



Grant Details

01590 - FY17 Perkins IV Application

02017 - FY17 East Range Consortium Perkins Application

Perkins IV Consortium

Grant Title: FY17 East Range Consortium Perkins Application
Grant Number: 01628
Grant Status: Underway
Comments:
Applicant Organization: East Range Consortium
Grantee Contact: Shannon Malovrh
Award Year: 2016
Program Area: Perkins IV Consortium
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Project Dates: Proposal Date 08/08/2016 Project Start 07/01/2016 Project End 06/30/2017
Grant Administrator: Debra Wilcox-Hsu

Non-System Communication Log

Inter-System Grantee Correspondence

Agency List

School District or College	Secondary Type	I.D. Number (if applicable)
Eveleth-Gilbert	01 public school district	2154
Ely	01 public school district	696
International Falls	01 public school district	361
Littlefork-Big Falls	01 public school district	362
Mesabi East	01 public school district	2711
Mt. Iron-Buhl	01 public school district	712
Nett Lake	01 public school district	707
St. Louis County	01 public school district	2142
Virginia	01 public school district	706
Mesabi Range College		
Rainy River College		
Vermillion College		

Summary Narrative Pt. 1

Career and Technical Education Programs:

Q1) How does your plan support the career technical education programs in your consortium? What initiatives included in your plan support new or significantly improved CTE programming? Describe how you have selected the programs that will receive support and how the consortium, as a whole, will benefit from the Perkins expenditures. [Sec.134 (b)(1)] (5,000 word limit)

The FY17 grant application provides Perkins-Tech Prep mini-grants opportunities to secondary high school CTE instructors. This funding stream allows the East Range Consortium to implement CTE instruction and CTE learning activities. During FY17 the East Range Consortium will continue to develop pathways and opportunities for collaboration between secondary and post secondary CTE programs. An example of how CTE funds support collaboration is illustrated in the number of high school visits with faculty and students at the post secondary institutions. We anticipate through the Perkins funded initiatives; additional pathways can be identified and build on existing CTE transitional opportunities.

Continued decreased funding has forced the consortium to create "mini-targets" within CTE programs. These mini targets include the practice of micro recruiting procedures. This prescriptive design of resource allocation is designated for low enrolled programs, but also can be used in high volume programs as well. In the enrollment resistant programs, Perkins dollars are used to extend collaboration and innovation. In high volume programs, CTE funding is focused directly on student skill attainment.

The Perkins FY 17 grant dollars will also be used to target non-traditional student involvement. Post Secondary and secondary strategies will focus on gaining non-traditional enrollment. Non-traditional enrollment will continued to be focused on marketing and introducing the options of non-traditional career fields. The desire is that continued reinforcement of non-traditional recruitment will lend to successful completion. This design would include a shift in FY17 dollars to match programming and strategies needs.

Meeting State and Local adjusted levels of Performance

Q2) Please describe the process you used to analyze and interpret performance on accountability indicators, and how the expenditure of funds in your plan support improved performance on negotiated performance targets. [Sec. 134 (b)(2)] (5,000 word limit)

Through the consortium process we have outlined a process of data review, data accountability, and data accuracy. Through this data integrity review process, CTE funds are designated for specific programming and intervention strategies associated with performance indicators (non-traditional, student completion rates). Each performance strategy is linked to the performance outcomes. While it is difficult to assess any level of correlation with dollars allocated to specific programs and program measures, initial results would indicate a strong relationship exists between programming interventions, CTE dollars which has led to direct increases in performance indicators.

The accuracy and reliability of secondary data reporting is improving. Numerous conversations have been held in an attempt to clarify expectations and increase the level of accurate data input. This however is a continuing challenge as data entry positions change and district data software changes affect reporting accuracy. In FY14 the data review process for data integrity began regarding secondary data elements. FY17 will be the fourth consecutive year that the consortium has engaged in this activity with high school principals and the secondary consortium coordinator. Consortia principals will continue to meet in April with the Secondary Perkins Coordinator to review P File results and identify strengths and weakness and look for best practice opportunities within the consortium.

How students participating in CTE are provided programs

Q3) Describe how you determined that the CTE programs supported in your plan will be of quality and attract sufficient enrollment or meet regional needs. How have you worked to align rigorous content in your local CTE programs with academic and technical standards recognized at the state or national level? [Sec. 135 (b)(8)] [Sec. 134 (b)(3 and 6)] (5,000 word limit)

Programs of Study have been determined through collaboration with secondary, post secondary, Applied Learning Institute and area Workforce Center. This collaboration is designed to align northeast Minnesota's workforce needs and existing secondary and post secondary resources. These high skill/high wage/high demand employment areas can be reviewed and scrutinized for curriculum changes, equipment needs and prognostication of employment growth or shifts. This process of CTE program review and restructure relies on the skills and expertise of our secondary and post-secondary instructors, business and industry partners, advisory boards, Applied Learning contributors, and the IRRRB.

Counseling and advising staff at both (secondary and post-secondary) levels provide guidance and assistance to students who choose to enroll in CTE programs. Post Secondary resources have been aligned with designing and implementing institutional plans focused on performance and completion. Each post secondary institution in the East Range Consortium is HLC accredited, and one institution had started the process of the HLC persistence and completion academy. The desire is that through prescriptive programming and consequential decision making, the East Range consortium can increase the number of graduates.

All CTE post secondary programs are accredited through the HLC. All CTE program have active advisory boards and all CTE programs at the secondary level are taught by licensed professionals.

Post secondary programs are involved with program review every three years unless significant enrollment declines and then would initiate a review. This mechanism lends itself to a consistent review process for curriculum changes and a review of program and equipment needs.

How students are provided with experience

Q4) Describe how students are provided with strong experience in, and understanding of, all aspects of the industry. [Sec.134 (b)(3)(C)] (5,000 word limit)

All CTE post secondary programs are accredited through the HLC. All CTE program have active advisory boards. All CTE programs at the secondary level are taught by licensed professionals.

Post secondary programs are involved with program review every three years unless significant enrollment declines initiate a review. This mechanism lends itself to a consistent review process for curriculum changes and a review of program and equipment needs.

Secondary mini grants allow students first hand exposure to area business and industry providers. They see and hear directly from employers what a job looks like, what employee expectations are and future availability in specific occupations in Northeast Minnesota.

