



Status Report

01602-FY17 Itasca Consortium Perkins Application

Perkins IV Consortium

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

Goal 1 Narrative:

Our consortium has four objectives that target the success of our CTE and POS. Our CTE programs, secondary and postsecondary, set the direction for our consortia's POS implementation. Our four objectives focus on professional development, equipment upgrades, new equipment, and technical skills assessments.

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

The Itasca Consortium spent much time focusing on POS this fiscal year. We focused on determining which TSA best fits our POS, we offered professional development opportunities for our instructors, supported new and updated equipment purchases, industry visits and student organizations.

Professional Development:

- National Association of Agricultural Educators Conference and Winter Conference
- TIES Convention
- ITEEA Conference
- MTEEA Fall Conference

Equipment:

- We updated equipment in the Construction, Automotive and WBL areas this fiscal year

Student Organizations:

- FFA (Deer River and Grand Rapids)
- BPA
- Supermileage

CTE Related Field Trips:

- Many of our instructors took students on industry tours and to multiple colleges for both career specific visits and career fair visits. Itasca Community College in particular puts on a "hands-on" career fair giving the students an opportunity to try something in the career they are interested in. (put on by both industry and college programs)

Our consortium also supports our POS by purchasing MCIS for each of our districts that utilize it within their CTE Programs.

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

The Itasca Consortium is very rural and many of our programs do not offer enough classes for students to become concentrators. We do provide students the opportunity for career exploration and clarification in POS areas. We also provide funding to each of our districts for career fairs, college visits and field trips that expose our students to different POS. At our secondary level we met all of our targets except our Technical Skill Attainment and Student Graduation Rates. I am happy to inform you (that is if I am reading the reports correctly =) that our Nontraditional Completion rate went from 13.96% up to 26.49% and our Nontraditional Participation went from 34.68% to 35.11%. We also have a plan in place for our TSA's. Each instructor has indicated which TSA he or she plan to administer for FY18. At the postsecondary level, I am missing data on Technical Skill Attainment and Student Placement. We still have some work on making sure our students complete their Credential, Certificate or Degree. Part of the issue is that many of our students find employment prior to graduation - which in all reality is a good thing.

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

The Itasca Consortium feels that it has had many successful activities that support our POS. Activities such as ICC's Career Fair which is put on by both industries and college programs. The Career Fair is almost 100% Hands-On. The goal is to expose the students to careers that interests them and allows them to see/do an activity within that career. Itasca Community College hosts a Native American Career Day which hosts 125 students from eleven different high schools.

Below you will find a some student organizations that we feel are successful due to Perkins Funds:

FFA - Written by our two FAA Teachers

Deer River has 48 members.

- 33 competed at Regions and ,30 advanced to State. At the State Competition, 2 teams from Deer River placed in the Top 5 overall (Horse Evaluation 2nd overall, Novice Parliamentary Procedure 4th overal). 1 individual student placed 3rd in the Turfgrass Management Work Experience program (Proficiency Award).
- Perkins funding has made a positive difference in the lives of our students especially living in a rural area of northern Minnesota. Region II FFA spans a geographical area that surpasses the size of any of the 8 regions for FFA in Minnesota; from Sebeka to Silver Bay, and from Blackduck to Royalton. Most transportation to any regional event will exceed 200 miles round trip, and this becomes a financial burden for our students to handle. Our chapter heavily invests in fundraisers, community service projects and completing additional grants to relieve the financial pressure of travel. Carl-Perkins dollars remove this financial barrier and open the door for our students to experience leadership and learning at multiple levels including regions, state and for the first time this fall, a trip to National FFA Convention. This allows our program to more wisely allocate funds to things that more directly impact the students beyond the cost of gasoline or renting a vehicle. To quote a Deer River FFA member, "With out FFA I wouldn't have come out of my shell, met as many people and developed the speaking and leadership skills I now have." Our program strives to change the lives of our students, and Perkins enables us to make all of it possible beyond our own chapter budget and fundraising efforts. Regardless of cost, we would do anything to invest in our members because we know its worth it in the long run for them as professionals, leaders and citizens; we are thankful for the gift of Carl-Perkins funding on an annual basis.

Grand Rapids FFA Has over 60 members.

- Last Year we had 16 students at nationals, 40 at State, and 45 attend regional CDE's. 10 applied for SAE awards, 3 regional officers were selected out of five who applied, we also have the current State FFA Reporter.
- Carl Perkins has meant a great deal to our program to help allow it to run at its full capacity. The program costed the chapter Nearly \$33,000 last year with about \$6,000 coming from Carl Perkins. In most years our budget is between \$12,000-\$15,000. It allows our students the opportunity to focus on their CDE's, SAE'S, and Leadership instead of fundraising ever waking minute of their experience. We donated nearly 5,000 service hours to our community last year, raised \$4,500 to the special olympics, and raised nearly \$10,000 in scholarships for our graduating FFA members. I'll be the first to tell you, this would not be possible to this capacity with out Carl Perkins funding.

BPA

- Grand Rapids has 23 members; all 23 competed at regions
- 16 competed at state
- 5 competed at nationals
- Perkins funding benefited BPA by providing the resources for transportation for students and co-advisors to attend state competition in Minneapolis, co-advisor substitute costs for region, and state competition along with lodging expenses. Perkins funds also supplemented co-advisor travel and lodging costs for national competition. With minimal school district funding and increasing personal contributions, our chapter would not be able to financially support participation in these events. Without advisor participation, the students would not be able to compete and be part of the many opportunities BPA provides students in career and technical education.

