



Status Report

02105-FY18 Hibbing Chisholm Consortium

Perkins IV Consortium

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

Goal 1 Narrative:

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

In our RPOS of Healthcare Therapeutics, the three-week job exploration project continued during the 2017-18 grant year, along with 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). Again this year, the teacher deemed this job shadow activity to be a 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 the Chisholm High School, the class initially started with 19 students, which was an increase of 6 students from the previous year. A total of 4 students withdrew from the class, 2 due to leaving the area and 2 due to issues with clinical practice. One student received an incomplete and did not return to complete her clinicals. Of the 14 students who completed the class, 13 passed the class and received 4 college credits. In regards to state certification, 10 of the 13 students passed the state certification test and are currently Certified Nursing Assistants. The Chisholm students end early in the semester and did have the opportunity to participate in a basic CPR course following the nursing assistant class.

The Hibbing High School class started with 12 students and one dropped prior to the start of class. All 11 students passed the class with an A or B and 10 of the 11 students were certified as a nursing assistant after taking both the written and skills test on the first attempt. One student failed the skills test, but returned in May of 2018 and passed. At this time, all 11 students are certified nursing assistants in the state of Minnesota. Hibbing students receive 6 credits due to the healthcare core curriculum program. This program continues through a full semester and the healthcare core curriculum is taught in conjunction with a nursing instructor and high school teacher certified in the HCC program.

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, and 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. 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 continue to contribute funds to the project.

Goal 1 Objectives

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

Goal 2 Narrative:

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 representatives, Minnesota Workforce Center representatives, industry representatives from the technical career fields offered at Hibbing and Chisholm high schools and HCC, the secondary and postsecondary Perkins Coordinators, secondary CTE faculty, and a representative 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 national and state technical skill standards and regional workforce needs. At the postsecondary 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. Due to the retirement of the post secondary coordinator and the summer retirement of the secondary coordinator, the joint meeting lunch, which has consisted of all secondary and postsecondary Perkins partners from the BEP and from the college Perkins Committee, along with tech faculty and industry reps from both secondary and postsecondary was not able to meet. We will be revisiting this as an option for the 2019 plan year.

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

At the post secondary 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 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 current concepts for the real world. 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, who this past year were invited by an Advisory Board member to tour and understand the networking needs of a large mining operation. Both first and second year networking students had an opportunity to see concepts they were learning used in a large-scale mining capacity. In Law Enforcement, students are required to do both ride-alongs with real law enforcement agencies and also do service learning hours, at times with these same agencies. Advisory Board members from technical disciplines also attend the HCC Job Fair, or contact current technical faculty, when they have hiring needs.

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 FY18. In previous years, this practice has been a 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. This past year, the FACS classes at the high school provided the interior design for one of the children's bedrooms in the Habit House. They spent in class and out of class time coming up with the design and then finding outlets for donations so they could see their design through. As part of the class, they reached out to the local furniture store, who was able to donate the beds for the project, creating a great learning experience for the students. Chisholm High School once again had a Math Career Day with local industry speakers and a Science Career Day as well for grades 9-12. In a continuation from the previous year, 7th and 8th graders at Hibbing High School heard CEO's in the classroom with nearly all students participating. All HHS 11th graders attended the Career Panel on Employability Skills, all 12th graders attended the Career Panel on Resumes and Job Applications, and 10th graders attended a Career Panel on Time Management. 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. 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 3: Improve Service to Special Populations

Goal 3 Narrative:

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

At the post secondary level, having our College Lab Assistants in programs where students struggle, or the program has increased enrollment number to support needs, has been highly impactful. The college Diesel program, with a maximum class size of 24, allowed for a program start of 26 students. To assist with their increased numbers, a CLA assisted the faculty and student with lab set ups, one-on-one support to students, and off campus lab help. Similar to the Diesel program, the Electrical Maintenance program also maxed their student numbers for the 2017-18 academic year, with a total of 30 first year students. With this increase, a CLA was added to their staff. This CLA, who is female and has worked within the electrical maintenance industry for a number of years, proved very valuable. Along with supporting the ELM students, she also worked closely with the EMPOWER grant program on the HCC campus. This program works directly with females in non-traditional programs of study. Within the ELM program, this number has been increasing each year. Her connection to both the ELM program and EMPOWER made her an incredibly valuable CLA. Over the years, Auto, Dental, and Culinary have had Lab Assistants in their programs to work with students. Dental once again saw an 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 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 lab at the high school that is set up like a home so they can learn how to wash clothes, iron, cook, and clean.