Summary Narrative Pt. 2

Comprehensive Professional Development*

Q5) Please describe the consortium's plan for providing sustained, high-quality professional development and how this plan is supported by expenditure decisions. [Sec.134 (b)(4) and (5)] (5,000 word limit)

The East Range Consortium is very supportive of providing and encouraging sustained, high quality professional development. The Consortium has been supportive of the secondary coordinator representing northern Minnesota on the MN Professional Development Committee. They have encouraged presentations and attendance at the MN CTE Works Conference. In addition an annual request form or mini grant is available for all Perkins CTE staff to attend local, state and national workshops/conferences. Professional development plans are reviewed on a case by case basis and approved by the partnership board. Opportunities to increase partnerships and collaborative efforts will be a primary focus on the allocation of professional development funds.

Recruitment and Retention*

Q6) How do your consortium members recruit teachers and faculty to fill CTE vacancies? Describe any special efforts to recruit individuals from business and industry into the teaching profession. [Sec.134 (b)(12)] (5,000 word limit)

This activity has not been supported with Perkins funding, and is not in the fiscal plan for the East Range Consortium for FY 17. This activity is supported with local college and district funds

Evaluate Student Performance and Programs*

Q7) Beyond technical skill assessments, what other tools and data sources does the consortium use to evaluate student performance? How did this evaluation influence this plan? [Sec.134 (b)(7)] **NOTE: If your consortium scored between 90-99% of your negotiated target, you need only submit the Perkins Improvement Report for that indicator; if your consortium scored below the 90% of your negotiated target you must submit both a Perkins Improvement Report and a Written Improvement Plan for that performance indicator.**
(5,000 word limit)

Through the Applied Learning Institute, specific courses have been identified and aligned with Perkins POS courses that will be designated as dual enrollment courses. Students earn high school credits, and students also earn transcript college credit. Each high school instructor is credentialed through the MnSCU process.

Each course at the post secondary level has specific course outcomes. The evaluation of the course outcomes occurs through a variety of assessments. These assessments can take on multiple shapes and are administered at various intervals. On a consortium level the performance indicators are reviewed. Institutions that have been identified as having low performance measures have identified strategies to increase specific areas.

Specifically at the secondary level small gains are being made in Nontraditional Participation. The secondary principals continue to review this data annually and look for additional ways to improve participation.

How POS Affects Outcomes*

Q8) Based on the Rigorous Program of Study Components Rating Form on page 8 of the RPOS Guide, describe the process used by your consortium for the identified Rigorous Program of Study (RPOS) including steps of action, stakeholders involved, and timeline. Also discuss the identified strengths and areas for improvement of the RPOS for your consortium. In what ways did your self-evaluation of the 10 elements of the RPOS influence the selection of activities and strategies found within this plan? [Sec. 135 (b)(1)]
(5,000 word limit)

The East Range Consortium designated the health care career pathway as the area of study is the certified nursing assistant test as the performance measure for the RPOS. At the ALI level of instruction, the RPOS is accomplished through the Introduction to nursing course at Mesabi Range College. Input from faculty and consortia members was instrumental in identifying measurable data and consistent data for reporting.

During FY16 the East Range Consortium hosted a POS/ TSA workshop at Mesabi Range College. Each district sent all eligible Perkins CTE faculty and high school counselors. In addition several principals, 3 staff who recently submitted program approvals and the new Regional Rural Workforce Coordinator also attended. Ginny Karbowski, Yingfah Thao and Michael Mitchell presented updated information and provided technical assistance to each district to update, expand POS/TSA in individual districts, and develop curriculum pathways and linkages between secondary and post-secondary. This work will continue into FY17 as those attending said they need time each year to update and refresh data/programs.

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

Goal 1 Narrative:

The East Range Perkins IV Consortium is made up of nine school districts and three colleges, and one college district in northeast Minnesota and local business and industry representatives. The consortium's mission is to connect business and industry with education to promote career and technical education opportunities in northeast Minnesota. The partnership has worked together for more than a decade to provide pathways for students to matriculate from secondary to post-secondary to employment in CTE careers. The partnership meets on a regular basis to review grant progress and make and implement recommendations to insure alignment and continuous improvement of secondary and post secondary grant goals with our business and industry partners.

In addition the partnership is now working with the Applied Learning Institute and has formed an alliance promoting Programs of Study. The Applied Learning Institute is parceled out into four districts; East Range, Central Range, West Range and North Range. The East Range Partnership will focus on Industrial Technology, Carpentry, Medical Careers, and Business and Entrepreneurship. Additional considerations are Natural Resources Technology, Building Trades, and Administrative Office Specialist. The concepts surround skill attainment and increased graduation rates for college graduates by introducing students to technical programming in secondary settings. When a student enters into post secondary programs, prior knowledge is such that ramping up to higher education programs will not prove to be as difficult. One of the goals of the Applied Learning Institute is to develop career pathways which align with the Perkins IV initiative of developing Programs of Study. Thereby the direct effect will be increased graduation rates, better GPA, and increased skill attainment for graduating students. Each consortium school who transitions students to post secondary will measure technical skill attainment through external measures; such as, CNA certification, Class C Water Quality Certification or Wildlife Ecology Certifications.

During FY15- The 7th required POS was finalized. Through the process of the FY 15 monitoring visit, the final POS and TSA's were identified with Mrs. Karbowski.

During FY16 the East Range Consortium hosted a POS/ TSA workshop at Mesabi Range College. Each district sent all eligible Perkins CTE faculty and high school counselors. In addition several principals, 3 staff who recently submitted program approvals and the new Regional Rural Workforce Coordinator also attended. Ginny Karbowski, Yingfah Thao and Michael Mitchell presented updated information and provided technical assistance to each district to update, expand POS/TSA in individual districts, and develop curriculum pathways and linkages between secondary and post-secondary. Several new pathways were identified; the college is in the process of adding postsecondary information and then they will be submitted for state approval.

During FY17 this work will continue as all staff and counselors attending said they need time each year to update and refresh data/programs. Staff needs time to research existing and new TSA options available to them. Possible new TSA's for FY17 may include Welding and Auto Maintenance.

