



Status Report

02093-FY18 Itasca Consortium Perkins Application

Perkins IV Consortium

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Organization Information

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Organization Type: MN Perkins Consortium

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

Goal 1 Narrative:

Our consortium had two main objectives that targeted the success of our CTE and POS. Our CTE programs, secondary and postsecondary, set the direction for our consortia's POS implementation. Our two objectives focus on programs of study (Program approval) 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

- Automotive

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 the secondary level, we do not offer enough courses/classes to have concentrators. Some of our schools have only one CTE instructor which limits the amount of courses offered. Currently, we are looking for ways to break down the borders so that students can float between schools that offer more or different CTE courses. We also "sampled" many TSA's within our consortium this past year. Some fit our POS and some absolutely did not. We will continue to look for the best possible TSA for our POS focusing on certifications such as OSHA and Solid Works as examples. Each instructor has indicated which TSA he or she plan to administer for FY19.

At the postsecondary level, we are working with our instructors and our CLA's to encourage completion of programs and will continue to look for unique ways for students to finish programs (ex. while employed). 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 many activities that support POS throughout the year one in particular would be Native American Career Day, which hosts students from eleven different high schools throughout our region. Each and every program is working hard to so students the many career opportunities that are available to them. Below you will find three student organizations that we feel are successful within our consortium (provided by POS lead teacher):

FFA

Grand Rapids FFA

The human return margin money invested through Carl Perkins into the Grand Rapids FFA program and really numerous programs across the state is immeasurable! I am nearly completed on a study I am doing on the impacts the FFA has on students that have received recognition on the stage at the State FFA Convention over the first 16 years of teaching has been truly incredible. Of the first 100 GRFFA students who have crossed the state stage, 65 of these students are positions of leadership in the workplace or have entrepreneurial enterprises.

Through our career development events, leadership development events, leadership camps, career pathway activities, community service, and supervised agricultural experiences we are building students from all various social, economic, and ethnic backgrounds and we develop their interests, their confidence, awareness, appreciation, and standards in a way that in my opinion no other youth organization can.

GRFFA had 60 members on the roster this past school year and celebrated the retirement of State FFA Reporter Eleora DeMuth who was a graduate of Grand Rapids High School. We also welcomed a new Region II Reporter Emma Tolrud who will serve this year replacing three regional officers Emma, Julie Anderson, and Ashley Kortekaas.

Deer River FFA

IMPACT: 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 last fall, a trip to National FFA Convention. National FFA Convention made a tremendous difference in the lives of the 5 students that attended as they all are much more confident in their career and life outlook. 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, "Without 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 High School BPA

Perkins funds helps Business Professionals of America, the leading CTSO (Career and Technical Student Organization) for students pursuing careers in business related fields such as management, office administration, information technology, and other related career fields. Student participating in various events help develop their occupational competencies, broaden their career/technical knowledge, skills, leadership, and personal finance.

- 28 members in 2017-2018
- 28 attended Regions, 20 attended State, 0 Nationals

Goal 1 Objectives

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

Goal 2 Narrative:

We continued with the four objectives under this goal that foster our partnerships:

1. Collaboration
2. Support Career Fair - 58 representatives from various industries, careers and organizations - 862 students from 17 different high schools
3. Student Organizations (FFA - Both Grand Rapids and Deer River High School and BPA)
4. Work Experience

Objective one addresses collaboration with leadership as we move into the 10th year of one person coordinating both the secondary and postsecondary parts of the grant. We feel that having someone manage both the secondary and postsecondary areas has been very beneficial to our consortium. 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.

Objective two supports our Career Fair. In FY18 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.

Objective three funds our student organizations. We utilize this funding to purchase equipment and transportation. The student advisors and/or instructors costs are being paid for to attend events and trainings.

Objective four is work experience. Many of our POS offer/encourage students to gain work experience. Almost all of our high schools have a coordinator to support this - due to our close proximity many schools "share" an individual.

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. The advisory folks are the ones who are the subject matter experts!! We have spent FY18 (Program Approval Process) making sure we have our 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 34 student with internships after their second year and approximately 12 between their first and second year of the program.

We can honestly say that our consortium has strong business and industry partners. We continue with the help of an IRRRB grant to host industry summits to support career pathways within our consortium. Lastly, ICC hosts a Industrial Technology and Engineering Mock interview event every Spring inviting many business and industry professionals within our community to the. In one evening, approximately 100 students complete a mock interview. 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. Since this has been such a huge success we are looking to expand this into other POS.

Goal 2 Objectives

Goal 3: Improve Service to Special Populations

Goal 3 Narrative:

Special Population: 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 reevaluated at the end of FY17. Each of the colleges CLA's are working on supporting students within their area such as:

- Assist with recruitment and retention of students (completion)
- Assist with at risk and non-traditional students
- Assist with work experience/internship opportunities
- Provide directed study experiences
- Provide direction and assistance with industry partnership projects
- And Many More.