At the post secondary level, the Perkins Coordinator worked closely with the Diversity Committee. The Diversity Committee 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. This past year, through the work of many departments including Perkins, the campus was able to bring famed author, musician, and speaker Daryl Davis to campus. Daryl's lecture, '*A Black Man's Odyssey into the Ku Klux Klan*', provided students an opportunity to learn about Davis's work as an African American man who was able to get close to, and gain insight, into the workings of the KKK. Law Enforcement students were asked specifically to attend this event, as Davis spoke on his interactions with the Klan and how it pertained to law enforcement and an understanding of diversity. Technical faculty were incredibly supportive and made time within a number of courses for law enforcement students to attend. This lecture was also opened up to local high schools, who brought students to campus to experience this speaker. Following this event, a small group of campus leaders from both technical programs and liberal arts programs, were invited to join Daryl Davis, along with College Administrators, for a private luncheon. Here, these students had an opportunity to hear Daryl's message of diversity on a deeper level.

The Multicultural Club also continue once again this year with the yearly Flag's Day celebration. On this day, the Club added new flags to the display in the Student Commons/Cafeteria area, so students from different countries and background can feel at home seeing a flag from their place of origin. As part of this event, the Culinary Arts students prepare multicultural foods for the week's menu for the main line. These menu selections are recipes featuring foods from some of our students' home countries/territories. It provides students an opportunity to connect with students of different backgrounds.

This past year, we once again hosted a Native American tour group of about 30 students from North Woods School, which was successful and supported by Perkins. Women's Foundation of MN awarded Hibbing Community College with a Pathways to Prosperity grant, or as it is known on campus: EMPOWER program. This program targets women in non-traditional technical programs. Over 40 women were identified who had expressed interest in, or were currently enrolled in, the non-traditional career programs - Industrial Systems Tech, Diesel, Auto, Law Enforcement, IT Networking, Electrical Maintenance and HVAC. Of these 40 women, EMPOWER actively supported 24 female students this past year. They were invited to special events on campus, including a gathering/lunch, where participants had the opportunity to meet with women who were working in nontraditional trades.

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.

This past year was the second and final year of 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 the campus, with the assistance of the Perkins Coordinator, applied for the Success in Nursing grant and were awarded it. The campus has 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 moved on to the second year of the program.

Goal 3 Objectives

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

Goal 4 Narrative:

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

There continues to be strong relationships between Hibbing Community College technical faculty and the CTE high school teachers: Hibbing High FACS (High School) with Culinary Arts (College), Hibbing and Chisholm Industrial Tech (High School) with Industrial Systems Tech. (College) and Electrical (College), Hibbing and Chisholm Auto (High School) with Auto (College) and Diesel (College). 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 students at the high school rather than having them leave to attend the college as PSEO students. However, even with increased CITS offerings, PSEO enrollment at the Hibbing Community College (mainly for liberal arts), was at an all time high of 122 students - 100 from the Hibbing High School and 22 from the Chisholm High School. The following CITS courses were offered at Hibbing and Chisholm High Schools, respectively, with the enrollment number following the CITS course title.

1. MATH 1020 Adv. Algebra (CITS College Prep Algebra 2) [21 students]
2. MATH 1300 Trigonometry (CITS Trigonometry) [21 students]
3. SPCH 1040 Intro to Communication (CITS Communications) [5 students]
4. ENGL 1060 Freshman Composition (CITS Composition) [31 students]
5. ENGL 2220 American Literature (CITS Survey of American Literature) [30 students]
6. CHEM 1020 Intro to Chemistry (CITS Chemistry) [45 students]
7. PHYS 1010 Intro to Physics 1 (CITS Physics 1) [11 students]
8. PHYS 1020 Intro to Physics 2 (CITS Physics 2)
9. HIST 1250 US History to 1877 (CITS American History) [33 students]
10. HIST 1260 US History 1877 to Present (CITS Contemporary American History)
11. ALHE 1510 Healthcare Core Curriculum (Health Science Program/CNA) [11 Students]
12. ALHE 1520 Nursing Assistant Skills Set (Health Science Program/CNA) [11 student]

At Chisholm High School, CITS classes include:

1. ALHE 1500 Introduction to Nursing [18 students]
2. ENGL 1060 Freshman Comp (English 11 or 12) [12 students]
3. ENGL 1090 Advanced Comp (English 12 for students that took Fresh Comp as a junior) [3 students]
4. HIST 1055 European History to 1789 (World History 1) [9 students]
5. HIST 1060 European History 1789 to present (World History 2) [11 students]
6. MATH 1020 Advanced Algebra (Algebra 2) [5 students]
7. ART 1050 Drawing 1 (Drawing) [1 student]
8. ASES 2015 Customer Auto (Power Mechanics)

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

College in the Schools (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 as college in the schools. There is no notation of college credits earned. The college transcript lists the college courses taken by course number, title, and number of credits.