Goal 1 Objectives

Goal 1 Objectives 1	
Use of Funds*	R1 Academic Integration , R2 Programs of Study, R3 All Aspects of an Industry, R4 Develop/Improve/Expand the use of Technology, R6 Assessment , R7 Initiate/Improve/Modernize Technology , R8 Size/Scope/Quality, R10 Collaboration, R11 Articulation, P1 Advisory Committees, P2 Counseling, P3 Work-Based Experiences
Strategies	
Develop Career Pathways and Programs of Study	
Outcomes	

*Continue collaboration with East Range Consortium and Applied Learning Institute for Career Pathway and Program of Study Development *Secondary and post-secondary

Conduct consultation with East Range Consortium and apply learning materials for Career Pathway and Program of Study Development. Secondary and post-secondary faculty curriculum/POS development meetings align curriculum *Administration meetings for secondary course booklet designs and marketing POS website

Measures

Review established POS with all stakeholders expand as identified. FY17- work with MnSCU to assist in expansion and clarification of POS/TSA at consortium colleges. Secondary will complete 2 new POS clarify and explore new TSA with Post Secondary Faculty

Reallocation Explanation

Post-Secondary Required Activities	\$6,000.00
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	\$6,000.00
Secondary Required Activities	\$11,273.00
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	\$11,273.00
Total	\$17,273.00

Goal 1 Objectives 2

Use of Funds*	R1 Academic Integration , R2 Programs of Study, R3 All Aspects of an Industry, R4 Develop/Improve/Expand the use of Technology, R6 Assessment , R7 Initiate/Improve/Modernize Technology , R8 Size/Scope/Quality, R10 Collaboration, R11 Articulation, P1 Advisory Committees, P2 Counseling, P3 Work-Based Experiences
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Strategies

Support and enhance career and technical education POS and ALI through career and skill events

Outcomes

Consortia schools will attend and/or participate Career and Skill event opportunities.

FY17- Plan and complete a "Construct Tomorrow" or similar type event with business & industry, Workforce Center and ALI partners for consortia high schools.

Measures

Compare data of attendance for MR Skills Fair, Iron Range Job Fair, Career Expo, CEO's in the classroom and other career activities/events.

FY17- 4 high schools will participate in a new "Construct Tomorrow" or similar event.

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	\$500.00
Secondary Permissible Activities	\$800.00
Secondary Reserve	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$1,300.00
Total	\$1,300.00

Goal 1 Objectives 3

Use of Funds*	R1 Academic Integration , R2 Programs of Study, R3 All Aspects of an Industry, R4 Develop/Improve/Expand the use of Technology, R6 Assessment , R7 Initiate/Improve/Modernize Technology , R8 Size/Scope/Quality, R10 Collaboration, R11 Articulation, P1 Advisory Committees, P2 Counseling, P3 Work-Based Experiences
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Strategies

Upgrade and expand needed equipment and supplies for existing and new courses in CTE to provide opportunities to pursue a high skill, high wage, high demand career.

Outcomes

Identify equipment and supply needs through multi step consortia model.

Measures

Identify and update equipment and supplies for Perkins eligible programs. Continue POS/TSA alignment with identified course needs.

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	\$2,003.59
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$25,366.76
Secondary Admin Cost	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$27,370.35
Total	\$27,370.35

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

Goal 2 Narrative:

The East Range Perkins IV Consortium will continue the long held tradition of collaboration between secondary and post-secondary education institutions, business and industry, and agencies to provide quality career and technical education programs. The Perkins IV Consortium will work with the Applied Learning Institute and area Workforce Center to leverage education, business and industry collaboration. The IRRRB and NHED have a shared position across both divisions. Roy Smith serves the IRRRB as the talent director, and serves the NHED district as the ALI director. This unique partnership lends itself to strengthened relationships across the range.

The consortium will also expand connections with College of Saint Scholastica, University of Mankato, University of MN Duluth to develop a new programs in, engineering and pre-engineering programs, STEM curriculum offerings, and renewable energy programs (bio-diesel, bio-mass) Furthermore, the consortium will partner with the local office of Workforce Development/Workforce Center and IRRRB to meet regional industry needs.

IN FY17 MRC will host the adult basic education testing center. Students who wish to earn their general education diploma or equivalency, will be able to complete this at MRC. The recent economic shifts in major employment areas has lead to additional conversations with MNNEOJT and MN Workforce Center to service dislocated employees in mining and mining related careers.

The Consortium (MRC) completed an application through the CLIFFS Foundation and was awarded a 155,000.00 grant to include renovations in the PN nursing lab in the Eveleth Campus. The renovations will be completed prior to the start of Fall 2016.

The consortium also received a small influx of funds from the Education Innovation Partnership (IRRRB Regional Program) and each college within the consortium was able to infuse new dollars into technology.

For the start of Fall 2016 the MRC campus has worked closely with MNWFC to serve over 375 dislocated workers. This has lead to the reconfiguration of several high bay shops as MRC prepares to serve a large contingent of dislocated workers. In this process MRC collaborated with BSU and NWTC and secured a rental agreement of equipment and supplies. This 25,000(est) partnership of rental equipment will afford the expansion of the masonry, carpentry and construction trades program.

The RRCC campus has worked in partnership with the Green Tech Village of International Falls and RRCC has been able to successfully run their IMT program.

In 2016 the "look like and engineer (#looklikeanengineer)" academic program took place on the Virginia campus of the consortium and was hosted by Minnesota State Mankato, through the Iron Range Engineering program. The programming afforded 55 plus females interested in engineering pathways.

In 2016, MRC participated in the Skills USA welding competition. MRC placed its first female competitor. She will travel to Kentucky to compete at a national level in advanced welding curriculum.

Goal 2 Objectives

Goal 2 Objectives 1	
Use of Funds*	R1 Academic Integration , R2 Programs of Study, R3 All Aspects of an Industry, R4 Develop/Improve/Expand the use of Technology, R5 Professional Development , R6 Assessment , R7 Initiate/Improve/Modernize Technology , R8 Size/Scope/Quality, R9 Special Populations, R10 Collaboration, R11 Articulation, P1 Advisory Committees, P2 Counseling, P4 Additional Special Populations, P5 Student Organizations , P6 Mentoring/Support Services, P7 Equipment Leasing/Purchasing/Upgrading, P8 Teacher Preparation, P9 Alternative Formats, P10 Student Transition, P11 Entrepreneurship
Strategies	
Learners and staff are provided career and technical curriculum opportunities designed to broaden their undersanding of future career pathways that can connect to business and industry	
Outcomes	
Curriculum tools nd softwared are made available for students to begn and complete career investigation Program coordination and collaboration events between college and HS faculty-Curriculum, Advisory, CTE staff development opportunities. Participate in local, regional, state and national education meetings and conferences.	
FY17- Plan and complete a "Construct Tomorrow" or similar type event with business & industry, Workforce Center and ALI partners for consortia high schools.	
Measures	
Maintain Skills Fair participation Maintain Job Fair participation Select CTE area and provide opportunities for staff to share models of excellence. Reinvest in programming for Women in the Trades event. Collaborate with Iron Range Engineering Women in Engineering event.	
FY17 A minimum of 10 mini grants will be awarded.	
FY17- 4 high schools will participate in a new "Construct Tomorrow" or similar event.	

