



Grant Details

01590 - FY17 Perkins IV Application

02015 - FY17 Itasca Consortium Perkins Application

Perkins IV Consortium

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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)
Northland Community Schools	01 public school district	118
Deer River Independent School District	01 public school district	317
Nashwauk-Keewatin	01 public school district	319
Greenway	01 public school district	316
Grand Rapids	01 public school district	318
Floodwood	01 public school district	698
Hill City	01 public school district	2
Itasca Community 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)

FY17 support for CTE programs

Itasca Consortium FY17 plan will be focusing specifically on two areas: Programs of Study and Technical Skills Assessments. We will be looking for ways to develop our Programs of Study during a time when our high schools are cutting CTE programs due to budget cuts. Our northern rural location makes it a challenge to recruit teachers with a CTE license. Our principals say there is really no incentive for our teachers to pursue a CTE license because they do not get paid any more. That being said, the Applied Learning Institute (ALI) which prepares students of all ages to be highly trained, knowledgeable workers who are equipped with the technical and problem-solving skills necessary in our ever-changing world also supports career in technical education in our area. ALI is another avenue of funding source willing to help support those instructors willing to pursue a CTE License. Many of our teachers that are CTE licensed have come from the area but being so close to many industries throughout the iron range they are taking jobs within industry due to higher wages. We feel our consortium has been very fortunate to have as many CTE licensed instructors as we do and the support from ALI has also been instrumental in supporting up-to-date technology within our programs.

Our consortium will also be focusing on TSA's this fiscal year. We are confident that within FY17 we will be able to determine the proper TSA for each of our POS for both secondary and postsecondary. This will be a great opportunity to reevaluate our POS to make sure we are meeting industry standards along with student expectations

Moving forward we will continue working on improvement plans in FY17 as we watch for our data to catch up and reflect our work. In FY17 plans are being developed between our high school teachers and Itasca Community College instructors to address problem areas. Information on our plans is explained later in the Written Improvement Plan section. The following information by Goal is how the Itasca Consortium plans to use FY17 funds to support our CTE programs.

Goal 1

- Provide faculty and staff with appropriate training
- Upgrade equipment and instructional materials in existing programs
- Purchase equipment and instructional materials for new programs

- Pay for TSA fees as needed
- Development of POS within the consortium

Goal 2

- Student involvement in professional organizations such as FFA, BPA and others
- Partnering with Grand Rapids Area Chamber of Commerce & ICC for interactive career fair
- Provide work experience including involvement in local Chamber of Commerce workforce development projects for students
- Development of industry based projects within POS in coordination with local industries
- Continue to offer our Technical/Applied Math courses that we began in FY12 for high school CTE students
- Support field trips to businesses, community colleges and other related institutions/industries
- Support salary for Consortium Perkins Coordinator
- Employ 3 academic assistants for special populations at Itasca Community College

Goal 3

- Target non-traditional students for career events such as Women In Engineering Day and Anishinabe Day at Itasca Community College

Goal 4

- Provide students with career information through the Minnesota Career Information System (MCIS)
- Provide college placement testing to evaluate high school sophomores and juniors on reading, math and computer science

Goal 5

- Programs of Study project work such as trainings with high school counselors
- Consortium meetings throughout the year
- Asset tags for consortium

New /improved CTE programming Initiatives

- Continued in FY17 we will be hosting meetings via Telepresence (a new ITV technology) to work on POS and TSA initiatives. Secondary and postsecondary instructors collaborating.
- Continued in FY17 we will be looking more closely at our data. Our committee meetings will be spent reviewing data and learning how to interpret the data correctly and planning accordingly.
- Continued in FY17 is Accuplacer testing. 10th and 11th graders (all students, not just CTE students) are tested and given feedback on course recommendations. The test includes math, reading and computer science
- New in FY17 we will be looking to add six new 1-credit technical elective courses which will be competency based within the high schools. These courses will be a career pathway for students to enter into ICC's new Process Operations Program that was built entirely by area industries.
- New in FY17 we will begin the process of connecting our secondary teachers with our postsecondary instructors to increase collaboration. We hope to have our secondary instructors sit our postsecondary's industry boards.
- New in FY17 we have a new Agriculture teacher that is excited to work with our postsecondary instructors on POS.

How we selected programs that will receive support and how the consortium, as a whole, will benefit from the Perkins expenditures.

At our FY16 Spring Perkins Committee meeting we discussed our consortia Performance Targets as a whole. We agreed to keep working on them though our College in the Schools initiative with Nashwauk-Keewatin High School, Deer River High School, Grand Rapids and Greenway. Our consortium is passionate about our high school students graduating college-ready!

Also at our FY16 Spring Perkins Committee meeting we agreed to continue funding in these areas to build quality CTE programs and benefit our consortium as a whole as students move on to postsecondary education and/or the workforce. Here are the areas we ask for continued support with:

- Professional Development: Registration fees, substitute teacher costs, transportation, food, and hotel expenses
- Career Fairs: Substitute teacher costs, transportation, food
- MCIS costs
- New and updated equipment for our CTE programs
- Tutors for our college CTE programs
- TSA fees
- Perkins Coordinator salary
- Student organizations (transportation and sub costs)
- Consortium collaboration (sub fees, food, room rental, transportation)

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)*

The Itasca Consortium Coordinator requested data from all seven districts however only three districts submitted information. For FY17 I will make sure we receive data from all seven districts.

To better understand how to interpret and use the data correctly I will be attending the MACTA Fall Data Training Session. I will also be utilizing my contacts at MDE/MNSCU.

We will disaggregate district data to understand where improvements are needed.