Goal 4 Objectives

Goal 5: Sustain the Consortium of Secondary and Postsecondary Institutions

Goal 5 Narrative:

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 FY18 included:

1. Employment of 4 CLA's (College Lab Assistants) in the areas of Electrical Maintenance, Auto/Industrial System Tech, Dental Assisting, and Culinary Arts.
2. Purchasing of equipment for Law Enforcement (specialize radios and varied simulation equipment), the purchasing of an immersion blender and Hobart 20 quart mixer for Culinary Arts, purchase of amplified stethoscope for hearing disabilities, Auto (software license renewal for Ford Diagnostics), Dental (X-Ray Sensors), and Nursing simulation lab equipment including catheters, placenta simulation, and quick wound healing agent. Additional small purchases for Auto and Diesel.
3. Native American high school student visit day from North Woods School. 30 total students.
4. Two Technical Career Days with attendance by over 300 high school students from local high schools
5. On Campus Job Fair, 30 employers in attendance directed at technical position. Open campus wide.
6. Employment/Grad readiness event
7. State training and CTE conference for the two Perkins Coordinators. Perkins Coordinators (secondary and post secondary) employment.

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 secondary and postsecondary Perkins Coordinators for almost 20 years, but this past year brought the retirement of both coordinators and the start for new coordinators at both levels. The consortium structure remained the same in FY18, but with both Coordinators in transition. The new coordinators will continue to be under the direction of college and high school administration. The postsecondary Perkins Coordinator remains the Consortium Lead and writes the majority of the local plan and APR. The postsecondary Perkins Coordinator leads the college Perkins Committee at monthly meetings. The secondary coordinator leads the Business and Education Partnership (BEP) committee which meets three times per year and acts as the advisory board for all secondary CTE programs. In FY18, due to retirements, the consortium was not able to host the annual joint Perkins meeting including all shareholders and partners at the secondary and postsecondary levels. The new coordinators have met on the opportunity to bring this meeting back and the benefits it offers to both levels of the consortium.

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 Superintendents at the high schools. Financial oversight is coordinated with the business offices at the college and high schools.

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

As we have had retirements of both coordinators in our consortium, the process for conducting needs assessments will be discussed and reviewed by the new coordinators, with the help of the retired secondary coordinator who has agreed to work, in a consulting capacity, with the consortia on a monthly basis through the FY2019 year. We will once again start by reviewing Perkins performance levels from the state and then begin to plan for the following year of Perkins. Our consortium is very small, so implementation of a unified plan should come together. We only have one college and two small high schools. All of the college funds go to Hibbing Community College and the Secondary Coordinator 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 and we hope to continue that under the direction of the two new leaders. Each year we are weakest in the area of nontraditional participation and completion so we have focused on this particularly at the high schools. The offering of two Indus Tech and Auto classes at the Hibbing High school, geared toward female students, was a step in the right direction. 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 nontraditional participation may go down again in our future performance numbers. Fortunately, this past year the FACs Interior Design course was offered again on the rotating two-year cycle, which allowed for a nontraditional option for males at the high school.

Regarding our focus on nontraditional performance at the college, the implementation of the Pathways to Prosperity grant (EMPOWER) from the Women's Foundation of MN, went into effect. The EMPOWER program focused on recruiting and retaining women into the nontraditional CTE programs at the college. The program felt success with the number of females they were able to work with over the past year, increasing the number of women starting CTE programs. As this grant comes to an end in 2019, we will reflect on the participation and completion statistics, which preliminary numbers are indicating an increase of retention and completion for the women who are part of this program. The Applied Learning Institute in NE Minnesota has pledged to provide further support to EMPOWER once the grant cycle ends and the campus will look to support this program in any way it sees possible. Coordinators are looking to work together in the coming year to leave a lasting impact for women who wish to enroll in nontraditional programs. This will be done by offering tools sets that will remain with both the Diesel and Electrical Maintenance program, allowing for women to have more accessibility to tools when they start these programs. It has also been discussed, that with the construction on the HCC campus, this would provide an opportunity to develop a space that caters to females in nontraditional fields. The space will be patterned after the current Veteran's center, which offers a meeting spot, study area, and quiet space for students. This space would be a welcoming addition to new and prospective female students, showing them the support provided on campus.