Reallocation Explanation	
Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$7,335.96
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$7,335.96
Secondary Required Activities	\$18,955.24
Secondary Permissible Activities	\$3,000.00
Secondary Reserve	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$21,955.24
Total	\$29,291.20

Goal 2 Objectives 2	
Use of Funds*	R1 Academic Integration , R2 Programs of Study, R3 All Aspects of an Industry, R4 Develop/Improve/Expand the use of Technology, R5 Professional Development , R6 Assessment , R7 Initiate/Improve/Modernize Technology , R8 Size/Scope/Quality, R9 Special Populations, R10 Collaboration, R11 Articulation, P1 Advisory Committees, P2 Counseling, P3 Work-Based Experiences, P4 Additional Special Populations, P5 Student Organizations , P6 Mentoring/Support Services, P7 Equipment Leasing/Purchasing/Upgrading, P8 Teacher Preparation, P9 Alternative Formats, P10 Student Transition
Strategies	
Provided programming to consortium partners, agencies, workforce development/workforce center, community and business and industry for the enhancement of CTE programs	
Outcomes	
Provide tax assistance to the Ely community Offer graduate courses on campus to HS faculty Expand CEO's in the classroom as business career exploration collaboration	
Measures	
Estimate of Tax payer assistance- 150 Expand CEO's in the classroom to one additional site	
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	\$746.12
Secondary Permissible Activities	\$2,000.00
Secondary Reserve	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$2,746.12
Total	\$2,746.12

Goal 3: Improve Service to Special Populations

Goal 3 Narrative:

Maintain relationships with the Special Education Cooperative in region to communicate transition needs for special education students. Continue Northern Bridge connection to provide services to special populations in northeast Minnesota. The Northern Bridge group comprises of secondary and post-secondary disability services and special education providers. Regional secondary special education teachers and the Northland Special education cooperative has unified the transitional components for secondary students with disabilities by aligning post secondary missions, community organizations, and workforce rehab services, through streamlined communication and continued work through Northern Bridge. Continue to provide CTE for special populations.

Small gains were made in Nontraditional Participation at the secondary level in FY16. The secondary principals continue to review this data annually and look for additional ways to improve participation in FY17.

Goal 3 Objectives

Goal 3 Objectives 1

Use of Funds*	R1 Academic Integration , R2 Programs of Study, R3 All Aspects of an Industry, R4 Develop/Improve/Expand the use of Technology, R7 Initiate/Improve/Modernize Technology , R8 Size/Scope/Quality, R9 Special Populations, R10 Collaboration, P1 Advisory Committees, P2 Counseling, P3 Work-Based Experiences, P4 Additional Special Populations, P7 Equipment Leasing/Purchasing/Upgrading, P10 Student Transition
Strategies	
Enhance partnership with transition to two year and four year post secondary and STEM programs. Continue to find collaborative pathways and connect with Iron Range Engineering.	
Outcomes	
Academic Journey events for HS native american students Increase participation and retention activities for special populations Student participation at CTE events Iron Range Job Fair, Mesabi Range Skill Fair, student shadow visits, Academic Journey events	
Measures	
Measure grad rates and matriculation rates for ALI/Perkins courses for grades 11 and 12. Compare baseline data from 09 to FY16 Maintain capacity for all student CTE events	
Reallocation Explanation	
Post-Secondary Required Activities	\$50,294.60
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$11,024.70
Post-Secondary Total	\$61,319.30
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$0.00
Total	\$61,319.30

Goal 3 Objectives 2

Use of Funds*	R1 Academic Integration , R2 Programs of Study, R3 All Aspects of an Industry, R4 Develop/Improve/Expand the use of Technology, R5 Professional Development , R6 Assessment , R7 Initiate/Improve/Modernize Technology , R8 Size/Scope/Quality, R9 Special Populations, R10 Collaboration, R11 Articulation, P1 Advisory Committees, P2 Counseling, P3 Work-Based Experiences, P4 Additional Special Populations, P6 Mentoring/Support Services, P7 Equipment Leasing/Purchasing/Upgrading, P10 Student Transition
Strategies	
Increase awareness of secondary, post-secondary, and workforce development participants of Consortiums CTE programs, Career Pathways, Technical Skill Assessments and Programs of Study.	
Outcomes	
Secondary and post-secondary faculty collaboration events designed to promote curriculum awareness, secondary to post secondary transitioning, and workforce development. CTE Works Conference, NCPN presentation/attendance or other opportunities CTE material publication and/or media materials Post Secondary-Secondary Connection Coordinator-MRC.75 .2 FTE retention coordinator for Special Population students at RRCC	
Measures	
Two professional workshops with secondary, post secondary, workforce development agencies- Goal of 25% attendance. PS and Secondary POS/TSA development workshops Staff proposal for NCPN and state CTE organizations.	
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	\$250.00
Secondary Permissible Activities	\$700.00
Secondary Reserve	\$0.00
Secondary Total	\$950.00
Total	\$950.00

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

Student transitions are supported through the program of study courses supplied by the Applied Learning Institute. Programs of study have been determined that fit with northeast Minnesota's workforce needs, high skill/high wage/high demand employment areas, and relying on the skills and expertise of our secondary and post-secondary instructors. Counseling and advising staff at both levels provide guidance and assistance to students who choose to follow programs of study from high school to college and eventually culminating in a career.

In FY 15 the East Range piloted "Women in the Trades event" at MRC. Due to heavy mining layoffs this was unfortunately not offered in FY16. The FY16 goal will be moved forward to FY17, which was to expand the interest of 20 to forty participants. The concept is to introduce CTE career fields to underrepresented female students in the trades and identified CTE programs.