Goal 1 Objectives

Goal 1 Objectives 1

Use of Funds

R2 Programs of Study, R4 Develop/Improve/Expand the use of Technology, R5 Professional Development , R6 Assessment , R7 Initiate/Improve/Modernize Technology , P3 Work-Based Experiences, P5 Student Organizations , P7 Equipment Leasing/Purchasing/Upgrading

Strategies

1. Provide appropriate training to teachers, faculty and staff related to POS and CTE programs. Telepresence ITV technology between high schools and ICC. Funds will be used for planning meetings. 2. Equipment and other instructional materials will be upgraded in existing POS and CTE programs. 3. Equipment and other instructional materials will be purchased for POS and CTE programs. 4. Funds will be used to determine proper CTE assessments for our POS. 5. Develop and implement a standardized plan for secondary/postsecondary on receiving up-to-date information. 6. TSA Plan and implementation - review what is currently being offered within the consortium regarding TSA's and put a plan together as to how to move forward.

Outcomes

1. CTE and POS programs are of high quality due to continued learning for our teachers, faculty and staff. 2. CTE and POS are high quality because equipment is continually upgraded and meet industry standards. 3. New CTE and POS programs are provided with industry standard equipment. 4. CTE students take the required Perkins TSA. 5. Itasca's consortium will have a standardized plan moving forward. 6. Have a plan with each of the POS as to which TSA they would like to trial this fiscal year.

Measures

1. Students pass TSAs. 1S1 and 1S2 scores improve. 2. Existing CTE and POS include industry standard equipment. 3. New CTE and POS have industry standard equipment. 4. 2S1 and 1P1 meet performance targets. 5. Secondary and Postsecondary folks will have a packet of information with procedures related to Perkins. 6. Implement trial TSA's within each POS.

Post-Secondary Required Activities	\$1,000.00
Post-Secondary Permissible Activities	\$2,000.00
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	\$3,000.00
Secondary Required Activities	\$16,934.27
Secondary Permissible Activities	\$5,670.74
Secondary Reserve	\$17,350.16
Secondary Admin Cost	\$0.00
Secondary Reallocation Basic	\$0.00

Secondary Reallocation Reserve	\$0.00
Secondary Total	\$39,955.17
Total	\$42,955.17

Reallocation Explanation

Goal 1 Objectives 2

Use of Funds P7 Equipment Leasing/Purchasing/Upgrading

Strategies

The Itasca Consortium will be utilizing some of our reallocation funds to help support the upgrade of technical equipment within one of our smaller school districts. This past year one of the instructors received a variance and will be working towards becoming a CTE licensed instructor. Due to this, our advisory committee felt that we should invest in those courses that will be taught under this instructor. We are also looking at how these new courses could lead to a new POS. Also, at the post secondary level we will be investing some of the reallocation funds into our nursing and forestry programs who are in need of upgrading some of their equipment in order to keep up with industry standards.

Outcomes

The outcomes at both the secondary and postsecondary level will be: students will be working with equipment that is used in industry today. This will give the students practice using/seeing what they could be using within industry. Another outcome will be the safety/control features of these new pieces of equipment. Safety First!! Little by little I have been going around and visiting with our smaller school districts and see the need for updated equipment. At our secondary level it is great to see some of the instructors and principals taking on the roll of acquiring variances and looking into becoming CTE licensed. This will be great for our consortium along with the fact that some of our small schools are trying to work together in developing opportunities for career pathways across districts. For example: Greenway school district has an outstanding nursing lab whereas Grand Rapids and Nashauk do not. They are trying to figure out how they can work together to schedule courses for those who would like to travel to another district for classes.

Measures

We will be measuring these outcomes with industry standards. Our schools work with their advisory boards to determine what equipment is needed within the POS.

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	\$2,000.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$2,000.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reallocation Basic	\$650.99
Secondary Reallocation Reserve	\$749.00

Secondary Total	\$1,399.99
Total	\$3,399.99
Reallocation Explanation	

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

Goal 2 Narrative:

There are four objectives under this goal that foster our partnerships:

Objective one addresses collaboration with leadership as we move into the ninth year of one person coordinating both the secondary and postsecondary parts of the grant. We understand this is unique in the State of Minnesota but it has worked well for us because our consortium is small and rural. Our CTE/POS programs are supported by many partners including the Itasca Area School Collaborative (IASC), the Applied Learning Institute (ALI), the Grand Rapids Area Chamber of Commerce and the area workforce centers. Our Perkins coordinator has ties to all these organizations and is able to see areas to make the best use of our Perkins dollars.

Itasca Community College along with Itasca Area School Districts received IRRRB funding (Iron Range Resources & Rehabilitation Board) to develop and create a collaborative STEM (Science, Technology, Engineering and Math) program that would serve 9-12 grade students, college students and also serve as a workforce training center for business and industry in the area and provide state of the art STEM educational opportunities. One of the programs will include will be the Process Operations Program.

The Process Operations program at Itasca Community College trains 21st century employees able to meet the employment expectations of the power generation, pulp and paper, biochemistry, manufacturing, petrochemical, and other industries that incorporate the tenants of process operations. While in the process operations program students gain the skills necessary to be safe and effective in an industrial environment and gain a fundamental knowledge base of mechanics, computer science, and mathematical skills. The program emphasizes communication skills, critical thinking skills, and teamwork skills which are essential to the development of the 21st century industrial technician.

This program trains and motivates future industrial technicians by utilizing a structured learning community that is coached through a condensed one and a half year curriculum. It has developed ties to local school districts and takes advantage of industry partners through site visits, capstone projects, and adjunct industry-based instructors. The overall curriculum is industry driven through its development and remains responsive to region fluctuations by taking advantage of these strong industry ties. The areas of student development and assessment are technical knowledge (what students will know), professionalism (who students are), and process awareness (what students can do).

We feel the key element in this development will be to start career and technical education programs at the high school level or earlier to give students opportunities to explore options in business and industry. They learn the value of the 21st Century skills and elements of today's job market. Having industry and higher education partners involved at the secondary level helps students be more prepared for college and ready to contribute in industry.

Itasca Community College also received \$15,000 from the Applied Learning Institute (ALI) to develop and implement a high-quality, embedded high school pre-engineering curriculum to be delivered to IASC high schools via a concurrent/dual enrollment experience. The ICC Engineering Program would like to create a curriculum that is more relevant and less costly than current curriculum such as Project Lead the Way.

