 8.72%. We have requested help from the state in this area. With nontrad participation so low it is difficult to make conclusions about nontrad performance. To help our participation numbers, in FY17 at HHS, new Industrial Tech courses were developed specifically to attract females and offer them a non-threatening environment for learning nontrad Industrial Tech skills. Two of the classes have filled and will be run in FY17. This will help our consortium as we evaluate nontrad participation and performance numbers. Garnering nontrad speakers are always the first priority for the career days at the two high schools. Showing nontrad students in CTE classes in all public photos, marketing, and communication venues is a top priority as well.

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

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

QUESTION (for FY15 only, optional for FY16): What service was conducted during the grant year that was most successful?

At the post-sec. level, having our Lab Assistants in programs where students struggle according to their technical teachers (and confirmed by Perkins data on retention) has greatly improved our student success. Over the years, Auto, Dental, and Culinary have had the Lab Assistants in their programs to work with students. Dental has seen a great increase in success and reports that it is due to the presence of the Lab Assistant. The Perkins Committee feels very strongly that having the Lab Assistants to help technical students is a very good way to spend Perkins dollars. The individual attention they can give to the lower students can bring them up and help them succeed and complete their programs.

QUESTION (New for FY16): What strategies were adopted to overcome barriers for special populations?

At the sec. level, special education staff work with special populations to provide support. These students attend career events at the high schools and the college. They are exposed to work/career environments through their volunteer work in the community. They are learning life skills in the new lab at the high school that is set up like a home so they can learn how to wash clothes, iron, cook, clean.

At the postsec. level, the Perkins Coord. works closely with the Diversity Committee. The Diversity Comm. at the college provides support to non-white students and all students who are diverse in a variety of different ways including nationality, country of birth, family situation, single parent, low income, disability, sexual orientation, body type and more. Various initiatives were planned to support diverse student populations at the college. Native Amer. comedian, Jon Roberts, was invited to speak in the commons and Perkins contributed to his speaking fee. This was part of an effort to make our diverse populations feel comfortable on campus and persist in their programs. In order to help with retention of the diverse students, we also have a Multicultural Student Club that meets every Friday afternoon and plans outings and social events. A new LGBT Student Club was started in FY17 with a very energetic and charismatic leader, however, attendance turned out to be very low even though numerous ideas were implemented to make the club more inclusive. We also had a multicultural potluck dinner at our dorm, and attendance was minimal. Other dorm activities were planned (fieldtrips, movie nights, etc.) in an effort to be inclusive of all students on campus, but the activities sadly had low attendance. We hosted a Native Amer. tour group from North Woods school which was successful and was supported by Perkins.

As part of the accreditation process, we worked with the coaches and teachers of the men's basketball team to try to increase retention among that group. It was confirmed that there was an achievement gap with the players who happened to be predominantly students of color. Needs assessments were done, tracking forms instituted, and other interventions. As of fall 2017, GPAs and retention were improved.

Foreign-born nursing students were identified as having lower grad rates in the nursing program. Success in Nursing grant was received and curriculum was used for a study group of foreign-born nursing students. Attendance at the study groups was minimal, but those students who completed the curriculum rated it positively and persisted to year two in the program.

Women's Foundation of MN awarded Hibbing Community College with a Pathways to Prosperity grant and the EMPOWER program was started at the end of FY17 targeting women in nontrad technical programs. Over 40 women were identified who had expressed interest in or were currently enrolled in the nontrad career programs - Industrial Systems Tech, Diesel, Auto, Law Enforcement, IT Networking, Electrical Maint. and HVAC. These women were recruited to join the EMPOWER program by mailing letters to their homes and making phone calls. They were invited to a special event on campus, and were contacted individually by Student Svcs. and Financial Aid to help them navigate their way through the process of beginning college. Currently the program has a designated Coord. and began in fall 2017. Funds will be used to support these women with transportation, daycare, food, books, tools, and other expenses that may not be covered by financial aid.

QUESTION: Describe how your consortium uses data to target consortium activities to the needs of special populations and what impact the efforts have had on success of special populations.

The project at Hibbing Community College to work with the men's basketball players to increase retention was based on the confirmation from our data that this group of students (mainly of color) had lower achievement than our student population in general according to institutional research. With this finding, we began the project to increase interventions (involving coaches, faculty, housing director) in order to support these underrepresented students and help them be successful.

Regarding the foreign-born nursing project at Hibbing Community College, again institutional research confirmed the data collected by our nursing faculty that our foreign-born nursing students were not as successful as the non-foreign born students. This was mainly due to the language barriers, and thus we applied for the Success in Nursing grant and were awarded it. We have been using the funds to pay a nursing faculty to lead the foreign-born students in a weekly study group. This is ongoing, but the teacher reports that those students who attended were more successful in their classes, had higher grades, and will move on to the second year of the program.

Goal 3 Objectives

Goal 3 Objectives 1

Use of Funds

R1 Academic Integration , R2 Programs of Study, R3 All Aspects of an Industry, R4 Develop/Improve/Expand the use of Technology, R5 Professional Development , R8 Size/Scope/Quality, R9 Special Populations, R10 Collaboration, P4 Additional Special Populations, P5 Student Organizations , P7 Equipment Leasing/Purchasing/Upgrading, P9 Alternative Formats, P10 Student Transition, R1 Academic Integration , R2 Programs of Study, R4 Develop/Improve/Expand the use of Technology, R5 Professional Development , R9 Special Populations, P4 Additional Special Populations, P6 Mentoring/Support Services, P8 Teacher Preparation, P9 Alternative Formats, P10 Student Transition

Strategies

Support special population and nontraditional students at the secondary and postsecondary levels. Recruit and retain postsecondary nontrad CTE students. Special pop students at Hibbing and Chisholm high schools are supported by local district funding. Their major needs are addressed by special education educators, however, they do visit community colleges as part of their career readiness training. They also visit businesses and learn about a variety of occupations. In FY16, all 9th graders at HHS will be required to take a College & Career Connections 1/2 year class and this includes all special population students at the high school. At CHS, their special pop students participate in the Ready Set Learn program that fulfills the state requirement for each student to have a personal learning plan for future employment.

Outcomes

Special population and nontraditional students will participate in and succeed in CTE career programs at an increasing level ongoing. Secondary special education students will gain an understanding of colleges and careers and will prepare a Success Plan at HHS and a personal learning plan at CHS to fulfill state requirements. Secondary and postsecondary Perkins Coordinators and their advisory members will lead Goal 3 strategies & activities.

Measures

Secondary Nontraditional Participation will be 25.15%. Secondary Nontrad Completion will be at least 7.72%.
Postsecondary Nontraditional Participation will be 15.10%. Postsecondary Nontrad Completion will be at least 8.6%.

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

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

Goal 4 Narrative:

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

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

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

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

QUESTION: Describe the kinds of articulation, college-in-the-schools, transfer credit courses offered and how many students participated.

There are strong relationships between Hibbing Community College tech faculty and the CTE high school teachers: Hibbing High FACS (h.s.) with Culinary Arts (college), Hibbing & Chisholm Indus Tech (h.s.) with Industrial Systems Tech. (college) & Electrical (college), Hibbing and Chisholm Auto (h.s.) with Auto (college) & Diesel (college). The Business program at the high schools no longer exists, and the Intro to Engineering class at Hibbing High School was not offered in FY17 (due to lack of students). Chisholm High School has Auto and Indus Tech CTE programs and no longer has FACS.

College in the Schools (CITS) has increased dramatically at both Hibbing and Chisholm high schools in an effort to keep kids at the high school rather than having them leave the high school to take PSEO classes. There are still 30-40 students who come to Hibbing Community College for PSEO (mainly for liberal arts), but many more students are taking the CITS classes. New in FY17 were some CITS classes in the CTE areas at Chisholm High School through our neighboring college, Mesabi Community College.