Goal 4 Objectives

Goal 4 Objectives 1	
Use of Funds*	R1 Academic Integration , R2 Programs of Study, R3 All Aspects of an Industry, R4 Develop/Improve/Expand the use of Technology, R5 Professional Development , R6 Assessment , R7 Initiate/Improve/Modernize Technology , R8 Size/Scope/Quality, R9 Special Populations, R10 Collaboration, R11 Articulation, P1 Advisory Committees, P2 Counseling, P3 Work-Based Experiences, P4 Additional Special Populations, P5 Student Organizations , P6 Mentoring/Support Services, P7 Equipment Leasing/Purchasing/Upgrading, P10 Student Transition, P11 Entrepreneurship
Strategies	
Enhance CTE students transition to business and industry by creating POS linkages for secondary and post secondary students. Continue with Post Secondary and Secondary POS seminars with faculty and counselors.	
Outcomes	
Academic Journey events for native american students *Utilize recruitment staff to visit high schools to promote CTE *Develop information pieces for new CTE programs *Tech Prep Mini Grant opportunites for career exploration *Accuplacer assessment before registration Information orientation session on college policy and procedure. Continue to expand footprint for consortium colleges through ALI.	
Measures	
75% of districts will apply for at least one mini grant	
Reallocation Explanation	
Post-Secondary Required Activities	\$50,941.87
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$9,218.86
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$60,160.73
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$2,000.00
Secondary Reserve	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$2,000.00
Total	\$62,160.73
Goal 4 Objectives 2	
Use of Funds*	R1 Academic Integration , R2 Programs of Study, R3 All Aspects of an Industry, R4 Develop/Improve/Expand the use of Technology, R6 Assessment , R7 Initiate/Improve/Modernize Technology , R8 Size/Scope/Quality, R9 Special Populations, R10 Collaboration, R11 Articulation, P1 Advisory Committees, P3 Work-Based Experiences, P4 Additional Special Populations, P5 Student Organizations , P6 Mentoring/Support Services, P7 Equipment Leasing/Purchasing/Upgrading, P10 Student Transition
Strategies	
Programming to transition students with disabilities to post secondary technical programs. Explore collaborative efforts with Northland Special Education Cooperative to bring Alternative Pathways to East Range.	
Outcomes	
Begin to frame curriculum and structure with NSEC Alternate Pathways for post secondary and secondary progamming.	
Measures	
Rough draft of proposal completed	
Reallocation Explanation	
Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$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 Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$0.00
Total	\$0.00
Goal 4 Objectives 3	
Use of Funds*	R1 Academic Integration , R2 Programs of Study, R3 All Aspects of an Industry, R4 Develop/Improve/Expand the use of Technology, R6 Assessment , R7 Initiate/Improve/Modernize Technology , R8 Size/Scope/Quality, R9 Special Populations, R10 Collaboration, R11 Articulation, P1 Advisory Committees, P2 Counseling, P3 Work-Based Experiences, P4 Additional Special Populations, P5 Student Organizations , P6 Mentoring/Support Services, P7 Equipment Leasing/Purchasing/Upgrading, P10 Student Transition
Strategies	
Provide programming to transition students with disabilities to post secondary technical programs	
Outcomes	
*Support disability services events to disseminate POS information to students with disabilities *MRC Skills Fair event for technical programs *Career Exploration Activiites *Transporation Funding for CTE activities *Academic Journeys *Job Fair *Publication and media materials	
Measures	
*Grow participation of non-traditional students Norther Bridge collaborative-maintain participation.	

Reallocation Explanation	
Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$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 Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$0.00
Total	\$0.00

Goal 5: Sustain the Consortium of Secondary and Postsecondary Institutions

Goal 5 Narrative:

The northeast Minnesota consortium structure has a long history steeped in cooperation and collaboration. The East Range Perkins IV Consortium will embrace and continue to maintain this tradition. The secondary and post-secondary Perkins directors work closely to enact the strategies of the partnership. These strategies align with the goals of the Perkins grant and the initiative of high schools and colleges in northeastern Minnesota. We will maintain our partnership by pursuing traditional strategies that work, as well as, seeking out new means of building programming efficiencies.

By working together, we envision a stronger partnership between educators and businesses throughout the area we serve. Teachers and business leaders will join together on a regular basis to network, exchange information, and participate in training. Educators will have opportunities to participate in related work environments and experience the current application of their subjects in the field. Businesses will have a clear understanding of Career and Technical Education initiatives and their benefits, and will know how to connect with these efforts to both give and receive assistance.

Learners will have greater opportunities for career exploration and life-long learning within our community. Beginning in the 8th grade, all students will have the opportunity to engage in the ongoing development of a career portfolio. With increased business participation in Career and Technical Education an employer match will be found for every student who requests an internship, job-shadowing, or mentoring experience at some time during his or her high school career. Educators will work together to identify transferable skills and current technology, then modify curricula to emphasize the development of these assets which will help learners be better prepared for an ever-changing world of work.

Parents and students will have a better understanding of current career opportunities and their different educational requirements. There will be more openness to exploring ALL post-secondary options that match the individual interests of each student.

Career and Technical Education will be widely known as a “bridge” between all sectors, providing a centralized resource that efficiently and effectively implements projects of mutual benefit. All partners will recognize the value of this role, and work together to contribute financially for its continuation.

Goal 5 Objectives

Goal 5 Objectives 1	
Use of Funds*	R1 Academic Integration , R2 Programs of Study, R3 All Aspects of an Industry, R5 Professional Development , R10 Collaboration, R11 Articulation, P1 Advisory Committees, P2 Counseling, P3 Work-Based Experiences, P5 Student Organizations , P10 Student Transition, Post-secondary Admin Cost
Strategies	
Collaborate with the Applied Learning Institute in northern MN	
Outcomes	
Maintain meeting presence POS/Pathway Development Alignment Participation in regional ALI meetings Brokering of Services to non consortia partners	
Measures	
*95% participation in ALI meetings (secondary and PS partnersh) *POS will be reviewed by consortia staff *TSA implementation for POS state approved areas	
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	\$11,671.92
Secondary Permissible Activities	\$4,000.00
Secondary Reserve	\$0.00
Secondary Admin Cost	\$4,637.50

Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$20,309.42
Total	\$20,309.42

Goal 5 Objectives 2

Use of Funds*	R1 Academic Integration , R2 Programs of Study, R3 All Aspects of an Industry, R5 Professional Development , R9 Special Populations, R10 Collaboration, R11 Articulation, P1 Advisory Committees, P2 Counseling, P3 Work-Based Experiences, P6 Mentoring/Support Services, P10 Student Transition
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Strategies

Maintain collaboration through the East Range Partnership to maintain, develop and expand CTE awareness and programs

Outcomes

Continue monthly consortia meetings Tours of industries that relate to technical programs and interactive project based curriculum Integrate community and business partners with STEM projects Grow advisory boards for technical programs Open houses to inform stakeholders of employment growth and industry needs and projects based on curriculum development.