Objective two supports our Career Fair. In FY17 we will be collaborating again with the Grand Rapids Area Chamber of Commerce to improve our hands-on career fair. Funds are used for substitute teachers, busing, meeting expenses, food and items needed for the fair. The Blandin Foundation also helps to support this objective.

Every Spring ICC hosts a mock interview event for all first year engineering students and also all second year industrial technology students. We bring in professionals through out the area to give those students an opportunity to prepare themselves for internship/jobs. There are usually 30 industry folks and 100 students who participate in the event.

ICC's Industrial Technology Program - Power Generation also hosts an interactive Energy Summit every May for students to showcase their final projects to industry folks. This has been a great opportunity for both industry folks and students. Students have the opportunity to highlight what they have done and learned throughout the program while having industry grill them with questions. Many students have walked out of the summit with job offers!!

Objective three funds our student organizations. We understand no funds will be used for student costs other than transportation. The student advisors and/or instructors costs are being paid for to attend events and trainings.

Objective four is work experience.

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?)

Our consortium feels that having an advisory committee is essential in having up-to-date information regarding change in industry. Such as equipment standards, employee needs and possible internship opportunities. We have spent FY17 making sure we have strong advisory boards in place. Due to our rural areas, some may only have three industry folks along with their principal and counselor but that may be all that there is in that community. We will also continue to join our secondary and postsecondary advisory boards.

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

The role of the advisory team is to provide instructors with updates to curriculum, equipment and internships. They also provide tours, support mock interviews, guest speakers and inform program coordinators of job opportunities. Feedback is always welcome in making continuous curriculum improvements within all of our POS.

Some of our instructors are industry professionals, which provides students with the latest and greatest up-to-date information within their industry. In return, the college provides them with training on how to teach within their subject matter.

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?

The Itasca Consortium's business and industry partners help connect our students to work-based learning opportunities. Many provide job shadowing, internships and tours. For example, the Practical Nursing Program at ICC requires their students to do 10 hours of volunteer hours at 5 different locations. Industry partners work with the instructors to set this up. The forestry program also helps to set up internships within their program and host industries at the college so that they can come and interview a multitude of students at a time. Seventeen students completed internships within the forestry program.

All of the practical nursing students are required to do 218 clinical hours and they do these hours at Grand Itasca Clinic and Hospital, Grand Village Care Facility, Deer River Hospital and Care Facility, and other community services that employ nurses. The students also are required to do 10 community service hours at approved sites during the 2 semesters of their graduating year. This requires many industry and business partnerships within our community.

The Engineering program had approximately 30 student with internships after their second year and approximately 15 between their first and second year of the program.

Our consortium has strong business and industry partners. My last example is every Spring Semester I host 30-40 business and industry professionals in our community at the college for Mock Interviews for both the Industrial Tech and Engineering Programs. This one evening we put approximately 100 students through mock interviews. Professionals and students find this to be extremely valuable. Some industry partners ask to be partnered up with specific types of students because they are looking for an intern within their company.

Goal 2 Objectives

Goal 2 Objectives 1

Use of Funds

R2 Programs of Study, R10 Collaboration, P5 Student Organizations , Post-secondary Admin Cost, Secondary Admin Cost

Strategies

1. Hire Perkins Coordinator: Employ one person to coordinate both the secondary and postsecondary Perkins grant. This person will administer Perkins grant and provide leadership for the Itasca Consortium on Perkins initiatives. The Perkins Coordinator will work closely with the Applied Learning Institute (ALI), the Itasca Area Schools Collaborative (IASC) and the Grand Rapids Area Chamber Workforce Development Committee regarding the Perkins initiatives.
- 2A. Membership Fees. Establish relationships/partnerships/memberships/involvement in our community such as Applied Learning Institute membership. No funds will be used in FY17 for Applied Learning membership. All consortia institutions are members of ALI. 2B. Collaborative Career Fair. Partner with local industries for our annual career fair for high school 11th and 12th graders. Grand Rapids Area Chamber of Commerce is a major partner in this event. A \$10,000 grant from the Blandin Foundation helped buy a healthy breakfast and lunch for the students in FY15, and FY16. We plan on writing another grant to help with food in FY17 as well.
3. Provide membership and participation in various student organizations related to career and technical education. This includes membership fees, registration fees, substitute teacher fees, travel, lodging, meals and other related costs for the advisor. Costs include school yearly membership fees to CTE type organizations such as FFA, BPA, and others. Registration fees are not allowed for individual students and no Perkins dollars will be used for students to participate in any competitions – regional, state or national.
4. Provide work experience programs.

Outcomes

1. Effective collaboration and leadership for Perkins services and activities.
2. To ensure effective collaboration in our community and within our consortium.
3. Students will have the opportunity to be involved in professional organizations.
4. Students will have exposure to various occupational choices in our community.

Measures

1. One person will be hired to coordinate both the secondary and postsecondary sides of the Perkins grant. Itasca Community College will do a performance review.
- 2A. The Consortium will track this information reporting data such as name of business/industry partners, activities involved in, and reason for partnership/involvement.
- 2B. Students will be surveyed. Survey results considered by career fair committee and improvements made.
3. The Consortium will keep track this information regarding name of organization, school involved, number of students, and other data if needed.
4. The Perkins Coordinator will follow up with instructor after student experience and file report with FY17 documents.

Post-Secondary Required Activities	\$16,255.99
Post-Secondary Permissible Activities	\$4,094.00
Reallocation Explanation	
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	\$20,349.99
Secondary Required Activities	\$10,500.00
Secondary Permissible Activities	\$13,846.93
Secondary Reserve	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$24,346.93
Total	\$44,696.92

Goal 2 Objectives 2

Use of Funds P2 Counseling

Strategies

Some of our reallocation funds will be to further provide students with college/industry visits. With the incentive many students need to see what programs/careers are available and what the technical college experience will be like. Our consortium believes there are many students that would not pursue a degree if they did not visit the school/industry. This college/industry visits increase that level of comfort and the idea that this is a possibility for them.

Outcomes

The consortium feels that we will increase the number of students within the CTE field.