CITS classes at Hibbing High School include: (Hibbing Community College course names are followed by the high school course name in parentheses)

1. MATH 1020 Adv. Algebra (CITS College Prep Algebra 2)
2. MATH 1300 Trigonometry (CITS Trigonometry)
3. SPCH 1040 Intro to Communication (CITS Communications)
4. ENGL 1060 Freshman Composition (CITS Composition)
5. ENGL 2220 American Literature (CITS Survey of American Literature)
6. CHEM 1020 Intro to Chemistry (CITS Chemistry)
7. PHYS 1010 Intro to Physics 1 (CITS Physics 1)
8. PHYS 1020 Intro to Physics 2 (CITS Physics 2)
9. HIST 1250 US History to 1877 (CITS American History)
10. HIST 1260 US History 1877 to Present (CITS Contemporary American History)
11. ALHE 1510 Healthcare Core Curriculum (Health Science Program/CNA)
12. ALHE 1520 Nursing Assistant Skills Set (Health Science Program/CNA)

At Chisholm High School, CITS classes include:

1. Certified Nurse Assistant
2. Freshman Comp/English 12
3. Advanced Comp (for students that took Fresh Comp as a junior)
4. World History
5. Pre-Calc (Advanced Algebra)
6. Advanced Algebra
7. Drawing (semester 1)
8. Painting (semester 2)
9. Power Mechanics - 1 credit, Hibbing Community College
10. Metals - 2 credits, Mesabi Community College
11. Basic Woods - 2 credits, Mesabi Community College
12. Home Maintenance - 2 credits, Mesabi Community College

QUESTION: To what degree and in what ways are these advanced credit courses transcribed on the students high school record and on college transcripts?

CITS classes taken at Hibbing High School are noted with "CITS" following the name of the course. The number of college credits is not listed on the transcript.

CITS classes taken at Chisholm High School are not noted on the transcript. There is no notation of college credits earned.

Goal 4 Objectives

Goal 4 Objectives 1

Use of Funds

R2 Programs of Study, R3 All Aspects of an Industry, R7 Initiate/Improve/Modernize Technology , R10 Collaboration, P2 Counseling, P3 Work-Based Experiences, P5 Student Organizations , P7 Equipment Leasing/Purchasing/Upgrading, P10 Student Transition

Strategies

Provide services that support a smooth transition from high school to college, and provide services to support adult learners starting college for the first time or returning to college.

Outcomes

High school students will have an increased number of options for early college credit and will transition to postsecondary education and training smoothly. Adult learners who are unemployed, underemployed or desirous of improving their skills will receive the education, training, and support to meet their personal needs and the employment needs of local industry.

Measures

At least 13 high schools and 200 students will attend the 2 Technical Career Days at HCC.

There will be one career program for each grade (9-12) at HHS.

At least 2 area high school student CTE groups will visit HCC.

At least 10 high school students from area high schools will participate in Auto Fridays at the college.

At least 20 students will complete the CNA class (with state healthcare core curriculum) at HHS and at least 10 will complete at CHS.

Reallocation Explanation

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

Goal 5: Sustain the Consortium of Secondary and Postsecondary Institutions

Goal 5 Narrative:

Consortium System, Operations, and Administration: The Hibbing-Chisholm Perkins consortium is very small, consisting of one college (Hibbing Community College) and two high schools (Hibbing High School and Chisholm High School). The consortium structure will remain the same in FY17 with two Perkins Coords., one for postsecondary and one for secondary. The postsecondary Perkins Coord. is also the Consortium Lead, writes the majority of the local plan and APR, and leads the development of Programs of Study. The postsecondary Perkins Coord. leads the college Perkins Committee. The secondary Coord. currently leads the Business & Education Partnership (BEP) committee which acts as the advisory board for all secondary CTE programs. The college CTE advisory boards are led by CTE faculty under the direction of the Provost. In FY17 the consortium will again have an annual joint Perkins meeting including all shareholders at the secondary and postsecondary level. Rather than combining into one committee, it was decided that the secondary and postsecondary should retain their own committees but have the joint meeting for sharing and discussion every year. Consortium vision, goals and current and future programming will be shared at the annual joint meeting. The consortium's decision-making procedures are documented and reviewed annually by the committees. Communication within the consortium is daily and ongoing by telephone, email, and in-person.

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

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

QUESTION: What activities were conducted that help sustain the consortium?

Activities that were funded or partially funded by the Perkins grant and that helped sustain the consortium in FY17 included:

1. Speaker from Hibbing Taconite on how to get a job in mining - attended by over 75 technical students
2. Native American speaker (comedian)
3. Native American high school student visit from North Woods School
4. Employer Job Fair (30 local employers participated)
5. Two Technical Career Days with attendance by over 300 high school students from 18 local high schools
6. Employment/Grad readiness event
7. State training and CTE conference for the two Perkins Coordinators
8. Joint Perkins Meeting with partners from sec. and postsec. levels

QUESTION: Provide an overview of the leadership team (i.e. are they representing all districts, colleges, business and industry, and other community partners).

Leadership for our small consortium has consistently been the same sec. and postsec. Perkins Coords. for almost 20 years. The consortium structure remained the same in FY17 with the two Perkins Coords. under the direction of college and high school administration. The postsec. Perkins Coord. is also the Consortium Lead and writes the majority of the local plan and APR. The postsec. Perkins Coord. leads the college Perkins Comm. at monthly meetings. The sec. Coord. leads the Business & Education Partnership (BEP) committee which meets three times per year and acts as the advisory board for all secondary CTE programs. In FY17 the consortium had the second annual joint Perkins meeting including all shareholders and partners at the sec. and postsec. levels. This was an opportunity to network and share information. Consortium vision, goals and current and future programming was also shared at the joint meeting. The consortium's decision-making procedures are documented and reviewed annually by the Coordinators and committees. Communication within the consortium is daily and ongoing by telephone, email, and in-person. All major Perkins decisions are after consultation with the Provost at the college and the Principals and Supts. at the high schools. Financial oversight is by the business offices at the college and high schools. Discussion continues on the possibility of consolidating this consortium with the East Range Consortium.

QUESTION (New for FY16): Discuss how your consortium conducted needs assessment for the implementation of the unified plan (i.e., your FY15 application)?

Once we have the reports on our Perkins performance levels from the state, we then begin to plan for the following year of Perkins. Our consortium is very small, so implementation of a unified plan is simple. We only have one college and two small high schools. All of the college funds go to Hibbing Community College, and the Sec. Coord. ensures that the two high schools receive all of the funds they request and need for CTE.

Our performance as a consortium has been consistent over the years. Each year we are weakest in the area of nontrad participation and completion so we have focused on this particularly at the high schools. We suggested girls only Indus Tech & Auto classes be offered at Hibbing High School and three of them were developed and offered in FY16. Two were offered on the schedule and were run in FY17. In FY18, the three girls only classes were combined into one class offering on the schedule. This was unfortunately due to scheduling issues at the high school, so we anticipate that nontrad participation may go down again in our future performance numbers. Admin. also decided to only offer Home Design in FACS every other year, so this class was not offered in FY17. This is the class that connects with the Habitat for Humanity building project, so our participation numbers may be adversely affected by this admin. decision. Fortunately the class is being offered again in FY18.

At the college and regarding our focus on nontrad performance, at the end of FY17 the college was awarded the Pathways to Prosperity grant from the Women's Foundation of MN. This has become the EMPOWER program and is focused on recruiting and retaining women into the nontrad CTE programs at the college. We have increased the number of women beginning these programs in fall 2017, and our participation and completion numbers are anticipated to increase due to the EMPOWER activities and interventions that will be in place to support these women during their one or two year CTE programs. The Applied Learning Institute in NE Minnesota has pledged to provide further support to EMPOWER once the grant cycle ends.