East Range will continue to collaborate with MINDTREKKERS programming. MINDTREKKERS is an engineering platform to introduce 6-8 grade students into STEM programs with hands-on educational opportunities.

Measures

Maintain business partners on consortia board. Establish baseline list of STEM employers in our area who would share their sites for school visits, tours, job shadows etc CEO in the Classroom with area Workforce Center. Expand shared Advisory Board concept with secondary and postsecondary partners. Maintain support of technical tours and conferences for staff and board members to expand knowledge of CTE programs.

Description

Reallocation Explanation

Post-Secondary Required Activities	\$3,362.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$9,294.47
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$12,656.47
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$4,846.00
Secondary Reserve	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$4,846.00
Total	\$17,502.47

Administrative Cost

Row	Amount
POSTSECONDARY - Administration not to exceed 5% (fiscal and data services)	\$0.00
SECONDARY - Administration not to exceed 5% (fiscal and data services)	\$4,637.50

Verification

I want to pull over my Goals 1-5 budget amounts. Yes

Budget Goal 1

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Reserve	Post-Secondary Reallocation Basic	Post-Secondary Reallocation Reserve	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Reserve	Secondary Reallocation Basic	Secondary Reallocation Reserve	Secondary Total	Row Total
Goal 1	\$6,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$6,000.00	\$13,776.59	\$800.00	\$25,366.76	\$0.00	\$0.00	\$39,943.35	\$45,943.35
Total													

Budget Goal 2

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Reserve	Post-Secondary Reallocation Basic	Post-Secondary Reallocation Reserve	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Reserve	Secondary Reallocation Basic	Secondary Reallocation Reserve	Secondary Total	Row Total
Goal 2 Total	\$0.00	\$0.00	\$7,335.96	\$0.00	\$0.00	\$7,335.96	\$19,701.36	\$5,000.00	\$0.00	\$0.00	\$0.00	\$24,701.36	\$32,037.32

Budget Goal 3

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Reserve	Post-Secondary Reallocation Basic	Post-Secondary Reallocation Reserve	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Reserve	Secondary Reallocation Basic	Secondary Reallocation Reserve	Secondary Total	Row Total
Goal 3 Total	\$50,294.60	\$0.00	\$11,024.70	\$0.00	\$0.00	\$61,319.30	\$250.00	\$700.00	\$0.00	\$0.00	\$0.00	\$950.00	\$62,269.30

Budget Goal 4

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Reserve	Post-Secondary Reallocation Basic	Post-Secondary Reallocation Reserve	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Reserve	Secondary Reallocation Basic	Secondary Reallocation Reserve	Secondary Total	Row Total
Goal 4 Total	\$50,941.87	\$0.00	\$9,218.86	\$0.00	\$0.00	\$60,160.73	\$0.00	\$2,000.00	\$0.00	\$0.00	\$0.00	\$2,000.00	\$62,160.73

Budget Goal 5

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Reserve	Post-Secondary Reallocation Basic	Post-Secondary Reallocation Reserve	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Reserve	Secondary Reallocation Basic	Secondary Reallocation Reserve	Secondary Total	Row Total
Goal 5 Total	\$3,362.00	\$0.00	\$9,294.47	\$0.00	\$0.00	\$12,656.47	\$11,671.92	\$8,846.00	\$0.00	\$0.00	\$0.00	\$25,155.42	\$37,811.89

Goal Totals

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Reserve	Post-Secondary Reallocation Basic	Post-Secondary Reallocation Reserve	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Reserve	Secondary Reallocation Basic	Secondary Reallocation Reserve	Secondary Total	Row Total
Goal Total	\$110,598.47	\$0.00	\$36,873.99	\$0.00	\$0.00	\$147,472.46	\$45,399.87	\$17,346.00	\$25,366.76	\$0.00	\$0.00	\$92,750.13	\$240,222.59

Secondary Budget Details

Description	File Name	File Size
East Range Perkins FY17 Budget Sheet	East Range 2016-2017.xlsx	71 KB

Perkins Grant Collaboration with WorkForce Centers

Row	Amount
(SECONDARY) Total Perkins funds used in collaboration with WorkForce Centers	\$2,000.00
(SECONDARY) Estimated expenditures/in-kind contributions used in collaboration with WorkForce Centers	\$10,000.00
(POSTSECONDARY) Total Perkins funds used in collaboration with WorkForce Centers	\$5,000.00
(POSTSECONDARY) Estimated expenditures/in-kind contributions used in collaboration with WorkForce Centers	\$10,000.00
Totals	\$27,000.00

Improvement Plan Action Steps

Improvement Plan Action Steps 1	
Indicator Number (i.e. 1S1 or 2P1)*	3P1 – Student retention or transfer
Action Steps to improve the performance	
<p>This is the first year that the East Range Consortium has not met this indicator. Each campus will review specific program data to determine if there are specific programmatic strategies that can be explored to increase retention and transfer numbers. In 2016 the East Range saw an increase in 2P1 through the efforts of reinventing in early academic warnings. The consortium will look to re-invest in similar strategies to move the dial on 3P1.</p> <p>In fall of 2016, MRC will look to investigate a new platform for academic early warnings.</p>	
Resources Needed*	Dollars to purchase proprietary software platform. Personnel to investigate issues.
Timeline*	one to two academic years
Person(s) Responsible*	David Dailey
How will progress be documented?*	The college will look to investigate software platforms that are compatible with MNSCU. MRC will look at specific price points and determine if a new system is economically viable. If this is not an option, the campus will look at other interventions to making the current system more robust.
Sub-populations or groups where gap exists:*	It is difficult to determine which variables impact four different campuses, three colleges, and numerous economic spheres. In the future it maybe beneficial to research the data specifically by campus or college and not in an aggregate format.
Describe any contextual factors that might contribute to this gap:*	Budgets and campus attitude towards investment of retention tool.
Further Information	
See above	
Improvement Plan Supporting Documents (optional, not required)	
Improvement Plan Action Steps 2	
Indicator Number (i.e. 1S1 or 2P1)*	5P2 – Nontraditional completion
Action Steps to improve the performance	
<p>Explore programming and institutional strategies to increase level of completion for non-trade in CTE programs. Explore different models to encourage non-traditional enrollment. Look at Two Harbors model of women only carpentry program. It is a closed section for females only. Perhaps, useful information can be gleaned from this strategy that compels us to look at our completions rates differently.</p>	
Resources Needed*	Funding and personnel
Timeline*	FY 16
Person(s) Responsible*	David Dailey/
How will progress be documented?*	5P2 indicator
Sub-populations or groups where gap exists:*	Non identified, however, 5P1 Numbers remain a challenge
Describe any contextual factors that might contribute to this gap:*	societal, cultural, regional, historical, business and industry norms
Further Information	
Continue to lean on advsory boards, and workforce centers to promote CTE for protected classes. It will be interesting to see how our numbers fair in fy 17 with the current economic landscape.	
Improvement Plan Supporting Documents (optional, not required)	