Measures

We will have each of the students fill out a survey related to each of their visits along with tracking the number of students enrolled in postsecondary CTE related programs.

Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Reallocation Explanation	
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	\$2,251.08

Secondary Reallocation Reserve	\$0.00
Secondary Total	\$2,251.08
Total	\$2,251.08

Goal 3: Improve Service to Special Populations

Goal 3 Narrative:

Services for students in special population groups is under this goal. Postsecondary uses a large portion of their grant funds to pay for three Clinical Lab Assistants (CLA): Nursing, Engineering and Natural Resources. All three positions were new in FY15 and stay the same for FY17.

We will continue to work Upward Bound and Educational Talent Search and O-Gitch-I- Dah programs between secondary and postsecondary schools. All three programs are housed on the Itasca Community College campus with native american liaisons located at some of the area districts. Secondary students also work with their district's special education programs to be successful in their CTE programs and POS tracks.

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

Our consortium does not believe that there is one service that was conducted during the grant year that was the "most" successful. We strive to help our students in a multitude of ways. Below you will find a list of some of the activities that were provided to our students.

Postsecondary:

- CLA's
- Project based learning
- Tutoring centers
- Tutoring sessions per focus area
- Resume writing
- Mock interviews
- Industry visits
- Guest Speakers
- Learning Communities

Secondary:

- Career Fairs
- CTE Related Field Trips
- College Visits
- Student Organizations
- Job Shadowing/WBL

As you know, it takes a village to raise a kid...

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

At the postsecondary level we provide CLA's for three of our programs (Nursing, Forestry, Engineering). Below you will find some of the activities these folks provide to help our students be successful.

Our Nursing CLA worked with 30 Practical Nursing students assisting them in their preparation for skills test-outs, study of problem areas in their courses, simulations and their preparation for them, study groups, reviews for tests, and assistance at the nursing homes as the students begin medication administration. The laboratory is a basic preparation tool to learn nursing skills with the high-simulation manikins and they keep the manikins prepared, cleaned and working properly. They proctor tests, leaving the faculty free to focus on their accreditation and class preparation. This CLA has worked with 150+ high school students at three career days. The first one with the Anishinabe high school students, the second with 10 area high schools, and the third with students from the Minneapolis area. They allowed them to work with our high-fidelity manikins and our birthing manikin and they talked about the great variety of careers available in the medical field.

Itasca's Forestry CLA provided direct study in Dendrology and Forest Inventory providing class and individual reviews of material and assisted when needed with other Natural Resources courses. Set up and assisted with various field and classroom labs. They also assisted students with job acquisition. Helped students search for jobs, write resumes, letters, navigate the various websites, and apply. Maintained an up-to-date- jobs board in the lounge and on Facebook to provide students easy access to available jobs. Acted as a liaison with agencies for job placement. One of the last but very important roles for the CLA is to work with retention with the Natural Resources Program and Club.

The Engineering department CLA position served 130 students this past year. The CLA position supports the department's philosophy of project based learning (PBL) by helping students with a variety of tools for a variety of projects. PBL has been shown to be a best practice in engineering education. One example of a project the CLA supported was a project to design and build a pump display system. The CLA provided training and help with welding and fabrication as well as consulting on the design of the system. This pump display system was designed for the Process Operations program by students in the Engineering program. The real world experience that hands-on projects supply students is highly beneficial to them as they pursue engineering degrees.

Our college has also adopted learning communities within each of our programs. Each of our learning communities offers a safe and supportive environment as to where students can go to work on projects and homework and study for tests. Teaching someone else reinforces that the students have actually learned and understood the material. It has had a positive impact campus wide.

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 Itasca Consortium uses the data (still learning how to best utilize the data) to identify where the needs are. Once these needs are identified, a plan is put together between program coordinators, CLA's, academic advisors and industry partners. This affects the success rate within the program.

At the secondary level, the district data is desegregated to identify the specific populations that are under performing in the targeted indicators. Once the information is identified it is then shared with district administrators, counselors, CTE instructors and staff as to where discrepancies occur. We will then determine what strategies are needed to make improvements for students to succeed.

Instructors also evaluate their student's abilities and then determine what activities are needed to make improvements. Using the data also helps but every year is a new group and each group differs in abilities. This is where the three year summary shows us if there is a trend or not and where improvements need to be made.

Goal 3 Objectives

Goal 3 Objectives 1

Use of Funds

R8 Size/Scope/Quality, R9 Special Populations

Strategies

1A Itasca Community College will provide technical and academic support services for students in CTE programs and specifically those who are special populations/academically disadvantaged. 1B Itasca Community College will provide disability, advocacy and support services as needed through the Office of Students with Disabilities, Student Support Services, and counseling center. No Perkins funds used. 1C Develop events that inform students about nontraditional careers and encourage participation in programs where gender gaps exist. 1D High schools will continue to work with the Upward Bound program and the Educational Talent Search program.

Outcomes

1. Provide and improve on services for students in special population groups.

Measures

1A Itasca Community College will employ academic assistants for special population groups for FY17. Student success due to academic assistants will be tracked and reported as a measurable outcome through all postsecondary indicators. 1B The college will provide services/accommodations to 100% of students with verified disability that request services. Consortium can request numbers of students served tracked by the college if required. 1C Consortium will track type of event, costs, number of participants and set up evaluation mechanism on effectiveness. 1D Consortium will consider retrieving that data already collected by Itasca Community College on the number of students served through these programs if required.

Post-Secondary Required Activities	\$72,350.00
Reallocation Explanation	
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$72,350.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$0.00
Total	\$72,350.00

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

Goal 4 Narrative:

Under this goal we have one objective and that will be to purchase MCIS for each of our districts. MCIS helps students meet individual learning plans mandated by the state and provides guidance, assessment and career information. They have it available through their postsecondary experience.

As a continued "objective" that will be supported through another funding source will be administering the Accuplacer to many of our high school 11th and 12th grade students. We will have access to this information in order to evaluate/support our students in transitioning to higher education.