Needs assessments are done regularly by tech faculty at the college by examining grades and program retention rates. If students are failing, not coming back after year one, or not completing the CTE program, the tech faculty requests support from the college and sometimes Perkins. In this way, Perkins has provided part-time Lab Assistants in certain CTE programs who have expressed the need. These programs are Dental Asst., Culinary Arts, and Auto Technician. Recently the Electrical Maint. faculty asked Perkins for a Lab Assistant and the committee approved the request. The Lab Assistants help tutor students and assist them in the hands-on learning labs.

QUESTION: To what degree does the consortium seek additional grants or braid various funding streams together to support the consortium activities?

The high school has braided various funding streams to offer CTE programming in the districts. Collaboration with the Chambers of Commerce, the city, local businesses, and the college have helped to support career and technical education at the high schools.

The college has also braided together funding from outside entities - the Minnesota TRA state grant for the laid off mining workers in FY17 was provided to the college and allowed the college to purchase addl. equipment for the technical programs in addition to adding sections and tech faculty. During FY17, the DEED grant contributed to an indirect water heater for training in the HVAC program, and Perkins also contributed to this particular purchase. The college marketing budget contributed funds to the two Technical Career Days at the college (funded by Perkins) which were attended by 18 local high schools and over 300 students. Perkins also co-funded a grad readiness day on campus for upcoming grads, with the TRIO grant at the college being the other co-funder. Perkins also supports the annual employer job fair on campus in conjunction with local businesses and the MN Workforce Center.

Perkins will continue to work together with other grant and funding sources towards the betterment of technical career education in our consortium.

Goal 5 Objectives

Goal 5 Objectives 1

Use of Funds

R1 Academic Integration , R3 All Aspects of an Industry, R4 Develop/Improve/Expand the use of Technology, R5 Professional Development , R7 Initiate/Improve/Modernize Technology , R8 Size/Scope/Quality, R10 Collaboration, P1 Advisory Committees, P2 Counseling, P7 Equipment Leasing/Purchasing/Upgrading, P8 Teacher Preparation, P10 Student Transition

Strategies

To sustain the consortium by providing CTE programming that has proven successful in the past.

Outcomes

The consortium stakeholders will work together to provide successful programming to support high quality CTE education and training for students in gr. 7-12 and traditional and adult learners at the college in collaboration with local education, industry, and community partners. There will be an effort to combine committees at the secondary and postsecondary levels.

Measures

At least 300 students will receive a planner at CHS that includes career and job skills information.

CTE staff at HHS will work to update and enhance the CTE website.

Perkins Coordinators will administer at least 4 successful CTE activities/programs to sustain the consortium.

Perkins Coordinators and CTE staff will participate in at least 2 professional development conferences/experiences.

Description

Reallocation Explanation

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

Goal 5 Objectives 2

Use of Funds

R3 All Aspects of an Industry, R4 Develop/Improve/Expand the use of Technology, R7 Initiate/Improve/Modernize Technology , P7 Equipment Leasing/Purchasing/Upgrading, P10 Student Transition

Strategies

Secondary reallocated funds will be used for supplies for the CNA college credit course at Hibbing High School. They will also be used for a student fieldtrip in a Culinary class, updated safety videos for the Industrial Tech department, and DVDs to update media for the Independent Living class all at Hibbing High School. Lastly, funds will be used for parts and equipment for Automotive classes at Chisholm High School.

Outcomes

Secondary CTE education in the consortium will improve and be closer to industry standards in the areas of FACS, Automotive, and Industrial Tech, and students in FACS will have the opportunity for an industry fieldtrip.

Measures

Secondary students will receive an enhanced CTE curriculum and experiences in the industry.

Description

Reallocation Explanation

Secondary reallocated funds will be used for supplies for the CNA college credit course at Hibbing High School. They will also be used for a student fieldtrip in a Culinary class, updated safety videos for the Industrial Tech department, and DVDs to update media for the Independent Living class all at Hibbing High School. Lastly, funds will be used for parts and equipment for Automotive classes at Chisholm High School.

| | |
|--|------------|
| Post-Secondary Required Activities | \$0.00 |
| Post-Secondary Permissible Activities | \$0.00 |
| Post-Secondary Reserve | \$0.00 |
| Post-Secondary Admin Cost | \$0.00 |
| Post-Secondary Reallocation Basic | \$0.00 |
| Post-Secondary Reallocation Reserve | \$0.00 |
| Post-Secondary Total | \$0.00 |
| Secondary Required Activities | \$0.00 |
| Secondary Permissible Activities | \$0.00 |
| Secondary Reserve | \$0.00 |
| Secondary Admin Cost | \$0.00 |
| Secondary Reallocation Basic | \$1,241.07 |
| Secondary Reallocation Reserve | \$101.39 |
| Secondary Total | \$1,342.46 |
| Total | \$1,342.46 |

Budget Goal 1

| Row | Post-Secondary Required Activities | Post-Secondary Permissible Activities | Post-Secondary Admin Cost | Post-Secondary Reserve | Post-Secondary Reallocation | Post-Secondary Total | Secondary Required Activities | Secondary Permissible Activities | Secondary Admin Cost | Secondary Reserve | Secondary Reallocation | Secondary Total | Row Total |
|--------------|------------------------------------|---------------------------------------|---------------------------|------------------------|-----------------------------|----------------------|-------------------------------|----------------------------------|----------------------|-------------------|------------------------|-----------------|---------------|
| Goal 1 Total | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |

Budget Goal 2

| Row | Post-Secondary Required Activities | Post-Secondary Permissible Activities | Post-Secondary Admin Cost | Post-Secondary Reserve | Post-Secondary Reallocation | Post-Secondary Total | Secondary Required Activities | Secondary Permissible Activities | Secondary Admin Cost | Secondary Reserve | Secondary Reallocation | Secondary Total | Row Total |
|--------------|------------------------------------|---------------------------------------|---------------------------|------------------------|-----------------------------|----------------------|-------------------------------|----------------------------------|----------------------|-------------------|------------------------|-----------------|---------------|
| Goal 2 Total | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |

Budget Goal 3

| Row | Post-Secondary Required Activities | Post-Secondary Permissible Activities | Post-Secondary Admin Cost | Post-Secondary Reserve | Post-Secondary Reallocation | Post-Secondary Total | Secondary Required Activities | Secondary Permissible Activities | Secondary Admin Cost | Secondary Reserve | Secondary Reallocation | Secondary Total | Row Total |
|--------------|------------------------------------|---------------------------------------|---------------------------|------------------------|-----------------------------|----------------------|-------------------------------|----------------------------------|----------------------|-------------------|------------------------|-----------------|---------------|
| Goal 3 Total | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |

Budget Goal 4

| Row | Post-Secondary Required Activities | Post-Secondary Permissible Activities | Post-Secondary Admin Cost | Post-Secondary Reserve | Post-Secondary Reallocation | Post-Secondary Total | Secondary Required Activities | Secondary Permissible Activities | Secondary Admin Cost | Secondary Reserve | Secondary Reallocation | Secondary Total | Row Total |
|--------------|------------------------------------|---------------------------------------|---------------------------|------------------------|-----------------------------|----------------------|-------------------------------|----------------------------------|----------------------|-------------------|------------------------|-----------------|-----------|
| Goal 4 Total | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |

Budget Goal 5

| Row | Post-Secondary Required Activities | Post-Secondary Permissible Activities | Post-Secondary Admin Cost | Post-Secondary Reserve | Post-Secondary Reallocation | Post-Secondary Total | Secondary Required Activities | Secondary Permissible Activities | Secondary Admin Cost | Secondary Reserve | Secondary Reallocation | Secondary Total | Row Total |
|--------------|------------------------------------|---------------------------------------|---------------------------|------------------------|-----------------------------|----------------------|-------------------------------|----------------------------------|----------------------|-------------------|------------------------|-----------------|-----------|
| Goal 5 Total | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |

Goal Totals

| Row | Post-Secondary Required Activities | Post-Secondary Permissible Activities | Post-Secondary Admin Cost | Post-Secondary Reserve | Post-Secondary Reallocation | Post-Secondary Total | Secondary Required Activities | Secondary Permissible Activities | Secondary Admin Cost | Secondary Reserve | Secondary Reallocation | Secondary Total | Row Total |
|------------|------------------------------------|---------------------------------------|---------------------------|------------------------|-----------------------------|----------------------|-------------------------------|----------------------------------|----------------------|-------------------|------------------------|-----------------|-----------|
| Goal Total | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |

Verification

I have looked over these budget numbers.