We will also continue to work Upward Bound 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?

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

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 to identify where many of our needs are. Once these needs are identified, we discuss and put together a plan between program coordinators, CLA's, academic advisors and industry partners. This affects the success rate within the program. Each year we are getting better at reading/identifying and implementing our plan for the year. Collaboration and communication are essential in working with the success of our programs. Itasca's CLA's are so instrumental in supporting the plan that is put together.

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. Again, our CLA's are very instrumental in supporting the plan that will be put into place the following fiscal year.

Instructors also evaluate their student's abilities and then determines what activities are needed to make improvements. Using data helps - having said that... 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 4: Provide a Continuum of Service Provision for Enabling Student Transitions

Goal 4 Narrative:

Under this goal, we had one objective and that was to purchase MCIS for each of our school districts. MCIS helps students meet individual learning plans mandated by the state and provides guidance, assessment, resume, cover letter and career information. They have it available throughout 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. We went from having thirty courses in FY17 to sixty in FY18 (27 courses for Fall - 33 course for Spring). 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. This has been a difficult transition for the instructors at the college because for many years due to the fact that ICC's faculty did not "buy into" CIS courses. With the transition into CIS courses the college adopted a mentor program that helps support and foster college level course work within the high schools.

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

Below you will find ICC's process for Credit for Prior Learning. High schools need to meet one of these requirements in order to receive college credit. As for CIS courses within the high school - they are transferred in as a college course.

Credit for Prior Learning

College credits earned through alternative or nontraditional education experiences can be considered for transfer through the national standard guidelines established by the American Council on Education (ACE).

Credit granted through AP, IB, and CLEP programs may be used for **partial fulfillment** of the general education distribution requirements for the AA, AS, and AAS degrees. A **maximum of 24 credits** obtained through advanced standing testing may be applied toward one of Itasca's degree programs. Students intending to transfer to other institutions should be aware that the receiving institution determines the acceptability of AP, IB, and CLEP credits; these institutions may have different regulations from those of Itasca Community College.

Advanced Placement (AP)

AP Course Equivalencies at ICC

High School students who complete courses in high school designed to earn college credits by demonstrated a specified level of performance on AP exams. Students must have their official AP score report sent directly from the College Entrance Examination Board to Itasca Community College Student Services Office. An AP exam score of 3 or high on a 5 point scale will be considered for transfer. A complete list of AP exams and how they transfer is available through Transferology. The Advanced Placement Program is administered by the College Entrance Examination Board.

College Level Examination Program (CLEP)

CLEP Course Equivalencies at ICC

Students of any age have the opportunity to demonstrate college level achievement through a program of exams in undergraduate college courses. Students must have their official CLEP score report sent directly to Itasca Community College Student Services Office. A CLEP exam score of 50% or higher will be considered for transfer. The College Level Examination Program is administered by the College Entrance Examination Board.

International Baccalaureate (IB)

IB Course Equivalencies at ICC

The International Baccalaureate Organization's (IBO) Diploma Program (DP) is a course for students age 16 to 19 that leads to examinations in various subjects. Students who participate in the full Diploma Program are required to study and take examinations in six different academic subjects. Exams with a score of 30 or higher and higher level exams with a cores of 4 or higher will be considered for transfer.

Military

Veterans Education Transfer System (VETS)

VETS is an online application that helps past, present and future servicemen and servicewomen determine how their military training can count for credit at Minnesota State institutions.

Guide to Evaluation of Educational Experiences in the Armed Services by ACE outlines military training credits considered for transfer. The Defense Activity for Non-Traditional Education Support program sponsors a wide range of examination programs to assist military personnel in meeting their education goals. DANTES and DSST exam scores that meet ACE minimum score recommendations are consider for transfer. To determine course equivalencies for DANTES and DSST, please refer to Transferology.

Credit by Exam

College Level coursework recorded as "Credit By Examination" on a student's transcript from another college or university will be consider for transfer.

Goal 4 Objectives

Goal 5: Sustain the Consortium of Secondary and Postsecondary Institutions

Goal 5 Narrative:

Under goal five, one of our main objectives is to be as effective, cohesive, organized and efficient in the work we do. The consortium hired a Perkins Coordinator to facilitate both secondary and postsecondary career pathways within the grant. This has worked to our advantage over the past ten years. By working towards an effective, cohesive, organized and efficient environment, we had to develop standardized processes and procedures (SOP's) as to how we complete many of our tasks. Having SOP's cuts back on the "confusion" or training it takes folks to get up to speed and allows for less communication breakdowns. SOP's also helps with the consortiums organization and efficiency.

Another objective within goal five is regarding collaborative work with the Applied Learning Institute (ALI) and the Itasca Area Schools Collaborative(IASC). In FY18, we worked on re-designing of our programs and we are working towards creating centers of excellence within some of our schools. Three of our area high schools received an IRRRB grant to help with the centers of excellence and to help create/foster some of the career pathways within our schools.