Additionally, 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 Assisting, Culinary Arts, and Auto Technician. Last year, the Electrical Maintenance 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. In some programs, these CLA's are working with upwards of 30-40 students. They are invaluable help for those programs who are connected to the Habitat for Humanity sites, as they provided extra resources for students on those jobs.

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 college marketing budget once again contributed funds to the two Technical Career Days at the college (funded by Perkins) which were attended by over 300 students. Perkins also once again co-funded a grad readiness day on campus for upcoming grads, with Student Life 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.

The Perkins Coordinator worked with and helped chair the Committee that has been overseeing the EMPOWER grant on campus. The fall of 2017, the Perkins Coordinator filled in as chair for this grant, until another outside member was able to take over. Perkins continues to work conjunctively with this grant as it supports females in nontraditional technical programs of study. As the grant comes to an end in 2019, the Perkins Post Secondary Coordinator will work with the EMPOWER chair to see if there are other funding options available so the positive outcomes of this work can continue in the future.

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

Rigorous Program of Study

State-Approved Rigorous Program of Study

RPOS submitted with 10 components

Therapeutics Services	RPOS Hibb Chis Healthcare Therapeutic (1).pdf
Maintenance, Installation and Repair	RPOS Hibb Chis Maint Installation Repair.pdf

Progress Update for Programs of Study and TSA

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

Programs of Study: Our Rigorous POS in HealthcareTherapeutic progressed as planned. The high school science teacher began working through the process, during FY17, to become CTE licensed by taking the designated college courses. While this process proved to have a few snags, she continues to work through the process and is looking at completion in spring of 2019. 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, the three-week job exploration project was again 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 time at their top healthcare interest field. The majority of the students were matched with careers at the Fairview Hibbing Hospital. The students did a job shadow at the hospital, interviewed the person they shadowed, and wrote a research paper about each of the careers they shadowed.

Progress in our POS in Industrial Tech is ongoing with the Habitat home building projects success. Both high school and college CTE students had the opportunity to work on the home build as part of their high school and college courses. Students are exposed to the groundbreaking, 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 post secondary level: This past year was a time of transition with the Perkins Coordinator going out on leave and then retiring. Through discussions by the exiting coordinator and incoming coordinator, it was noted that TSA's for CTE programs have been incredibly difficult to incorporate. In both Auto and Diesel programs, faculty at the college were on board to give the NOCTI assessments in 2018, but that did not happen. After discussions with a diesel faculty, he felt that he wanted to connect with other industry professional to review current testing options that align with industry standards, which he felt would mean going away from NOCTI. Due to expense and needing further research into what is available, the faculty will take the coming year to look into different options.

Students in the Culinary program currently take the national ServSafe certification test and 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. 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. As a new consortium leader, it sounds as if TSA's have been one of the biggest challenges to incorporate in the consortium and we need more work and understanding in the upcoming year.

At Hibbing High School, in the FACS department the teacher gave 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 TSA in the auto classes. 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 take the American Heart Assoc. First Aid and CPR certification exams.

Programs of Study

Career Fields	Career Clusters	Career Pathways	State-Approved Postsecondary Assessments	State-Approved Secondary Assessments	Other TSA Assessment	In which CTE Program?	At which High School? College?	In which course (use course code) or at what time in the program?
Engineering, Manufacturing, & Technology	Science, Technology, Engineering, and Mathematics	Engineering and Technology				Pre-Engineering	HHS; HCC	
Arts, Communication, & Information Systems	Arts, Audio/Video Technology and Communications	Audio/Video Technology and Film				Graphic Arts & Print Communications	Hibbing-Graphic Arts I and II; Mesabi Range Coll-AAS, Graphic Arts & Print Communications	
Health Science Technology	Health Science	Diagnostic Services	American Society for Clinical Pathology Medical Laboratory Tech Exam			Medical Lab Technology	HHS; HCC	following college program completion
Health Science Technology	Health Science	Health Informatics				Medical Coding	HHS; HCC	