Rigorous Program of Study

State-Approved Rigorous Program of Study

RPOS submitted with 10 components

Therapeutics Services

HibbingChisholm_HibbingHS_Therapeutic Services _ MN Programs of Study _ ISEEK.pdf

Progress Update for Programs of Study and TSA

QUESTION: Describe your progress. Explain what worked and did not work according to what you indicated in your plan.

Please be sure to include progress on technical skill assessments in your explanation.

Programs of Study:

Our Rigorous POS in Healthcare Therapeutic progressed as planned for FY17. The high school science teacher went through the process during FY17 to become CTE licensed by taking the designated college courses. She then hit a snag as the state said she took the courses at the wrong college, and this issue is in the process of being resolved. She is getting her CTE license so that she can continue to teach the state healthcare core curriculum as part of the credit CNA class at Hibbing High School. In Chisholm, they do not have a licensed teacher to teach this part of the course. Instead, Chisholm has combined American Red Cross First Aid and CPR certification with their credit CNA class.

At Hibbing High School and within the healthcare core curriculum, a new three-week job exploration project was incorporated into the course (with the other portion being the CNA skills and certification taught by college nursing faculty). Each student was given an online career interest profiler exam which listed their top healthcare fields suited to their interests. The students spent three days at each of their top three healthcare interest fields. The majority of the students were matched with careers at the Fairview Hibbing Hospital. The students did a three day job shadow at the hospital, interviewed the person they shadowed, and wrote a research paper about each of the careers they shadowed. Outside of the hospital, students were also placed at a funeral home and the local fire station (EMS). The teacher deemed this new job shadow activity to be a huge success, and the community-high school connection to be very valuable.

Progress in our POS in Industrial Tech is ongoing with the Habitat home building project very successful. Both high school and college CTE students have the opportunity to work on the home build as part of their high school and college courses. Students are exposed to the ground-breaking, every step of the construction, and the community Open House upon completion. Collaboration with the city governments, local businesses, non-profit organizations, and the Applied Learning Institute is very beneficial to the Habitat organization, the receiving family, and to all parties involved in this community experience.

TSA's:

At the secondary level, our focus was to add as many TSAs as possible. The Perkins Coord. worked diligently with the CTE programs to do this and had minimal success. At Hibbing High School, in the FACS department the teacher gave a new pre-test and post-test Precision Exam to students in Creative Foods, Food & Nutrition, and Parenting-Child Development. At Chisholm High School, the Auto teacher gave a new TSA in the auto classes (auto and diesel are part of our Transportation POS and Facility & Mobile Equip POS). In the CNA class at both Hibbing and Chisholm High Schools, the Minnesota state CNA exam was given. As mentioned, the CNA students at Chisholm also took the American Heart Assoc. First Aid and CPR certification exams.

At the postsec. level, graduates of our RN Nursing, Dental Assistant, Pharmacy Technician, Medical Lab Technology continued to take the state and federal licensing tests in their fields in order to secure employment. In Auto and Diesel, unfortunately due to scheduling problems we planned to have students take the NOCTI assessments as usual, but we were not able to administer them prior to the spring semester coming to an end. We do plan to continue using NOCTI in these technical programs in FY18. The teachers have gotten accustomed to knowing how their students are doing and what areas they are strong in, along with the areas that are weakest so that they can make curriculum and teaching changes. In our computer programs, students take the national CISCO Networking exam to become CISCO-certified. Students must also choose at least two other nationally-recognized computer certification tests and take them online. They don't need to pass the tests in order to graduate from the CTE program, but they must take the tests in order to graduate. If they don't pass, they can retake the tests. These are tests that are well-known by the computer industry and currently helpful in gaining employment today.

The college Culinary program head faculty left at the end of FY17. Students in this program currently take the national ServSafe certification test. With new faculty in place, we believe there may be an opportunity to introduce a new TSA for the program.

Programs of Study

| Career Fields | Career Clusters | Career Pathways | In which CTE Program? | At which High School? College? | State-Approved Postsecondary Assessments | In which course (use course code) or at what time in the program? | State-Approved Secondary Assessments | State-Approved Postsecondary Assessments |
|--|---|---|-----------------------------|--|--|---|--------------------------------------|--|
| Health Science Technology | Health Science | Diagnostic Services | Medical Lab Technician | HHS, CHS; HCC | | Completion | | |
| Health Science Technology | Health Science | Therapeutics Services | Dental Assistant | HHS, CHS; HCC | | Completion | | |
| Health Science Technology | Health Science | Therapeutics Services | Registered Nursing | HHS, CHS; HCC | | Completion | | |
| Health Science Technology | Health Science | Therapeutics Services | Certified Nursing Assistant | HHS, CHS; HCC | | Completion | | |
| Health Science Technology | Health Science | Support Services | Pharmacy Technician | HHS, CHS; HCC | | Completion | | |
| Human Services | Law, Public Safety, Corrections, and Security | Law Enforcement Services | Law Enforcement | HCC | | completion | | |
| Engineering, Manufacturing, & Technology | Science, Technology, Engineering, and Mathematics | Engineering and Technology | AS Degree Engineering | HHS, CHS; HCC; also Itasca Comm. Coll.; Iron Range Engineering | | Completion | | |
| Engineering, Manufacturing, & Technology | | Facility and Mobile Equipment Maintenance | Auto Technician | HHS; HCC | | online post-test at program completion | | |

| | | | | |
|---|---|--|--|--|
| Engineering, Manufacturing, & Technology | Facility and Mobile Equipment Maintenance | Diesel & Heavy Equip Maintenance | HHS; HCC | online post- test at program completion |
| Arts, Communication, & Information Systems | Arts, Audio/Video Technology and Communications | Graphic Arts I & II- HHS; Graphic Design Media @ MCC | HHS and Mesabi Community College (MCC) | HCC ended Multimedia; HHS teacher not licensed |
| Business, Management, & Administration | Business, Management, and Administration | Administrative Support Business | HCC and HHS | completion |
| Health Science Technology | Health Science | Health Informatics Medical Coding | HCC, HHS and CHS | completed |
| Business, Management, & Administration | Hospitality and Tourism | Restaurants and Foods/Beverage Services | FACS @ HHS; Culinary Arts @ HCC | HCC and HHS first year |
| Engineering, Manufacturing, & Technology | Maintenance, Installation, and Repair | | | |

Improvement Report

Improvement Report 1

| | |
|--------------------------------|--------------------------------|
| Indicator Not Met: | 2S1 Technical Skill Attainment |
| Negotiated Performance: | 54% |
| Actual Performance: | No data submitted |

General strategies planned to improve performance:

The Improvement Plan that I submitted stated that we have/will complete by the end of this school year 1 pre and post test exam in the FACS- Parenting curriculum area, as well as a TSA in FACS-Housing & Home Design, Welding II, Building Construction, Woods II and Small Engines.

This will be our initial year, thus creating a baseline of scores and implementing changes to our curriculum as deemed by our results.

We are excited to see where our students rank among the many others taking these evaluations and look forward to increasing our growth.

Comments or context for actual performance (optional):

Improvement Report 2

| | |
|--------------------------------|-----------------------|
| Indicator Not Met: | 4P1 Student placement |
| Negotiated Performance: | 87.50% |
| Actual Performance: | 85.41% |

General strategies planned to improve performance:

The standard grad report is sent out and the response rate is well under 50% for our HCC graduates. They are able to complete it on paper or online. Many of the grads complete the report and indicate they are working at a full-time job, but do not say if the job is related to their field of study at HCC.