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.

Improvement Report

Improvement Report 1	
Indicator Not Met:	1P1 – Technical Skill attainment
Negotiated Performance:	78.60
Actual Performance:	76.3
General strategies planned to improve performance:	
<p>The first two weeks of each semester, advisors and counselors will connect with Faculty to identify at-risk students. Advisors and counselors will connect with students at week three of fall and spring semester. Early interventions will include emergency loans to students through Foundations, and funneling of students to community resources. Ancillary services such as tutoring, counseling and crisis management will be monitored to provide students an appropriate educational climate. These targeted interventions will retain additional students, and increased educational involvement. This directly links to student completion and increased student skill attainment.</p> <p>Each campus will work to reinvigorate the early academic warning system. This is the system that works as the communication conduit inbetween instructional faculty and advisers. The target goal was not met, but the East Range Consortium did see a marginal increase in performance. East Range went from 78.09 to 76.32.</p> <p>The East Range Consortium has a long held belief the in order to increase retention and tecnical skill attainment, there needs to be regular and consistent communication between faculty and student affairs. The intent is to increase the amount of communication between students and the services providers. The hope is that students can increase their self-efficiacy within the program and be retained. This will have a direct influence on the retention, and hence, the technical skill attainment numbers.</p> <p>In Summer of 2016 a meeting was conducted with VCC to expand on the conversations regarding TSA"s in CTE programs. It was decided that in the Fall semester, a workshop would be organized at MRC and connect faculty and Perkins consortium leaders to frame up possible TSA's in CTE programs. While some of our CTE programs have built in TSA's, it would be beneficial and appropriate to expand on the existing framework for the East range Consortium. By spring semster, the East Range hopes to have identified new and incumbent TSA's for the FY 18 grant.</p>	
Comments or context for actual performance (optional):	
Improvement Report 2	
Indicator Not Met:	3P1 – Student retention or transfer
Negotiated Performance:	23.76
Actual Performance:	20.90
General strategies planned to improve performance:	
<p>MRC has recently enrolled in the HLC Persistence and Completion Academy. The college has investigated numerous elements of retention data and unearthed trends in the data that could support an early intervention strategy design with faculty. While we currently have a early intervention strategy, the buy in and participation with faculty is marginal. MRC is going to reinvigorate faculty and staff buy in. The concept would be to bolster our existing program with more communication in regards to student academic and technical performance. The design would include more referrals to support staff in an attempt to link students to resources and services to mitigate barriers and challenges that prevent them from staying engaged academically.</p> <p>The East Range Consortium is a part of NHED. NHED has initiated a Student Success Committee comprised of Deans, Counselors and advisors. In 2015 and 2016 the committee worked to build a frame work for a Student Success Plan. This plan outlines effective practices associated with advising and retention practices. The added component to this plan is to link these outcomes with the Student Success Committee to the Charting the Future outcomes.</p>	
Comments or context for actual performance (optional):	
Improvement Report 3	
Indicator Not Met:	4P1 – Student placement
Negotiated Performance:	81.60
Actual Performance:	75.11
General strategies planned to improve performance:	
<p>This is the first year that the East Range has not met this indicator. This is a complicated performance metric to meet. Each CTE program will investigate how it communicates postings to graduates, and each graduate follow-up office will work diligently to connect with graduates. The current economic landscape in northeastern Minnesota is experiencing negative growth. This performance metric will need to be reevaluated for 2017.</p> <p>The current percentages are reflective of the long term issues facing northeastern Minnesota. This trend will continue until the economic landscape makes corrections.</p>	
Comments or context for actual performance (optional):	
Improvement Report 4	
Indicator Not Met:	5P2 – Nontraditional completion

Negotiated Performance:	12.90
Actual Performance:	9.96
General strategies planned to improve performance:	
<p>The East Range continues to struggle with 5P1 and subsequently 5P2. The hope is that through the Persistence and Completion Academy, we can gain some critical mass in terms of a retention of non-traditional students. One of the changes for FY 17 will take place at the faculty duty day. One of the emphasis shared with employees will be our consortiums need to improve on non-traditional retention. It is the hope that by identifying our need for improvement can create additional dialog for improved strategies and communication efforts for faculty and staff.</p>	
Comments or context for actual performance (optional):	

Improvement Report 5	
Indicator Not Met:	6S1 – Nontraditional participation
Negotiated Performance:	36.46
Actual Performance:	33.99
General strategies planned to improve performance:	
<p>In FY14 the actual percentage of achievement was 31.69%- the consortium did make some progress by increasing the FY15 data to 33.99%</p> <p>We will continue to encourage boys to participate in nontraditional as well as girls in nontraditional careers. Districts will continue to look at avenues to offer courses/classes that may be more appealing to a nontraditional student. In FY16 Virginia piloted a new course "Basic Home Maintenance" five females did elect to take this course which should help Virginia's percentage which will help in the overall consortium percentage. New electives will include: I Design and Accounting which also should improve nontraditional test scores. Mountain Iron-Buhl will research their Food Occupations Course to make sure it is being coded correctly- it appears they should have a higher female percentage in a male dominated career. The district will follow up with Debra Blahosky to correct in any errors in reporting.</p> <p>Counselors will be encouraged to focus on nontraditional areas in career guidance for students. Both genders need to be featured in performing work place roles and showcase both genders are educated and are employable in a variety of occupations. Activities such as career days, special speakers and Mini Grant Tours, again need to feature both genders.</p> <p>Women in Engineering have collaborated with local schools and Iron Range Engineering to encourage participation in STEM careers. (See Attachment IRE-Women's Camp) Hopefully this will continue in FY17. Also in FY17 the consortium plans to bring back the Women in the Trades Day at MRC. Again, the goal is to specifically target a female audience and highlight nontraditional career options.</p>	
Comments or context for actual performance (optional):	
We can encourage but cannot force students to take electives that they are not interested in.	