Health Science Technology	Health Science	Therapeutics Services	National Council of State Boards of Nursing National Council Licensure Examination for Registered Nurses, National Certification Exam	Reg Nursing, Nursing Asst, Dental Asst, Pharm Tech	HHS, CHS; HCC	following college program completion
Business, Management, & Administration	Hospitality and Tourism	Restaurants and Foods/Beverage Services	National Restaurant Association ServSafe Food Manager Safety Certification	Culinary Arts	HHS; HCC	Sec test is Precision Exams-Food & Nutrition
Business, Management, & Administration	Business, Management, and Administration	Administrative Support		Administrative Assistant, Med, Legal or General	HHS; HCC	
Engineering, Manufacturing, & Technology	Manufacturing	Maintenance, Installation and Repair		Electrical Maint & Construc, Heating & Cool Tech	Hibbing, Chisholm	
Engineering, Manufacturing, & Technology	Transportation, Distribution, and Logistics	Facility and Mobile Equipment Maintenance	National Occupational Competency Testing Institute Heavy Equipment Maintenance and Repair	Auto Tech, Diesel & Heavy Equipment Maint	HHS; HCC	during last college course

Human
Services

Law, Public
Safety,
Corrections
, and
Security

Law
Enforceme
nt Services

Minnesota
Department
of Public
Safety MN
Board of
Peace
Officer
Standards
& Training
(POST)

Law
Enforceme
nt

HHS; HCC

following
college
program
completion

Improvement Report

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. The EMPOWER program at the college has been a major strategy to recruit and support women into the male-dominated CTE programs. In 2017-18 it ran for its first full year, supporting 24 students with varied levels of assistance. This grant has additional funding to continue for one more year (FY19), with the female Electrical Maintenance Perkins CLA taking on some work duties for the grant. She is working extra hours outside of Perkins to assist these female students to receive better connections on and off campus. The EMPOWER grant targeted programs including Law Enforcement, Electrical, HVAC, Industrial Systems, Auto, Diesel, Professional Truck Driving, and IT Networking. As of last year, there were 26 EMPOWER women enrolled in these nontrad programs. With the continuation of this grant program for at least one more academic year, we hope to see our Nontrad Participation and Completion performance at the college level increase slightly.

The Hibbing High School offered a girls only Industrial Tech class, as a plan to increase female nontraditional participation and completion. The two classes that were previously offered ended up being reduced to one class, but it was felt that even this one class would assist with increasing the participation and completion.

In the previous year, 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 try to develop more sequences of courses and/or advanced courses in CTE fields. It was anticipated that many students would fulfill this extra required credit with a CTE course(s).

As mentioned in the above paragraph, last year we were able to approve the hiring of a female CLA in the Electrical Maintenance program. This has been a wonderful addition, as her skill set is not only in technical education but she has a great level of planning and follow through. We believe that through both EMPOWER and her CLA position, the number of females starting the 2018-19 academic year has increased. We will verify numbers in the coming month.

Another area to address is the completion of certificates or degrees. Some of our post-secondary numbers are reflective of TAA (Trade Act) miners returning to their mining positions, but we also have some programs that students start but do not complete due to an interest level. As a new Perkins Coordinator, but also an employee who comes from a strong Student Services background, I plan on reviewing retention and graduation data to see where patterns are existing. We also have new committees started to plan out an 'Early Intervention' process, so Student Services can intervene and work with students before they drop from programs. This system is looking to be used campus-wide.

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. Faculty at the college are 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. One of the main instructors in this program has taken nearly full time employment on another MinnState campus and remains teaching at HCC in a very limited capacity. This program is being evaluated for the coming year and will likely not exist in the same way it has in the past. Our new Perkins Secondary Coordinator has a strong background in Engineering, so this may be an opportunity to connect the secondary and post secondary programs in a different way, which may eventually have an impact on completion. We do know we have problems with completion in a few CTE programs, and we are addressing that by employing Lab Assistants to help tutor the students who are having problems. Lab Assistants are in Culinary, Auto, Dental Assisting, and Electrical Maintenance programs. As mentioned earlier, the new Lab Assist. in Electrical is a woman, which we are thrilled about as she is our only female teacher/support in the industrial CTE programs at the college. This program has also consistently increased its enrollment numbers over the past few years, which can also fluctuate completion and retention numbers. We are hoping the CLA will help off set this increase and be a strong resource for these students.