Comments or context for actual performance (optional):

The Iron Range economy is currently experiencing a down-turn. Hundreds of miners have been laid off since mid-2015 from US Steel Minntac, US Steel-Keetac, Magnetation, Minnesota Resources, Polymet, United Taconite. The small companies that provide sales and service to the mining companies are also affected by the lay-offs, and have laid off their own employees as well.

I expect that our Placement numbers in 2015-2016 for HCC's CTE graduates will be down and that our target of 87.50% will not be met due to the down-turn in the economy in this area. Many of our graduates want to live and work in this region.

Improvement Report 3

| | |
|--------------------------------|----------------------------------|
| Indicator Not Met: | 5P1 Nontraditional participation |
| Negotiated Performance: | 15.10% |
| Actual Performance: | 12.18% |

General strategies planned to improve performance:

Looking at the trend data, the college met 5P1 in 2011 but then did not meet the target but was within 90% of it in 2012, 2013, and 2014. In 2015, we also did not meet the target and were below the 90% level.

In the past, we had more men in the Nursing program and more women in the Law Enforcement program at HCC, but for unknown reasons these nontrad participation numbers have gone down in our two largest enrollment CTE programs.

In Dental, Medical Lab, and Pharmacy Tech, we consistently have 1-3 nontrad gender students.

The major areas of need in nontrad gender are the industrial programs of Auto, Diesel, Heating & Cooling, and Electrical. There are 0-3 women in each of these programs on a regular basis at HCC. The Industrial Systems Technology program is the exception with at least 5-7 women enrolled on a regular basis. This is because it is the program that feeds into the mining industry. Women want these high-paying mining jobs, and the mines want the women. Therefore we can count on higher nontrad enrollment in this program on a regular basis.

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

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

Comments or context for actual performance (optional):

Improvement Report 4

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

General strategies planned to improve performance:

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

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

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

Comments or context for actual performance (optional):

Improvement Report 5

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

General strategies planned to improve performance:

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

As stated in 6S1 we have implemented 3 new courses that will attempt to offer opportunity to no-trad students in the areas of Industrial Technology and Healthcare. I feel our numbers we be significantly improved this year and next as we work to improve our curriculum, institute the technical assessment aspect and show students the success and advantages they can have in a non-trad field. Local non-trad employees are brought in whenever possible to showcase the avenues available in non-trad careers.

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

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

Comments or context for actual performance (optional):

Status Report on Improvement Report and Plan

QUESTION: Describe the activities and strategies that were actually implemented to bring your consortium actual performance on Federal indicators closer to the negotiated target.

We have a few things happening in our consortium to address our Nontrad Participation and Completion performance at the secondary and postsec. levels.

One thing done at Hibbing High School is to offer the girls only Industrial Tech classes. Three different classes were offered and two had sufficient enrollment to actually run the classes. This will improve our Nontrad Participation performance numbers. Another thing is that our principal at Hibbing High School has now applied for waivers from the state of Minnesota to get our CTE teachers licensed in Industrial Tech, Graphic Arts, and Careers - these were areas that we have been trying to get the instructors to become licensed and have had little success. Now with the waivers, we can count all of the students taking classes in those CTE areas. This also will help improve our Nontrad Participation numbers.

This week at the secondary level, the school board approved an increase in credits needed to graduate from the high school. This will lead our CTE departments to possibly develop more sequences of courses and/or advanced courses in CTE fields. One possibility is to offer an advanced Parenting class or a Human Relations class which would fit into our POS in Law Enforcement. It is anticipated that many students will fulfill this extra required credit with a CTE course(s). This should help our Nontrad Participation and Completion performance greatly at Hibbing High School.

At the college, we have hired a photographer and created a huge library of marketing and recruiting photos. In close to half of the photos, the students shown are non-Caucasian, nontrad gender in the tech programs, have disabilities, different cultures and dress, and portray a very diverse student population. We have recently hired a woman teacher (Perkins-funded Lab Assistant) in the Electrical Maintenance program, and this is the only woman teacher in any of the male-dominated CTE programs. It's a positive start.

The EMPOWER program at the college is a major strategy to recruit and support women into the male-dominated CTE programs. Targeted programs in EMPOWER include Law Enforcement, Electrical, HVAC, Industrial Systems, Auto, Diesel, Professional Truck Driving, and IT Networking. Currently there are 26 EMPOWER women enrolled in these nontrad programs. With the planned interventions and activities in EMPOWER, our Nontrad Participation and Completion performance at the college level should increase.

QUESTION: Describe the process and stakeholders involved in determining your improvement plans and reports. Describe the role data played in developing your plans and reports.

Our process for addressing our improvement reports and plans starts with the Perkins Coordinator sharing the numbers with administration, teachers, and faculty. Of course faculty at the college is connected with an Advisory Board which is partially made up of local industry. Administration takes the lead in implementing the interventions and programs that will address our weaknesses. We have been working with Administration and other partners for a number of years to address the Nontrad Participation and Completion numbers. For the 2P1 and 3P1 which go together at the college level, we had many laid-off miners in our programs whom were called back to work before they could complete the program. This affects our 2P1 and 3P1 numbers. Another reason we are missing our targets in completion is because of the way that some of the programs are set up. The 3-year online Medical Lab program affects our completion numbers in a negative way. Also the Engineering program includes students who have no intention of completing the 2 year Engineering degree program when they come to the college, but they take enough Engineering credits to become Concentrators and therefore are also counted as non-completers. We do know we have problems with completion in a few CTE programs, and we are trying to address that by employing Lab Assistants to help tutor the students who are having problems. Lab Assistants are in Culinary, Auto, and Dental Assistant programs, and recently a new Lab Assistant was hired for the Electrical program as well. The new Lab Assist. in Electrical is a woman which we are thrilled about as she is our only female teacher in the industrial CTE programs at the college. Also in Culinary, Administration took the step of ending employment for one of the faculty that was thought to be contributing to the low retention problem in that program. It was determined that students were completing year one, but not coming back to complete year two of the Culinary program. With new faculty in place this fall 2017, it is anticipated that retention will improve in the Culinary program.

QUESTION: What changes do you anticipate in your consortium performance data based on this year's efforts?

2S1 - Technical Skill Attainment

This year's efforts should provide some data in this target area. New pilot assessments were given in FACS at Hibbing High School and in Auto and Industrial Tech at Chisholm High School. Work was done to register these assessments so that we will have data in 2S1 in the future.

6S1 and 6S2 - Nontrad Participation and Completion

The increased credit requirement for graduation should help these numbers grow as more students are able to take CTE courses. The CTE non-licensed teacher waivers that were applied for this year should also increase the Nontrad Participation and Completion numbers as these programs will now be counted. The girls only Indus Tech classes should also contribute to better numbers in this area.

2P1 - Credential, Certificate or Degree

For this performance target, we anticipate that our numbers may go down rather than up in the future. This is due to the fact that in school year FY17, we had a huge influx of laid off mining workers that used their TRA benefits from the state to enroll in our CTE programs. The college added evening and afternoon sections and extra faculty in the Electrical Maintenance and HVAC programs to accommodate the added students. Other laid-off workers enrolled in Industrial Systems Tech and in the Culinary program. Fortunately for the students, in the spring of FY17 the majority of them were called back to their mining jobs so they dropped out of their CTE programs and went back to work. Many would have completed enough credits to be Concentrators at the college, and then they dropped out of the programs so our 2P1 numbers in several CTE programs will likely go down in the future.

3P1 - Student Retention or Transfer

Performance in this measured indicator is closely related to performance in 2P1, so 3P1 is also expected to go down for FY17 due to the laid-off mining workers. The majority of them were not retained at the college, and obviously did not transfer to another college to complete their field of study. They were enrolled because they were given an opportunity by the state and federal governments to better themselves with further education and training while they were laid off. When they had the opportunity to go back to their high-paying mining jobs, most of them did so.