Rigorous Program of Study

Rigorous Program of Study 1	
State-Approved Rigorous Program of Study*	Therapeutics Services
RPOS submitted with 10 components	EastRange_VirginiaSecondary_Therapeutic Services _ MN Programs of Study _ ISEEK.pdf

Programs of Study

Programs of Study 1	
Career Fields	Health Science Technology
Career Clusters	
Career Pathways	Therapeutics Services
In which CTE Program?	Medical Fields
At which High School? College?	Virginia , MIB , Eveleth-Gilbert , Mesabi Range, St. Louis Cty
State-Approved Secondary Assessments	
State-Approved Postsecondary Assessments	National Council Licensure Examination for Practical Nurses (NCLEX-PN) - State License Exam
In which course (use course code) or at what time in the program?	End of the Semester

Programs of Study 2	
Career Fields	Health Science Technology
Career Clusters	Health Science
Career Pathways	Therapeutics Services
In which CTE Program?	Medical Fields
At which High School? College?	Mountain Iron-Buhl, Eveleth-Gilbert, Virginia, Mesabi East, Northeast Range
State-Approved Secondary Assessments	Minnesota Emergency Medical Services Regulatory Board (EMSRB) - Emergency Medical Responder
State-Approved Postsecondary Assessments	
In which course (use course code) or at what time in the program?	End of Semester

Programs of Study 3	
Career Fields	Engineering, Manufacturing & Technology
Career Clusters	

Career Pathways	Construction
In which CTE Program?	Intro to Building Construction
At which High School? College?	Virginia HS
State-Approved Secondary Assessments	
State-Approved Postsecondary Assessments	
In which course (use course code) or at what time in the program?	waiting for CTE instructor variance

Programs of Study 4	
Career Fields	Engineering, Manufacturing & Technology
Career Clusters	Manufacturing
Career Pathways	Maintenance, Installation, and Repair
In which CTE Program?	Industrial Technology
At which High School? College?	Ely HS
State-Approved Secondary Assessments	
State-Approved Postsecondary Assessments	
In which course (use course code) or at what time in the program?	TSA to be determined

Programs of Study 5	
Career Fields	Agriculture, Food, & Natural Resources
Career Clusters	
Career Pathways	Natural Resources Systems
In which CTE Program?	MIB Science
At which High School? College?	Mt. Iron-Buhl High School
State-Approved Secondary Assessments	
State-Approved Postsecondary Assessments	
In which course (use course code) or at what time in the program?	TSA to be determined

Programs of Study 6	
Career Fields	Engineering, Manufacturing & Technology
Career Clusters	
Career Pathways	Maintenance, Installation, and Repair
In which CTE Program?	Auto
At which High School? College?	Mesabi East, E/G
State-Approved Secondary Assessments	
State-Approved Postsecondary Assessments	
In which course (use course code) or at what time in the program?	teacher retired FY16-TSA with new Perkins instruct

Programs of Study 7	
Career Fields	Business, Management, & Administration
Career Clusters	Business, Management, and Administration
Career Pathways	Administrative Support
In which CTE Program?	Business
At which High School? College?	Cherry HS
State-Approved Secondary Assessments	Certiport - Microsoft Office Specialist - Word 2007 & 2010
State-Approved Postsecondary Assessments	Certiport - Microsoft Office Specialist - Word 2007 & 2010
In which course (use course code) or at what time in the program?	working on a TSA Microsoft too expensive

Programs of Study 8	
Career Fields	Human Services
Career Clusters	Human Services
Career Pathways	Early Childhood Development and Services
In which CTE Program?	Family and Consumer Life Science
At which High School? College?	Eveleth-Gilbert
State-Approved Secondary Assessments	
State-Approved Postsecondary Assessments	Minnesota Department of Education - Minnesota Board of Teaching – Education Para-professional Voluntary Credential
In which course (use course code) or at what time in the program?	Childhood Development-Precision Exam-end of semest

Programs of Study 9	
Career Fields	Business, Management, & Administration
Career Clusters	Hospitality and Tourism
Career Pathways	Restaurants and Foods/Beverage Services
In which CTE Program?	Food Occupations

At which High School? College?	Mountain Iron-Buhl, Eveleth-Gilbert, Virginia,
State-Approved Secondary Assessments	
State-Approved Postsecondary Assessments	
In which course (use course code) or at what time in the program?	End of year- Precision Exam/Food Service Culinary

Coordination Time for Perkins Grant

Secondary

This includes coordinator salary, benefits, and oversight of contracted staff and planned expenditures

Total percentage of time for Coordinators of Perkins:* 100.0%

Coordinator Budget:* \$42,038.67

Post-Secondary

Total percentage of time for Coordinators of Perkins:* 35.0%

Coordinator Budget:* \$0.00

Perkins Dollars

Perkins-Funded Positions

Person's Name	Position	File Folder # (secondary)	Amount	Attach Position Description
Shannon Malovrh	Secondary Perkins Coordinator		\$34,765.67	CTE-Job Description.doc
Tracy Delich	Counselor for CTE programs		\$25,000.00	COUNSELOR DEFINITION MSCFPDF.pdf
Kevin Langdon	Secondary Connections Coordinator		\$27,000.00	Kevin Langdon 2017.doc
Chris Hagenbarth	Direction of Instructional Services		\$7,500.00	
Laura Chickdrum	Student Transitions / Student Support		\$3,000.00	Larson Richard PD.pdf
Jeannette Cox	Supplemental Instruction fro CTE prorgams		\$2,800.00	Cox Jeanette PD 3 31 15.pdf
Todd LeMmonds	CLA Supplemental instruction		\$8,000.00	CLA IMT PD.doc
Leonard Kochever	CLA Supplemental instruction		\$8,500.00	CLA IMT PD.doc
			\$116,565.67	