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

Nontrad Participation and Completion - The increased credit requirement for graduation at the secondary level will help these numbers grow as more students are able to take CTE courses. The CTE non-licensed teacher waivers that were applied for a year ago should also increase the Nontrad Participation and Completion numbers as these programs will now be counted. 2P1 - Credential, Certificate or Degree: For this performance target, we anticipate that our numbers may go up slightly in the future. We had considerably less TAA workers remaining on campus, therefore there were less who returned to full time jobs without completing degree/certificates. We also think the change of instructor in our Culinary Arts program will likely affect this number as well, as the new faculty is very aware of the students who do not progress from year one to year two of that program. He is already working on connecting with students more closely and focusing the second year on more current industry applications.

3P1 - Student Retention or Transfer Performance in this measured indicator is closely related to performance in 2P1, so 3P1 is also expected to slightly go up.

5P1 - Nontrad Participation and 5P2 - Nontrad Completion Performance in FY18 is expected to go up slightly due to the EMPOWER grant program and the employment of a female CLA. 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.

During FY18 the focus at Hibbing Community College was to recruit and support women in nontrad career programs through the EMPOWER program. We feel like this was a small success, and although this program will come to an end in 2019, we are already looking for ways to sustain this on campus and continue with the support that began a year ago. EMPOWER will continue to be coordinated by our ELM CLA and the staff from Adult Basic Education. This group is made up of 3 incredibly hardworking and passionate women, who want to see women in trades succeed. We were able to see some of their hardwork pay off with the retention and progression of some of the women. 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 programs.

Improvement Plan Action Steps

Other Information

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

Our stakeholders consist of our Instructors, the CLA's employed by the Perkins Grant, the EMPOWER staff, our counselors and advisors at both the Post Secondary and Secondary levels, both our Perkins Coordinators (Post. Sec. and Secondary), Advisory Boards, and our students. We utilize data pulled by our regional data specialist regarding retention/graduation, our non-traditional program numbers, and we work with our Instructors in regards to this information. In the coming year, with the change of Coordinators, we will look at new ways to collect and distribute data. We already have a plan to utilize data from our Technical Career Day, which we can then pass along to faculty at both levels. We will also analyze any data that becomes available from the EMPOWER grant program, as it comes to a close in 2019.

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.](#)

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.

As a new Perkins Consortium leader at the post secondary level, and with a new Perkins Consortium Leader at the secondary level, I think we are both interested in any and all support that the Perkins community can provide us. Upon reviewing the grant from the previous year, and meeting with both the retired post sec. Perkins Coordinator and retired secondary coordinator, they have typically put together a grant plan that has allowed them to accomplish the activities they set forth in their plan. They did suggest that we receive assistance from the State level on developing more TSAs and understanding the process surrounding those. We also need assistance with forging better pathways for some of our programs of study. Because we are a small consortium, in a region that has fluctuating high school population numbers, class offerings can change quickly and with minimal warning, as can college program offerings. We will likely see a change in the FY19 year at the post secondary level related to technical education offerings, as our enrollment has gone down for a several consecutive years. We will reach out for assistance with managing these changes in relation to Perkins.

Attachments

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.

Therapeutic Services at Hibbing High School

Below is the program of study information specific to this school and pathway.

Learn more about [Programs of Study](#)

Pathway Overview

Pathway: Therapeutic Services

People who are focused primarily on changing the health status of the patient over time providing care, treatment, counseling and health education information.

Career Field: Health Science Technology

Career Cluster: Health Science Technology

High School and Number: Hibbing High School (350)

District and Number: Hibbing (0701-01)

Consortium: Hibbing Chisholm

High School Courses

These are the courses you should take at Hibbing High School in order to prepare for a career in the Administrative Support pathway.