5P1 - Nontrad Participation & 5P2 - Nontrad Completion

Performance in FY17 is expected to go down in both 5P1 and 5P2 due to the laid-off workers who enrolled in the CTE programs and then dropped out in the spring when they were called back to work (see more detail in the above 2P1 paragraphs).

Performance for FY18 is expected to increase in both 5P1 and 5P2. The college works very hard to attract special population students, particularly in their print and media recruiting photos. A library of new photos was created during FY17 with at least half of the student models being nontrad for race, physical disability, and nontrad gender in the CTE programs. Although no new female CTE faculty have been hired in the industrial programs, a new (Perkins-funded) Lab Asst. was recently hired in Electrical Maint. who is female so this is a very positive change for that program. During FY18 the focus at Hibbing Community College is to recruit and support women in nontrad career programs through the newly developed EMPOWER program. This program is made possible through a large grant from the Minnesota Womens Foundation that was awarded to Hibbing Community College. It began in spring 2017, continued in the summer and the women are now starting school in fall 2017. It is a one year grant, and when the funds end the Applied Learning Institute of NE Minnesota has pledged to continue support to these women so they can complete their CTE programs. The targeted programs include Auto, Diesel, HVAC, Electrical, IT Networking, Law Enforcement, Industrial Systems Tech, and Professional Truck Driving. EMPOWER has hired a Coord. for the program, and she will be involving many various parties to participate in this learning community to support these women students. Tech faculty, ABE staff, Student Svcs. and Financial Aid staff at the college, the MN Workforce Ctr., and the other social services agencies in the area are part of the steering committee for EMPOWER. The women students will be applying for funds to help them with transportation, tools, books, daycare, food assistance, shelter assistance and more. Whatever is their individual obstacle to education, this will be addressed by EMPOWER. The women will meet regularly with study groups, they will meet regularly with their tech faculty and other college support staff. Families of the students will also be encouraged to support the students. Students will also partner with mentors from local businesses as they progress in their CTE programs. The EMPOWER program is expected to affect our Perkins performance targets in Nontrad Participation and Completion in a very positive way as these women move through their nontrad programs.

Improvement Plan Action Steps

Improvement Plan Action Steps 1

Indicator Number (i.e. 1S1 or 2P1)

2S1 Technical Skill Attainment

Action Steps to improve the performance

TSA's have implemented during this school year and will be reported to Ginny Karbowski at the conclusion of this school year 15-16.

I have been in contact with G. Karbowski on a regular basis and have found a tests that are working well with our curriculum and programs.

TSA testing has been done Pre and Post testing in FACS - Parenting Course. Within the next few weeks, testing will be complete in Housing & Home Design, Woods II, Small Engines, Welding II and Building Construction.

The test results will help us modify and adapt the curriuclum to meet industry standards and recommendations in the respective areas.

Jeanne Bymark as coordinator will oversee the implementation of the TSA's and will continue to during the upcoming year.

This year will be the baseline from which we will grow.

Funding through Perkins allows us to purchase the tests.

Resources Needed

Computer labs that are available as well as competent test proctors that are familiar with technology.

Timeline

At the conclusion of each school year, all courses that have an advanced or high rigor curriculum will be tested for growth.

Person(s) Responsible

Secondary Perkins Coordinator, Jeanne Bfmark will be responsible for communicating, ordering and providing support for the Perkins teaching staff.

How will progress be documented?

As our baseline will be set this year. growth of our students' success will be measured by the testing percentages. 80% or better.

Could be by demographic characteristic, school, program, other

Sub-populations or groups where gap exists:

This particular year found that a number of SPED students had been enrolled in these courses of high rigor and often will bring down the percentage passing due to the knowledge based testing.

Describe any contextual factors that might contribute to this gap:

We will have more to report as we get a couple of years of results to see where we stand.

Further Information

Describe stakeholders involved, process and sources of data used to determine strategies/action steps listed above:

The stakeholders in the process for executing Technical Skill Assessments are the students foremost as well as the school district, the reputation of the teachers and their respective programs as we move forward into a more technological society, where skills and execution will be at the forefront of production in both knowledge and materials.

The detailed reports that are received post testing provides specific information that will allow us to analyze and grow our programs.

Course evaluations completed by the students also provide an avenue of the effectiveness.

Improvement Plan Supporting Documents (optional, not required)

Improvement Plan Action Steps 2

Indicator Number (i.e. 1S1 or 2P1)

5P1 Nontraditional participation

Action Steps to improve the performance

Action Steps to be Taken to Increase Nontrad Participation at Postsecondary Level:

1. Add nontrad models to marketing photos, radio and TV commercials, college brochures and all other printed advertising material
2. Create more posters with nontrad CTE models and hang posters at community centers, public agencies, and other public places
3. Use nontrad models in HCC ads for the CHS planner books (and other high school planner books).
4. Try to hire more nontrad gender CTE faculty at HCC. Specify in employment ads that nontrad gender are desired and preferred.
5. Increase messages during high school recruitment visits about nontrad careers.
6. Include message about nontrad careers during both Technical Career Days at the college.
7. Ensure CTE faculty at the college are talking about nontrad careers and encouraging nontrad gender students to enroll in their programs.
8. Ensure that the MN Workforce Ctr. is promoting nontrad careers to laid-off workers.
9. Offer girls-only Industrial Tech and Auto classes at the high school level to provide a non-threatening learning environment for girls in these fields.
10. Ask high school and college counselors to direct and encourage more nontrad gender students to choose and enroll in nontrad careers.
11. Try to have CTE students meet nontrad industry workers during industry fieldtrips, job fairs, and networking events

Resources Needed

Agreement in philosophy and actions from high school and college administration, counselors, teachers, recruiters, and marketing personnel.

Timeline

This is an ongoing effort that will continue during 2016-2017.

Person(s) Responsible

Kathy Nyberg and Jeanne Bymark (Perkins Coords.) will lead the effort to increase Nontrad Participation with the cooperation of the people listed above.

How will progress be documented?

Enrollment data from the Perkins database. Enrollment can also be discussed with and tracked by individual CTE faculty.

Could be by demographic characteristic, school, program, other

Sub-populations or groups where gap exists:

At the college level, a gap exists in the industrial programs of Auto, Diesel, Heating & Cooling, Electrical. In computer programs, Law Enforcement, and Engineering, there is also a need to recruit more women. In Nursing, more men need to be recruited and enrolled.

Describe any contextual factors that might contribute to this gap:

Cultural factors contribute to this gap. Parents need to talk to their children about nontrad careers. Elementary teachers need to include nontrad career information and speakers in classroom discussions. The younger the better as far as getting this message out.

Further Information

Describe stakeholders involved, process and sources of data used to determine strategies/action steps listed above:

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

Improvement Plan Supporting Documents (optional, not required)

Improvement Plan Action Steps 3

Indicator Number (i.e. 1S1 or 2P1)

6S1 Nontraditional participation

Action Steps to improve the performance

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

A curriculum that will appeal to the non-trad student.

Resources Needed

An instructor who can deliver the material in a way that will be receptive to all students.
Counselors who will promote, suggest and encourage students with potential to attempt courses in non-grad areas.

Timeline

One course will begin the Fall of 2016 and the second course will be offered the second semester beginning in 2017.

Person(s) Responsible

The secondary Perkins Coordinator - Jeanne Bfmark along with the high school principal- Michael Finco and IT instructor -Thad Johannesson are the key people that will communicate the progress amongst themselves as to what/how this endeavor is working.

How will progress be documented?

Progress will be documented from the get-go by noting the number of non-grad students that start and finish the course, the success of the students completing with regards to percentile scores/grades. Hopefully a Technical Skill Assessment can be found to assess the knowledge/practical skills attained. The continuation of the class in future years will also be an indicator of the need and participation.