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

Itasca Community College had concurrent enrollment agreements with seven high schools. Thirty courses were offered within those seven. As you can see, the college is working to improve and expand the college's course offerings within the high schools. These courses will show up as college credit on the student's high school transcript.

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

An articulated credit is transcribed when the student enters the program at the college level. At the high school level, it is transcribed as an elective. PSEO and college-in-the school is transcribed at both the high school and college level.

Goal 4 Objectives

Goal 4 Objectives 1

Use of Funds

R11 Articulation, P10 Student Transition

Strategies

1. Student will receive up-to-date career information by purchasing the MCIS software/license, career magazines, and other college pathway information to help students meet the required plan.

In FY16 Itasca Community College normally uses Perkins funds to administer the college placement test (i.e. Accuplacer) to 10th and 11th graders in area High School. The FY16 budget was too tight to fund last years however ICC was still able to administer the test. FY17's budget continues to be tight so we will look upon ICC to find funds to continue administering this assessment. After the test students meet with counselors to advise them on remedial classes to improve their skills.

Outcomes

1. Increase student awareness of a variety of careers and help complet their required plan. 2. Itasca County Consortium schools will provide a means of evaluation for students transitioning to higher education so students are less likely to take remedial classes in math and reading. Students will be more prepared.

Measures

1. 100% of students receive career information and have it available throughout the school year. 2. Track number of students tested. Results should show up as improvement in our performance indicators in 1S1 and 1S2. The Perkins committee will evaluate provisions for enabling student transitions and make recommendations for FY17.

Reallocation Explanation

Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$0.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$12,845.00
Secondary Reserve	\$0.00
Secondary Total	\$12,845.00
Total	\$12,845.00

Goal 5: Sustain the Consortium of Secondary and Postsecondary Institutions

Goal 5 Narrative:

There are two objectives under this goal: The Consortium will be effective, cohesive, organized and efficient in their work by hiring a Perkins coordinator. The funds for this will come from Goal 2. The second objective is regarding collaborative work with the Applied Learning Institute and the Itasca Area Schools Collaborative. In FY17 we will be working on re-designing of our program. Or plan will be to have effective processes and procedures together which will offer our consortium standardization. We have had a lot of turnover within the past three years. We will use Perkins funds to pay for mileage, sub costs, refreshments, meals, room rental, printing or other supplies related to this work. The Perkins committee will be involved with our POS development along with finding proper TSA's for each POS. These funds will also be used to send the Perkins Coordinator to required meetings to pay transportation, lodging, and meals as needed.

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

Similar to what took place in FY17, the Itasca Consortium met every other month via telepresence. Our consortium has adapted to this model because it is more efficient than having everyone travel and take time from his or her classrooms. This also allows us to use the "meeting" monies towards student activities.

Below you will find a list of activities that were conducted in FY17 to sustain the consortium.

- Quarterly meetings with IASC (Itasca Schools Collaborative)
- Five Perkins Committee Meetings - Via Telepresence (All high school principals, instructors, college instructors and provosts are invited)
- Perkins Coordinator attended annual meeting
- Perkins Coordinator attended the MACTA Conference
- Perkins Coordinator continues to work individually with many of the CTE instructors learning about their courses.
- Perkins Coordinator worked with Ginny Karbowski on finding TSA's that meet our POS

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

The Itasca Perkins Consortium does not have a Memorandum of Understanding, but the Itasca Area Schools Collaborative does. It is a documented governance/decision-making structure and documented responsibilities of consortium members. The following is an explanation of how we function.

Itasca Area Schools Collaborative (IASC)

- The Itasca Area Schools Collaborative (IASC), under a joint powers agreement, was formed in August 2005 to bring new focus to a partnership of area school districts seeking increased educational opportunities for students.

As a result of strong existing collaborations among the districts in a number of different areas, the districts analyzed, explored, redefined, and expanded its focus to increased educational opportunities for learners by increasing cooperation and coordination among school districts, other governmental units, and post-secondary institutions.

Leveraging relationships and trust between districts, IASC intends to achieve education transformation and improve sustainable education outcome through strengthened partnerships and cooperation, state of the art architectures, integration of functions, and enhanced stakeholder understanding.

- Mission** - Collaborate to most efficiently and effectively educate all learners.
- Vision** - Be the trusted provider of education, promoting economic opportunity and life-long learning for the Itasca Area.
- Overarching Strategy** - Achieve education transformation and improve sustainable educational outcomes through strengthened partnerships and cooperation, state-of-the-art architectures, integration of function, and enhanced stakeholder understanding.

How We Function:

- The Itasca County Consortium planning structure is innovative, exciting and exclusive to our region. It starts with a collaborative structure made up of three distinct groups focusing on education and workforce development. Perkins is one of these groups.

IASC Governing Board

- The IASC Governing Board is comprised of ten voting members who serve a one calendar-year term. Members are District Board Member appointees, the Provost of Itasca Community College, and the two superintendents currently serving as the Chair and Vice-Chair of the IASC Administrative Committee. The remaining superintendents serve as non-voting ex-officio members.

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

Our consortium did not conduct a formal needs assessment. We work closely with each of our districts and teachers to identify program needs. These needs are usually identified through advisory boards, local industries, local chambers and workforce centers.

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

Itasca's consortium is very lucky to have multiple funding sources that help to support CTE related programs. The Applied Learning Institute (ALI) is one of the funding sources each of our school seek out when looking for support within CTE. It was formed in 2006 to enhance technical education in northeast Minnesota by providing experiential learning that combines hands-on training and technology. The goal of ALI is to help create highly trained, knowledgeable workers who are equipped with the technical and problem-solving skills needed by employers everywhere. This past year our schools received over \$134,000 in funding to support CTE related programs!!