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	Informal Alg or Alg I Note: 3 full years of Math are required to graduate. 1 year of Alg and 1 year of Geom are required beginning 2010.	Informal Alg or Alg I or Alg II or Honors Alg II	Informal Geom or Geom or Honors Geom See Grade 12 for List of Math Electives	Math Electives Listed Below: Trig Honors Trig Pre-Calc Data Analy & Discrete Math Technical Math - option to test out of HCC Technical Math course required for Culinary, Mining, and Auto programs Consumer Math I and II Calculus

Subject	9th Grade	10th Grade	11th Grade	12th Grade
Science	Phys Science 9 Note: 1 year Phys Science 9, 1 year Biology, and 1 year Science elective are required to graduate.	Applied Biology or Biology or Honors Biology	* = Recommended 1 year Science elective required in gr. 11 or 12. Science Electives Listed Below: Field Biology *Biomed Tech Intro Engineering - coenrollment option with HCC to earn 2 college cr. towards ENG1010 Earth Science Astronomy *Anat Phys I and II *Applied Chem *Chemistry *Honors Chem Applied Physics Physics	* = Recommended See Science electives listed under gr. 11 *Intro to Nursing - only available in gr. 12
Social Studies	Social 9 Note: 1 year Social 9, 1 year World Hist, 1 year Amer Hist, 1/2 year Econ, and 1/2 year Anthro, Sociol, or Psych are required to graduate.	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
Other Requirements	Note: 1/2 year Phys Educ 9 and 1/2 year Phys Educ elective are required to graduate Phys Ed 9 Physical Education Electives Listed Below: Aquatics Team & Lifetime Sports Fitness Zone Concepts of Weight Training Adv Strength & Conditioning	Note: 1 year Visual Arts or Music elective is required to graduate. Visual Arts & Music Electives Listed Below: Pottery & Sculpture I and II Computer Graphics I and II Drawing & Design I and II Watercolor I and II Jewelry I and II Mixed Media I and II Oil Painting I and II Photography I and II Hematite Music Theory Music Appreciation Senior Band Bluejacket Choir Concert Choir		

Subject	9th Grade	10th Grade	11th Grade	12th Grade
Career and Technical Electives for College Credit	None available at HHS in this career pathway			
Career and Technical Electives	* = Recommended *Computer Application PC - take gr. 9-12 *Keyboarding - take gr. 9-12			
Other Suggested Electives	Spanish I - take in gr. 9-12 German I - take in gr. 9-12 Conversational Spanish - take in gr. 9-12	Spanish II - take in gr. 10-12 German II - take in gr. 10-12 Peer Mentor - take in gr. 10-12	Spanish III - take in gr. 11 or 12 German III - take in gr. 11 or 12 Health - take in gr. 11 or 12	Spanish IV German IV

Legend:

ACC: Articulated College Credit is an agreement between one or more high schools and one or more colleges and universities to accept a high school course as a course equivalence or partial course equivalence to a college course.

AP: Advanced Placement: A standardized curriculum offering college-level courses in subject areas such as English, history, humanities, languages, math, psychology and science. AP courses are taught by a high school teacher on a high school site, trained by College Board.

CE: Concurrent Enrollment allows an eligible high school student to take college or university courses that are taught by a credentialed high school faculty member on the high school campus.

[Learn more about types of college credit.](#)

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

The programs below are some of the college programs related to this career pathway. Ask your counselor for more information.

2-Year College	Program	4-Year University	Program
Hibbing Community College	Dental Assistant		
Hibbing Community College	Nursing		
Hibbing Community College	Nursing Assistant		

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

Want to see more? Link to CAREERwise for [related programs in Health Science Technology](#).

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	

Related Careers

Career Name	Education Required	Average Wage
Anesthesiologists	Doctoral or professional degree	
Athletic Trainers	Bachelor's degree	44778
Audiologists	Doctoral or professional degree	36.09
Chiropractors	Doctoral or professional degree	26.81
Clinical, Counseling, and School Psychologists	Doctoral or professional degree	33.69
College Health Specialties Teachers	Doctoral or professional degree	76662
College Nursing Instructors and Teachers	Master's degree	70211

[Learn more about Registered Apprenticeships](#)

Maintenance, Installation and Repair at Hibbing High School

Below is the program of study information specific to this school and pathway.

Learn more about [Programs of Study](#)

Pathway Overview

Pathway: Maintenance, Installation and Repair

People who maintain, install, and repair machines, tools and equipment.

Career Field: Engineering, Manufacturing, & Technology

Career Cluster: Manufacturing

High School and Number: Hibbing High School (350)

District and Number: Hibbing (0701-01)

Consortium: Hibbing Chisholm

High School Courses

These are the courses you should take at Hibbing High School in order to prepare for a career in the Administrative Support pathway.