We will utilize the 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 the previously fiscal year, the Itasca Consortium met four times via telepresence and once face-to-face (Program Approval). 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 FY18 to sustain the consortium.

- Quarterly meetings with IASC (Itasca Schools Collaborative)
- Four 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 attended annual ACTE Conference in Washington DC

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?

The Itasca Consortium/teachers/instructors continually seek out additional grants or funding streams to support the consortiums activities. Within our consortium, we are 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 well over \$100,000 in funding to support CTE related programs!!

Iron Range Resources Rehabilitation Board (IRRRB) has funded ICC and three of our school districts with money to develop centers of excellence within the schools. They have put over 1.5 million dollars towards these initiatives within the past few years.

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. They also do fundraisers within the community to support their student groups and activities.

Goal 5 Objectives

Rigorous Program of Study

State-Approved Rigorous Program of Study

RPOS submitted with 10 components

Engineering and Technology

wg_Itasca_GrandRapidsHS_Engineering
andTechnology_MNProgramsofStudy_IS
EEK.pdf

Progress Update for Programs of Study and TSA

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

The Itasca Consortium has made great strides in finding the correct TSA for our programs. We are still not quiet there yet but we are moving forward. Teachers and instructors are working with their advisory boards to help evaluate the value added within the TSA's. Below you will find a list of all the TSA's we offered this year. Some of the TSA's that were offered were not the correct TSA for our POS. Since our consortium completed its Program Approval Process in FY18, we will be reevaluating our POS and TSA's. The Itasca Consortium would prefer to offer some type of certification within that particular POS. For example: engineering pathway will be offering a Solid Works Certification for their TSA in FY19 and our industrial technology pathway is looking into utilizing OSHA 10.

In addition, after the deadline I noticed that our nursing assistant TSA's were not recorded. Below you will find our results.

Secondary: Precision Exams

Personal Financial Responsibility

Woodworking

Design & Print

Small Animal

MN Natural Resource

21st Century Skills

Welding

Introduction to Automotive Service

Postsecondary Itasca Community College:

Nursing Assistant - High School Students taught by our college faculty

Students Tested = 16

Students Passes = 14

Nursing Assistant - College Students

Students Tested = 83

Students Passes = 79

Practical Nursing

Students Tested = 31

Students Passes = 21

Wildland Firefighting

Students Tested = 30

Students Passes = 29

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?
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Health Science Technology	Health Science	Therapeutics Services	National Occupational Competency Testing Institute Nursing Assisting	Minnesota Department of Health Nursing Assistant Registered - Training & Competency Evaluation	Nursing Assistant at both secondary and postsecondary	Greenway, Deer River, Grand Rapids, Bigfork, ICC	End of Program
Agriculture, Food, & Natural Resources	Agriculture, Food, and Natural Resources			Precision Exams Equine Science A	Natural Resources	Grand Rapids High School and Itasca Community College	End of Program
Engineering, Manufacturing, & Technology	Architecture and Construction	Design/Pre - construction			Construction I	Floodwood High School	End of Program
Engineering, Manufacturing, & Technology	Architecture and Construction	Construction			Construction II	Floodwood High School	End of Program

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.

Activities and strategies that were implemented:

- Learning communities to support POS
- Writing Center
- Tutoring Center hours increased and implemented more marketing on what it offers
- ICC hired a Recruitment/Retention specialist
- CLA tutoring sessions specific to POS
- Women in Welding Course
- Women in Auto Course
- Women in Engineering Day
- More online courses to allow students to finish programs (some are hired before completion)
- AAS 2-year program condensed to one year (having last semester projected based so they can finish within industry)
- Job Shadowing opportunities
- Offering more certification options within POS

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 the consortiums telepresence meetings with superintendents, principals, provost, CLA's, counselors and teachers we discuss our data and decide as a group ways in which improvements can and should be made. We have made steps in the right direction in getting all of our schools to submit their data and training has taken place for the coordinator to learn both secondary and postsecondary data systems. Having access to CTE data on MDE's website has been very beneficial along with MN State's EPM11 training. It seems like I need a refresher every year on how to use it. That being said, I am putting SOP's into place so until they change the system, I should no longer need to attend EPM11 trainings.

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

We anticipate our indicators will increase due to the activities and strategies that were put into place. Part of the issue is that we have many initiatives in place for students but sometimes communicating and getting the word out (best way to communicate and get the students to read/listen to what is being communicated) is not so simple. Right now at the college level, email is the main form of communication. We are realizing that most students do not read email anymore or have multiple emails (ICC students have the ability to forward their ICC email to any personal email).

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.

Stakeholders involved:

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

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.

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.

Engineering and Technology at Grand Rapids Senior High

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

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[Post-Secondary Connections](#)

[Status & Validation](#)

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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	

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Students & Families	Educators	Administrators & Consortium Leaders
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