Iron Range Resources Rehabilitation Board (IRRRB) funded ICC and also three of our school districts with money to develop centers of excellence within the schools. This is a three year grant that was just funded in June. The Greenway, Nashwauk-Keewatin and Grand Rapids school districts, along with Itasca Community College are in the process of creating a collaborative STEM (Science, Technology, Engineering and Math) program that would serve 9-12 grade students, college students and also serve as a workforce training center for business and industry in the area and provide state of the art STEM educational opportunities. ICC received over \$700,000 (years 1&2) and this last year we have \$75,000 to use towards program develop. Our three high schools have received just over 1.2 million (year 1) which just ended and in year 2 we have \$857,500. This will be an exciting time to see true collaboration at its finest.

Blandin Foundation located in Grand Rapids also helps to support CTE. Every year they provide funding to support ICC's career fair. This allows us to bring in multiple schools to the college. ICC provides a hands on career fair for students allowing them to experience multiple careers in one day.

Others - instructors themselves take the initiative to write smaller grants to support their grants along with working with other industries to support their needs.

Goal 5 Objectives

Goal 5 Objectives 1

Use of Funds

R11 Articulation, P10 Student Transition

Strategies

1. Academic Professional 3 will be the coordinator of the Perkins grant for both secondary and post secondary. Itasca Community College provides the office space and supplies needed for this position. Responsibilities of this position include coordinating and administrating the Carl Perkins grant, and providing leadership for the Itasca County Consortium in their work on Perkins initiatives. 2. The Itasca Perkins Consortium continues as an entity within the Itasca Area Schools Collaborative (IASC). In this capacity, school district and college representatives come to the same table to accomplish common goals. Also, the Itasca Perkins Consortium will continue involvement with the Applied Learning Institute (ALI). ALI includes many of the same people representing career in technical education along with others from industry, government, and other entities. Mileage costs, meals, printing, and other such costs related to collaboration including POS/CTE meetings are paid with Perkins funds.

Outcomes

1. The Itasca County Consortium will be effective, cohesive, organized and efficient in their work. They will provide resources and leadership for services and activities. 2. The Itasca County Consortium will be successful in their collaborative work.

Measures

1. One person hired for FY17. An annual performance review is completed by Itasca Community College. 2. Academic Professional 3 will attend ALI and IASC meetings and will maintains a record of each meeting in the form of a short summary. This person will continue to develop a consortium framework that fosters healthy and effective collaboration. Track costs in FY17 related to collaboration.

Description

Reallocation Explanation

Post-Secondary Required Activities	\$2,006.41
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	\$2,006.41
Secondary Required Activities	\$700.00
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	\$700.00

Total \$2,706.41

Goal 5 Objectives 2

Use of Funds Secondary Admin Cost

Strategies

Secondary Admin Cost Only

Outcomes

Secondary Admin Cost Only

Measures

Secondary Admin Cost Only

Description

Reallocation Explanation

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 \$4,097.26

Secondary Reallocation Basic \$0.00

Secondary Reallocation Reserve \$0.00

Secondary Total \$4,097.26

Total \$4,097.26

Goal 5 Objectives 3

Use of Funds R11 Articulation

Strategies

The Itasca Consortium Advisory Board would like to reallocate more funding to sustaining the consortium. The program coordinator will continue to work with each of the college in further developing our POS and our TSA's. They have also advised that the coordinator attend the ACTE Public Policy Meeting in March.

Outcomes

The coordinator will track all of her high school visits along with tracking all TSA within the consortium.

Measures

We will measure these outcomes by how far we get on organizing our POS and how many TSA we find that fit our programs.

Description	
Reallocation Explanation	
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	\$985.84
Post-Secondary Reallocation Reserve	\$1,050.86
Post-Secondary Total	\$2,036.70
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	\$2,036.70

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

Engineering and Technology

Itasca_GrandRapidsHS_Engineering and Technology _ 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.

The Itasca Consortium will going through the Program Approval Process for FY18. At this time will be updating all of our POS and TSA's.

As for FY17, the Itasca Consortium sampled a few new TSA Exams. Throughout this process we found a couple that would work at the secondary level and one that will not. Below you will find the results.

Secondary:

Gaming Fundamentals:

9 students tested

2 students passed

Equine Science:

10 students tested

7 students passed

Welding:

12 students tested

7 students passed

Postsecondary Itasca Community College:

Nursing Assistant - High School Students taught by our college faculty

Students Tested = 17

Students Passes = 17

Nursing Assistant - College Students

Students Tested = 71

Students Passes = 68

Practical Nursing

Students Tested = 36

Students Passes = 25

Wildland Firefighting

Students Tested = 31

Students Passes = 29

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
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Engineering, Manufacturing, & Technology	Science, Technology, Engineering, and Mathematics	Engineering and Technology	PLTW in high schools and pre-engineering at ICC	Grand Rapids High School & Itasca Community College	In Spring of first year students.
Health Science Technology	Health Science	Therapeutics Services	Nursing Assistant at both secondary and postsecondary	Deer River High School and Itasca Community College	At the end of the program
Agriculture, Food, & Natural Resources	Agriculture, Food, and Natural Resources		Natural Resources	Grand Rapids High School and Itasca Community College	At the end of the program
Engineering, Manufacturing, & Technology	Architecture and Construction	Design/Pre-construction	Construction I	Floodwood High School	At the end of the program
Engineering, Manufacturing, & Technology	Architecture and Construction	Construction	Construction II	Floodwood High School	At the end of the program
Business, Management, & Administration	Business, Management, and Administration	Operations Management	Business	Hill City High School	At the end of the program
Engineering, Manufacturing, & Technology	Manufacturing				At the end of the program

Improvement Report

Improvement Report 1

Indicator Not Met:	2S1 Technical Skill Attainment
Negotiated Performance:	54.00
Actual Performance:	0

General strategies planned to improve performance:

The Itasca Perkins Coordinator will work with the area schools to make sure their data is submitted. This past year none of the TSA's wer submitted which was indicated on the performance levels for 2015.

There will be a process and procedure that will be added to our plans that will include TSA's.

This next fiscal year we will be focusing on TSA's and will be implement some trial runs to see which test best fits our POS.

Comments or context for actual performance (optional):

Below you will find two of our schools that did not submit their TSA. As you can see the students did very well within the CNA program. Other schools in our area are looking to also add this program.