Could be by demographic characteristic, school, program, other

Sub-populations or groups where gap exists:

Gaps may exist due to the fact that our school is on a six period day with a high ratio of core classes being mandated locally as requirements for graduation which allows students few electives.

Describe any contextual factors that might contribute to this gap:

This will be something to note after the class has been implemented.

Further Information

Describe stakeholders involved, process and sources of data used to determine strategies/action steps listed above:

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

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

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

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

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

Improvement Plan Supporting Documents (optional, not required)

Improvement Plan Action Steps 4

Indicator Number (i.e. 1S1 or 2P1)

6S2 Nontraditional completion

Action Steps to improve the performance

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

More positive role models in non-trad fields are needed to showcase the success one can have when following their true talents.

Resources Needed

Counselors that are willing to suggest, promote and encourage students to attempt exploring some options.

Timeline

We hope that at the conclusion of next year, non-grad students are continuing on to the higher level and more advanced courses in these same respective areas.

Person(s) Responsible

Secondary Coordinator - Jeanne Bfmark along with high school princivpal-Michael Finco along with all of the CTE staff at our schools will continue to generate ideas for further growth and encourage and support the continuation of programs.

How will progress be documented?

Progress will be documented by the number of non-grad courses that will continue to be offered. The acceptance of non-grad students in these fields will encourage peers to be supportive and proactive in requesting courses that meet their needs.

Could be by demographic characteristic, school, program, other

Sub-populations or groups where gap exists:

We have limited CTE programs, a high poverty level, and many SPED students integrated within our classes.

Describe any contextual factors that might contribute to this gap:

We will be able to report more on this after this year.

Further Information

Describe stakeholders involved, process and sources of data used to determine strategies/action steps listed above:

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

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

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

Improvement Plan Supporting Documents (optional, not required)

Other Information

Question: Describe stakeholders involved, process and sources of data used to determine strategies/action steps listed in your Improvement Plan Action Steps.

2S1 - Technical Skill Attainment

We went from no technical skill assessments at the secondary level to beginning some assessments in FY17. New pilot assessments were given in FACS at Hibbing High School and in Auto and Industrial Tech at Chisholm High School. Work was done to register these assessments so that we will now have data in 2S1 in the future.

6S1 and 6S2 - Nontrad Participation and Completion

The stakeholders involved outside of the Perkins Sec. Coord. are the high school administrators and CTE teachers. The sources of data and performance results are from the state. In the nontrad area, historically the amount of data we had was very low, but now we should have more data which might make a difference in our performance. This increase in data is due to the fact that CTE license waivers were applied for in our non-licensed CTE areas so these courses and student numbers will now be counted. The state suggested that our high schools apply for the waivers in the areas with the non-licensed CTE teachers. We expect our nontrad numbers to steadily improve with data from addl. courses and programs and with the increased credit requirement for graduation at Hibbing High School. More students will be taking CTE courses in order to fulfill the new credit requirement. The Perkins Sec. Coord. works with administrators and CTE teachers on a regular basis to improve nontrad performance. A recent example of a new initiative was Hibbing High School offering the girls only Indus Tech classes in an effort to improve our 6S1 and 6S2 performance.

2P1 - Credential, Certificate or Degree

For this performance target, we anticipate that our numbers may go down rather than up in the future. This is due to the fact that in school year FY17, we had a huge influx of laid off mining workers that used their TRA benefits from the state to enroll in our CTE programs. The college added evening and afternoon sections and extra faculty in the Electrical Maintenance and HVAC programs to accommodate the added students. Other laid-off workers enrolled in Industrial Systems Tech and in the Culinary program. Fortunately for the students, in the spring of FY17 the majority of them were called back to their mining jobs so they dropped out of their CTE programs and went back to work. Many would have completed enough credits to be Concentrators at the college, and then they dropped out of the programs so our 2P1 numbers in several CTE programs will likely go down in the future.

3P1 - Student Retention or Transfer

Performance in this measured indicator is closely related to performance in 2P1, so 3P1 is also expected to go down for FY17 due to the laid-off mining workers. The majority of them were not retained at the college, and obviously did not transfer to another college to complete their field of study. They were enrolled because they were given an opportunity by the state and federal governments to better themselves with further education and training while they were laid off. When they had the opportunity to go back to their high-paying mining jobs, most of them did so.

5P1 & 5P2 - Nontrad Participation and Nontrad Completion

All action steps that were planned have been accomplished for Nontrad Participation at the college level. A library of new photos were created with at least half of the student models being nontrad for race, physical disability, and nontrad gender in the CTE programs. Although no new female CTE faculty have been hired in the industrial programs, a new (Perkins-funded) Lab Asst. was recently hired in Electrical Maint. who is female so this is a very positive change for that program. Our Plan during FY18 is to recruit and support women in nontrad career programs through the newly developed EMPOWER program. This program is made possible through a grant from the Minnesota Womens Foundation that was awarded to Hibbing Community College. It began in spring 2017, continued in the summer and the women are now starting school in fall 2017. It is a one year grant, and when the funds end the Applied Learning Institute of NE Minnesota has pledged to continue support to these women so they can complete their CTE programs. The targeted programs include Auto, Diesel, HVAC, Electrical, IT Networking, Law Enforcement, Industrial Systems Tech, and Professional Truck Driving. EMPOWER has hired a Coord. for the program, and she will be involving many in the learning community to support these women students. Tech faculty, ABE staff, Student Svcs. and Financial Aid staff at the college, the MN Workforce Ctr., and the other social services agencies in the area. The women will be applying for funds to help them with transportation, tools, books, daycare, food assistance, shelter assistance. They will have study groups, they will meet regularly with their tech faculty and other support staff. The EMPOWER program should affect our Perkins performance targets in Nontrad Participation and Completion in a very positive way.

Related Improvement Plan documents

Upload any additional supporting documents here.

Upload any additional supporting documents here.

Upload any additional supporting documents here.

Upload any additional supporting documents here.

Upload any additional supporting documents here.

Attachments

Other Summary Comments

QUESTION: Summary Comments

If you were unable to accomplish activities in your plan, indicate why and what you might do differently. Tell us what we can do to support your efforts.

We were able to accomplish many excellent activities in FY17.

One challenge we have faced in our consortium is the cutting back of technical courses offered particularly at Chisholm High School where they no longer have FACS courses due to a lack of teacher applicants in the hiring process. At Hibbing High School the main challenge is the lack of licensed CTE teachers. We have CTE courses and programs that are not counted in Perkins due to the teacher not being licensed therefore the program not being licensed. The state suggested that our principal apply for waivers in these CTE programs and this has been done now.

On a positive note, at Hibbing High School the recent approval of adding an additional credit to the grad requirements is going to enable students to take more CTE elective courses throughout high school. This could also lead to the development of advanced CTE classes so we would have a series of classes in a particular field of study. More technical electives should increase our CTE participation levels at the high school in the future.

Another challenge for our consortium over the years is in the nontrad area as we have had very limited success with getting girls and women interested in nontrad careers and vice-versa. But with the new credit requirement for graduation and the CTE teacher waivers mentioned above, our nontrad numbers should improve greatly at the high schools.

The new EMPOWER grant at the college specifically targets women in nontrad career programs. This is likely to improve our nontrad performance in participation and completion. As EMPOWER started in fall 2017 we had approx. 26 women enrolled in the targeted programs. With the EMPOWER interventions and activities planned, we are hoping for increased success.

At the end of FY18, both Perkins Coords. in the consortium will be retiring. They are currently working with administration to determine the future course of the consortium. A consolidation with the East Range consortium is one of the scenarios being considered for Hibbing-Chisholm.

Therapeutic Services at Hibbing High School

Enter the Program of Study information specific to this school and pathway.