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	Note: 1 year of Algebra and 1 year of Geometry are required to graduate beginning 2010 Informal Alg or Alg I	Informal Alg or Alg I or Alg II or Honors Alg II	Informal Geom or Geom or Honors Geom	* = Recommended Very important to have Algebra skills for the Electrical program at HCC.
Science	Phys Science 9 Note: 1 year Phys Science 9, 1 year Biology and 1 year Science elective are required to graduate.	Applied Biology or Biology or Honors Biology	1 cr Science elective is required in grade 11 or 12. Science Electives Listed Below: Field Biology Biomed Tech Intro Engineering Earth Science Astronomy Anat Phys I and II Applied Chemistry Chemistry Honors Chem Applied Physics Physics	

Subject	9th Grade	10th Grade	11th Grade	12th Grade
Social Studies	Social 9 Note: Social 9, 1 year World History, 1 year Amer History, 1/2 year Econ and 1/2 year Anthro, Sociol, or Psych are required to graduate.	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
Other Requirements	Physical Educ 9 Note: 1/2 year Physical Educ 9 and 1/2 year Physical Educ elective are required to graduate. Physical Education Electives are Listed Below: Aquatics Team & Lifetime Sports Fitness Zone Concepts of Weight Training Adv Strength & Conditioning	Note: 1 year Visual Arts or Music elective is required to graduate. Visual Arts and Music Electives Listed Below: Pottery & Sculpture I and II Computer Graphics I and II Drawing & Design I and II Watercolor I and II Jewelry I and II Mixed Media I and II Oil Painting I and II Photography I and II Hematite Music Theory Music Appreciation Senior Band Bluejacket Choir Concert Choir		

Subject	9th Grade	10th Grade	11th Grade	12th Grade
Career and Technical Electives for College Credit	None available at Hibbing High School	*=Recommended *Intro Industrial System Tech - 3 cr.	Career and Technical Electives	* = Recommended *General Metals I and II - take in gr. 9-12 - recomb. for Indus Tech career *Electricity - take in gr. 9-12, recomb. for Electrical career *Machine Tool Tech I and II - take in gr. 9-12, reomm. for Indus Tech career *Woods I and II - take in gr. 9-12 - recomb. for Electrical Maint & Construc career Small Engines - take in gr. 9-12 *Mechanical Drawing - take in gr. 9-12, recomb. for Elect Maint or Indus Tech careers

Legend:

ACC: Articulated College Credit is an agreement between one or more high schools and one or more colleges and universities to accept a high school course as a course equivalence or partial course equivalence to a college course.

AP: Advanced Placement: A standardized curriculum offering college-level courses in subject areas such as English, history, humanities, languages, math, psychology and science. AP courses are taught by a high school teacher on a high school site, trained by College Board.

CE: Concurrent Enrollment allows an eligible high school student to take college or university courses that are taught by a credentialed high school faculty member on the high school campus.

[Learn more about types of college credit.](#)

High School Enhanced Learning

Work-Based Learning:	
Service Learning:	
College Preparation:	
Student Organizations:	Engineering and Auto Club and competitions

Post-Secondary Connections

The programs below are some of the college programs related to this career pathway. Ask your counselor for more information.

2-Year College	Program	4-Year University	Program
Hibbing Community College	Electrical Maintenance and Construction		
Hibbing Community College	Industrial Systems Technology		

2-Year College	Program	4-Year University	Program
Itasca Community College	Industrial Technology - Power Generation		
Itasca Community College	Industrial Technology: Pulp and Paper		
Mesabi Range Community and Technical College - Eveleth	Entry Level Welding		
Mesabi Range Community and Technical College - Eveleth	Industrial Mechanical Technology		
		Bemidji State University	Industrial Technology

Want to see more? Link to CAREERwise for [related programs in Manufacturing](#).

College & University Enhanced Learning

Work-Based Learning:	
Service Learning:	
Career Preparation & National Accreditation:	
Student Organizations:	

Related Careers

Career Name	Education Required	Average Wage
Computer, ATM, and Office Machine Repairers	Some college, no degree	20.12
Electric Motor and Power Tool Repairers	College certificate	19.02
Electrical Engineers	Bachelor's degree	43.17
Electrical and Electronic Engineering Technicians	Associate's degree	27.91
Electrical and Electronics Repairers of Commercial and Industrial Equipment	College certificate	29.08
Electricians	High school diploma or equivalent	29.17
Electro-Mechanical Technicians	Associate's degree	27.31

[Learn more about Registered Apprenticeships](#)