Certified Nursing Assistant

Greenway High School

Students tested = 10

Students passed= 10

Deer River High School

Students tested = 9

Students passed = 8 (student took the test again and passed)

Improvement Report 2

Indicator Not Met:	3P1 Student retention or transfer
Negotiated Performance:	22.85
Actual Performance:	17.93

General strategies planned to improve performance:

ICC will be working with their advisors/counselors/instructors in providing strategies in retaining students. The forestry department is working on a plan to implement Fall Semester that will show the first year students what they will be doing throughout the program. It will be something like a "boot camp" before they really get started so that if students feel that this is really not what they thought they signed up for than they still have the option in switching majors before it is to late.

One of the issues we have been faced with at ICC in the Industrial Technology field is that employers are hiring our students before they have completed the program. We feel this is a good issue to have but we as a college need to find a way to help those students finish the program. ICC decided to phase out their two industry specific industrial technology programs and develop one that will fit industry's needs across MN. The Process Operations Program at ICC was entirely build/designed by many different types of industry's and "should" allow enough flexibility for students to finish even if they are only half way through.

Lastly, I will need to pull the numbers to see where else we are having difficulties and come up with a plan moving forward with those programs.

Comments or context for actual performance (optional):

Improvement Report 3

Indicator Not Met:	5P2 Nontraditional completion
Negotiated Performance:	17.7
Actual Performance:	16.28

General strategies planned to improve performance:

Itasca Community College (ICC) will look to their counselors, advisors, instructors and others involved within each of the program areas to counsel students regarding the value of completing the program prior or while employed. ICC will need to find a way to work with each of the students wanting to complete the program that have been hired before completion. Part of this will be working with employers on negotiating work hours in order to allow students to complete their program. It has been made clear from industry folks that it is important the students finish the program. In order for this to happen we need to find a way to streamline the process.

Another issue at hand is that many students are finding work due to financial issues. Our coordinators and folks at the college are working diligently to find ways to support our students.

Our consortium is requesting technical assistance from MnSCU including examples of best practices. Please provide us with examples of what other consortiums are doing to work with their students.

Our consortium will also be looking at our data to determine which programs and which subgroups are contributing to current data issues.

Comments or context for actual performance (optional):

In researching why students are not completing their intended programs of study, we are finding out that most of the students are leaving due to finding employment within their field. We feel this is a good issue to have but reflects poorly on our performance indicators. That being said, we know there have been many that would like to finish but are unable to due to time conflicts with work/course offerings.

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.

This past year the Perkins Coordinator went around to each of the school districts to learn more about their programs and what courses are being taught. At that time, TSA's were discussed and some programs sampled TSA's in their classroom. We didn't make as much progress as we would have liked but please look at the attached document. You will find what will be taking place within FY18 for TSA's.

Also within our programs, we have noticed an increase in students finding employment before graduating (which is our goal - them finding employment). One of our new programs - Process Operations is working on a one and a half year program with having their last semester an industry project. This means that if they find employment before graduating their last semester can be finished up within the industry they are working at on one of "their" projects. The students will have to present their project to the instructor's and program coordinator after completion.

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.

Through our telepresence meetings with principals and teachers as well as the Perkins Coordinators quarterly meeting with superintendents we discuss our data and decide as a group ways in which improvements can and should be made. The Perkins Consortium Coordinator is still learning more about how to interrupt the data. We have made steps in the right direction in getting all of our schools to submit their data. Training has taken place for the coordinator to learn both secondary and postsecondary data systems.

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

Our consortium is working and will continue to work ways to make improvements on our performance targets. Itasca Community College has recently hired on a Recruitment/Retention specialist to help with the colleges programs. The Perkins Coordinator will work directly with this person so that improvements can be made within our targets.

In addition, three schools in our consortium have received a grant to develop centers of excellence in certain areas that will allow students to take courses at other schools that are not offered at theirs. This will give students an opportunity to be concentrators and completers within POS.

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

The Itasca Consortiums first step will be to work with MDE/MNSCU to identify/update our programs of study. We are finding out that with having so many changes/turnover within the consortium that there may be some POS's that are no longer operational. We are working diligently on having processes and procedures in place so that we can effectively update this information yearly. A SharePoint site has been suggested as a central location available to everyone involved in the consortium.

The Itasca Perkins coordinator will continue to have conversations with MDE/MnSCU, high school instructors and advisors on choosing a proper TSA for their POS which we plan on sampling within our POS for FY17. The next step in the process will be to test a class of students within each POS to make sure we have identified the proper assessment for our students.

Action Steps:

Research TSA's available and which ones we should choose

Make sure our MARSS folks are reporting the tests.

Make sure HS faculty are meeting holding/joining postsecondary advisory meetings to determine the needs of industry.

Pilot new assessments along with supporting faculty who are new to TSA's.

Funding for TSA's

Resources Needed

Continued assistants from MDE/MnSCU

Updated MARSS contact List

CTE Data from all consortia districts

Timeline

FY17 - Both Fall and Spring Semester

Itasca Perkins Coordinator

MARSS Contacts

Person(s) Responsible

HS faculty

MDE/MnSCU

How will progress be documented?

TSA Test Results

Could be by demographic characteristic, school, program, other

Sub-populations or groups where gap exists:

I do not have all the data from high schools and am working on identifying data results.

Describe any contextual factors that might contribute to this gap:

I found out that three of my districts did not submit their test results on MARSS FY15.

Further Information

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

The Itasca Consortiums Stakeholders include all the instructors and MARSS staff. What we are discovering is that many of the TSA results are not making into the hands of the MARSS folks. In all reality our consortium needs to work on finding the correct/appropriate test for each program of study. Our consortium is working persistently on putting processes and procedures into place for FY17. We feel this is a step in the right direction along with asking for guidance from MDE/MNSCU on finding TSA's that are relevant for each POS.