- High School Courses
- Enhanced Learning
- Post-Secondary Connections
- Status & Validation
- View All (read only)

Status and Validation

Approval Level: State Consortium State RPOS

Approval Status: In Progress Inactive
 Submitted to Consortium Approved by Consortium
 Submitted to State Approved by State

Date of this status:

Publishing Status: Internal

| Rating for the Rigorous Programs of Study Components | Level 1 | Level 2 | Level 3 |
|--|----------------------------------|----------------------------------|----------------------------------|
| Legislation and Policies: Federal, state, and local legislation or administrative policies promote POS development and implementation. | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Partnerships: Ongoing relationships among education, business, and other community stakeholders are central to POS design, implementation, and maintenance. | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> |
| Professional Development: Sustained, intensive, and focused opportunities for administrators, teachers, and faculty foster POS design, implementation, and maintenance. | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> |
| Accountability and Evaluation Systems: Systems and strategies to gather quantitative and qualitative data on both POS components and student outcomes are crucial for ongoing efforts to development and implement POS. | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> |
| College and Career Readiness Standards: Content standards that define what students are expected to know and be able to do to enter and advance in college and/or their careers comprise the foundation of a POS. | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> |
| Course Sequences: Non-duplicative sequences of secondary and postsecondary courses within a POS ensure that students transition to postsecondary education without duplicating classes or requiring remedial coursework. | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> |
| Credit Transfer Agreements: Credit transfer agreements provide opportunities for secondary students to be awarded transcribed postsecondary credit, supported with formal agreements among secondary and postsecondary education systems. | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> |
| Guidance Counseling and Academics: Guidance counseling and academic advisement help students to make informed decisions about which POS to pursue. | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> |
| Teaching and Learning Strategies: Innovative and creative instructional approaches enable teachers to integrate academic and technical instruction and students to apply academic and technical learning in their POS coursework. | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> |
| Technical Skills Assessments: National, state, and/or local assessments provide ongoing information on the extent to which students are attaining the necessary knowledge and skills for entry into and advancement in postsecondary education and careers in their chosen POS. | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> |

| HS Courses | | | | |
|------------|-----------|------------|------------|------------|
| Subject | 9th Grade | 10th Grade | 11th Grade | 12th Grade |
| | | | | |

| | | | | |
|-----------------------|--|--|--|---|
| Language Arts | English 9 | English 10 or Honors English 10 | English 11 or Amer Lit and Comp Grammar | English 12 or Coll Prep Reading and College Prep Writing |
| Math | <p>Informal Alg or Alg I</p> <p>Note: 3 full years of Math are required to graduate. 1 year of Alg and 1 year of Geom are required beginning 2010.</p> | Informal Alg or Alg I or Alg II or Honors Alg II | <p>Informal Geom or Geom or Honors Geom</p> <p>See Grade 12 for List of Math Electives</p> | <p>Math Electives Listed Below:</p> <p>Trig</p> <p>Honors Trig</p> <p>Pre-Calc</p> <p>Data Analy & Discrete Math</p> <p>Technical Math - option to test out of HCC Technical Math course required for Culinary, Mining, and Auto programs</p> <p>Consumer Math I and II</p> <p>Calculus</p> |
| Science | <p>Phys Science 9</p> <p>Note: 1 year Phys Science 9, 1 year Biology, and 1 year Science elective are required to graduate.</p> | Applied Biology or Biology or Honors Biology | <p>* = Recommended</p> <p>1 year Science elective required in gr. 11 or 12. Science Electives Listed Below:</p> <p>Field Biology</p> <p>*Biomed Tech</p> <p>Intro Engineering - coenrollment option with HCC to earn 2 college cr. towards ENG1010</p> <p>Earth Science</p> <p>Astronomy</p> <p>*Anat Phys I and II</p> <p>*Applied Chem</p> <p>*Chemistry</p> <p>*Honors Chem</p> <p>Applied Physics</p> <p>Physics</p> | <p>* = Recommended</p> <p>See Science electives listed under gr. 11</p> <p>*Intro to Nursing - only available in gr. 12</p> |
| Social Studies | <p>Social 9</p> <p>Note: 1 year Social 9, 1 year World Hist, 1 year Amer Hist, 1/2 year Econ, and 1/2 year Anthro,</p> | World History I and World History II | Amer History and Contemp Amer History | 1/2 year Contemp Econ or ACC-Microecon and Macroecon (UMD college credit) and 1/2 year Anthro, Sociol, or Psych |

| | | | | |
|--|---|---|---|------------------------------------|
| | Sociol, or Psych are required to graduate. | | | |
| Other Requirements | <p>Note: 1/2 year Phys Educ 9 and 1/2 year Phys Educ elective are required to graduate</p> <p>Phys Ed 9</p> <p>Physical Education Electives Listed Below:</p> <p>Aquatics</p> <p>Team & Lifetime Sports</p> <p>Fitness Zone</p> <p>Concepts of Weight Training</p> <p>Adv Strength & Conditioning</p> | <p>Note: 1 year Visual Arts or Music elective is required to graduate. Visual Arts & Music Electives Listed Below:</p> <p>Pottery & Sculpture I and II</p> <p>Computer Graphics I and II</p> <p>Drawing & Design I and II</p> <p>Watercolor I and II</p> <p>Jewelry I and II</p> <p>Mixed Media I and II</p> <p>Oil Painting I and II</p> <p>Photography I and II</p> <p>Hematite</p> <p>Music Theory</p> <p>Music Appreciation</p> <p>Senior Band</p> <p>Bluejacket Choir</p> <p>Concert Choir</p> | | |
| Career and Technical Electives for College Credit | None available at HHS in this career pathway | | | |
| Career and Technical Electives | <p>* = Recommended</p> <p>*Computer Applic on PC - take gr. 9-12</p> <p>*Keyboarding - take gr. 9-12</p> | | | |
| Other Suggested Electives | <p>Spanish I - take in gr. 9-12</p> <p>German I - take in gr. 9-12</p> <p>Conversational Spanish - take in gr. 9-12</p> | <p>Spanish II - take in gr. 10-12</p> <p>German II - take in gr. 10-12</p> <p>Peer Mentor - take in gr. 10-12</p> | <p>Spanish III - take in gr. 11 or 12</p> <p>German III - take in gr. 11 or 12</p> <p>Health - take in gr. 11 or 12</p> | <p>Spanish IV</p> <p>German IV</p> |
| Legend: | | | | |

High School Enhanced Learning

| | |
|------------------------------|--|
| Work-Based Learning | HHS Anat class fieldtrip to UMD medical school |
| Service Learning | |
| College Preparation | |
| Student Organizations | Sports, Student Council, Key Club, Target-SADD, National Honor Society, Math Team, Knowledge Bowl, JET Junior Engineering Technical Society, Junior Achievement, Girls Math and Science Club, United Youth for United Way, Speech Team, Theater, Concert Band, Marching Band, Concert Choir, Northern Lights Choir |

Post-Secondary Connections

| 2-Year College | Program | 4-Year University | Program |
|--|---------------------|-------------------|---------|
| Hibbing Community College | Dental Assistant | | |
| Hibbing Community College | Nursing | | |
| Hibbing Community College | Nursing Assistant | | |
| Hibbing Community College | Pharmacy Technician | | |
| Itasca Community College | Practical Nursing | | |
| Lake Superior College | Nursing | | |
| Mesabi Range Community and Technical College - Eveleth | Practical Nursing | | |

College & University Enhanced Learning

| | |
|--|---|
| Work-Based Learning | Nursing clinicals |
| Service Learning | HCC Service Learning Program |
| Career Preparation & National Accreditation | |
| Student Organizations | Athletics, Choir, Drama, Engineering and Science Club, Phi Theta Kappa Honor Society, Student Senate, Student Ambassadors, SkillsUSA, Pharmacy Club, Student Nurses Association, Law Enforcement Club |

Industry-Related Certifications

| Certification Name | Certifying Organization |
|---|-------------------------|
| Certified Nursing Assistant Certificate | |

Certified Nursing Assistant Certificate

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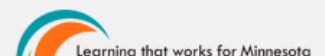
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