Improvement Plan Supporting Documents (optional, not required)

Improvement Plan Action Steps 2

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

3P1 Student retention or transfer

Action Steps to improve the performance

Itasca Community college will continue to provide advising services for all CTE students. Program Coordinators and instructors will also continue to advise students. Perkins funds will be supporting three CLA's for FY17. We feel with the extra help and assistance we will be able to close some of the gaps.

One of the initiatives we have been working on is with the forestry department. The instructors and coordinator have come up with ways to show the students what it is really like to be in the program which they plan to implement the first week of school. This way they feel that students will have an understanding of what will be expected of them before they get too far into the semester or program. This will give those students who decide that the forestry program is not for them time to declare a new major.

Another initiative will be to involve HS faculty on postsecondary advisory boards. This will bring more collaboration amongst POS and area industries.

Lastly, we will continue to work with our college counselors, Student Services Departments, Dean of Students and coordinators to make sure we are providing students with up-to-date information.

Action Steps:

- 1. Perkins Coordinator will seek more information in understanding Perkins data, disaggregating data by district and subpopulations.
- 2. Perkins Coordinator's goal will be to help coordinators to understand and improve their data.
- 3. Program level discussion about possible strategies to improve the data and resources made available to do so.

Assistance from MNSCU

Perkins Grant Funds

Resources Needed

Professional Development assistance

Timeline

FY17

Person(s) Responsible

Perkins Post Secondary Coordinator

Program Coordinator

CTE Instructor

Program Lab Assistant

PAR Reports

How will progress be documented?

Forestry student evaluations

Instructor Survey

Could be by demographic characteristic, school, program, other

Sub-populations or groups where gap exists:

Work with post secondary (Tracey) to determine where gaps exists

Regional economic and labor demands

Describe any contextual factors that might contribute to this gap:

Financial

Increased number of part time students

Further Information

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

Students, Faculty, Business and Industry stakeholders.

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.

Stakeholders involved will be:

- Program coordinators
- Instructors/teachers
- Student support services
- CLA's
- Industry
- Perkins Coordinator
- Recruitment/Retention specialist
- Institutional Research

Sue Bealand has been an instrumental in helping me determine what steps need to be made in order to move forward.

Without her help, I would still be totally lost. Thank you for supporting the mentor/mentee program.

Last little info... I can honestly say I am finally starting to get "most" of the pieces for Perkins. It only took me two years =(

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

File Name	Description	File Size
TSA.xlsx	Attached you will find all of Itasca's Secondary Teachers signed up for TSA Testing within FY18. Progress!!	12 KB

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.

Engineering and Technology at Grand Rapids Senior High

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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 type="radio"/>	<input checked="" 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 type="radio"/>	<input checked="" 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 checked="" type="radio"/>	<input 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 checked="" type="radio"/>	<input 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 type="radio"/>	<input checked="" 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 checked="" type="radio"/>	<input 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 checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

HS Courses

Subject	9th Grade	10th Grade	11th Grade	12th Grade
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Language Arts	1 credit Adv. English 9 English 9	1 credit English 10 Adv. English 10	1 credit CITS Intro to Lit &/or CITS 20th Century Lit (CE) IB/CITS English 11 (CE) English 11 Literature and one of the following: Contemporary Lit./Public Speaking/Writing for the 21st Century/Eng. Media Comm.	1 credit IB English 12 CITS Intro to Lit &/or CITS 20th Century Lit (CE) English 12 Literature and one of the following: Contemporary Lit./Public Speaking/Writing for the 21st Century/Eng. Media Comm.
Math	1 credit Interm. Algebra Geometry (advanced math track)	1 credit Geometry Adv. Algebra (advanced math track)	1 credit Adv. Algebra IB Pre-Calculus (advanced math track) I	Pre.Calc/Calc. recommended IB Pre-Calculus or College Prep Math IB/CITS Calculus (advanced math track) or College Prep Math (CE) I
Science	1 credit Principles of Engineering	1 credit Biology	1 credit (students must take chemistry or physics in 11th or 12th grade) Chemistry/College Prep Chem. or IB Chemistry I Physics or IB Physics I IB Biology .	Recommended IB Chemistry II IB Physics II IB Biology
Social Studies	1 credit Advanced Civics 9/Adv. Geography 9 Civics 9/Geography 9	1 credit Advanced U.S. History 10 U.S. History 10	1 credit IB/CITS Geography (CE) IB/CITS World History (CE) World History I/World History II/Economics/Psychology World History II and Geography are Junior and Senior options.	1 credit IB/CITS Geography (CE) IB/CITS Economics 12 (CE) IB/CITS History of Europe (CE) World History II/Current Political Issues/Global Issues/Psychology
Other Requirements	1 credit any time 9-12 Phy-Ed	.5 credit anytime 9-12 Wellness for Life	1 credit anytime 9-12 Art/Music/art standard	.5 credit anytime 9-12 Money Matters
Career and Technical Electives for College Credit		Can be taken grades 10-12 Intro to Engineering Design I (ACC)		

		see teacher for college credit information		
Career and Technical Electives	Available 9-12 Computer Aided Drafting	Available 10-12 Digital Electronics Engineering Intro to Engineering Design II Intro to Engineering Design I Basic Electricity Civil Engineering and Architecture	Available 11-12 Projects First Robotics	Available 11-12 First Robotics Projects
Other Suggested Electives	Available 9-12 Welding Keyboarding Basic Machining/Metals Small Engines	AVailable 10-12 Carpentry Basic Electricity Automechanics		

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.

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.

High School Enhanced Learning

Work-Based Learning	Career Internship
Service Learning	Key Club, Green Club, FFA, FOR Club
College Preparation	Ramp up to Readiness, PLAN, PSAT, ACT
Student Organizations	BPA, Math team, Knowledge Bowl, many more see website

Post-Secondary Connections

2-Year College Program	4-Year University Program
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College & University Enhanced Learning

Work-Based Learning	
Service Learning	
Career Preparation & National Accreditation	

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Student Organizations	

[Return to list of Programs of Study](#)

Students & Families	Educators	Administrators & Consortium Leaders
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