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)

CTE programs are supported in our plan and are built to industry and regional needs.

- Many of our CTE programs are connected to the Applied Learning Institute (ALI) which is part of an industry/education initiative in the Arrowhead region of Minnesota. Programs include:
 - Engineering – We have a new initiative starting FY17 with ALI on developing engineering course competencies into existing secondary curriculum in order to attract students
 - Nursing – we are now up to five high schools wanting to offer the NA Program
 - Construction
 - Welding
 - Cabinet Making
 - Other programs are supported and driven by industry needs through close business relationships. Programs include:
 - Natural Resources
 - Geographic Information Systems
 - Process Operations
- Postsecondary programs advisory committees include industry members - we are encouraging secondary teachers to join these:
 - Engineering
 - Nursing
 - Natural Resources
 - Process Operations
- Due to industry demand CTE programs attract sufficient enrollment
 - School counselors advise students on CTE programs at both secondary and postsecondary level and we hope to increase awareness with our counselors and advisors on industries needs
 - Programs are advertised in school catalogues
 - Students are exposed to career fairs and college tours throughout our region
- We are working with Ginny Karbowski on our POS and TSA to make sure we are offering the appropriate test for each of our POS. Our plan is to continue to establish our POS and while doing this we will be working with our teachers/instructors to administer TSA's specific to their area and in one classroom per POS. This way we will know that we have the correct test before we invest large sums of money into our TSA's.
- Current TSA Examples
 - Our consortium has a Nursing Assistant program at both the secondary and postsecondary level. Both programs use the State of Minnesota Registry exam for TSA.
 - ICC's Wildland Firefighting program administers a National Wildfire Coordination Group (NWCG) test in 5 different courses. This allows our students to graduate with the national certification required to succeed within the industry.
 - The Wildland Firefighting program at ICC is a partnership with the Minnesota Interagency Fire Center, which includes the U.S. Forest Service, Minnesota Department of Natural Resources, U.S. Fish and Wildlife Service, National Park Service, and Bureau of Indian Affairs.
 - The goal of the partnership is twofold:
 - To provide students with high quality training and hands-on experience in wild fire and natural resource management.
 - Provide a supply of highly trained entry-level fire fighters for employment with fire organizations to meet state and national needs.
 - Our consortium will be focusing on CTE technical skill assessments with our Engineering, Natural Resources and Process Operations program. The test that has been administered for the Engineering program in the past may not be the most applicable test for this program. As for the others we are still looking for the "right" test.
 - Our consortium will continue to work with Ginny Karbowski related to TSA for advice and guidance.

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)

The variety of activities listed are intended to expose students to many different aspects of industry related job possibilities and experiences therefore exposing students to many aspects of industry:

- Exploring all aspects of industry through research
 - High school counselors work with students on the Minnesota Career Information System to explore various careers interests and options. Local, regional, national and international job markets are explored.
 - Students can research the POS website to plan out their education related to their career interests
- Understanding all aspects of industry in the classroom
 - Faculty and staff development brings the latest in industry standards into the classroom by ensuring instruction is current and relevant
 - Upgrading equipment and instructional materials in current and new CTE programs exposes students to the latest in industry standard equipment.
 - Applied Learning Institute membership allows more funding for industry standard equipment
- Connecting with our local industry related resources enhance an understanding of all aspects of industry
 - Community and technical college career fairs
 - Industry tours
 - Work experience programs
 - Women in Engineering Day at Itasca Community College
 - Anishinabe Day at Itasca Community College

By Goal:

Under Goal 1: Designing and Implementing Programs of Study

- Provide faculty and staff with professional development opportunities
- Upgrade equipment and instructional materials in existing programs
- Purchase equipment and instructional materials for new programs

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

- Continue our membership with the Applied Learning Institute (ALI).
- Student involvement in professional organizations such as FFA, BPA and others
- Partnering with industry/employers/colleges for career fairs and industry tours
- Provide work experience including involvement in local Chamber of Commerce workforce development projects for students

Under Goal 3: Improve Service to Special Populations

- Target non-traditional students for career events such as Women In Engineering Day and Anishinabe Day at Itasca Community College

Under Goal 4: Student Transitions

- Provide students with career information through the Minnesota Career Information System (MCIS) and CTE publications

Under Goal 5: Sustain the Consortium of Secondary and Postsecondary Institutions

- Programs of Study project work such as updating POS on the Minnesota POS web site so students can see career paths

Some of our industry partners/contacts for program guidance, work experience, field trips and other related support:

- Barr Engineering,
- Snets Welding
- Minnesota Power
- ASV
- UPM Blandin Paper Company
- Grand Rapids City Engineer
- Grand Rapids Area Chamber of Commerce
- Grand Itasca Clinic and Hospital
- Deer River Health Care Center
- Grand Village
- Evergreen Terrace
- Access Home Care
- Deer River Duluth Clinics
- Deer River Home Care
- Midstate Plastics
- Iron Works
- Remer City Council
- Lonza

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)

Our consortium will continue to use Perkins funds to support professional development for both our secondary teachers and postsecondary instructors. We feel it is very important to help educate our teacher/instructors so that they have the most up-to-date information needed to educate future workers. Below you will find a list of how we plan

to support professional development within our consortium.

Itasca Community College

- Nursing Program Spring Health Educators Conference

Secondary Schools

- Counselor convention with schools sharing transportation and hotel expenses
- Local training for our building trades programs
- Development of teaching learning communities
- CTE Education Conference
- POS training/yearly updating with counselors
- Other related training for our CTE Perkins program teachers
 - MTEEA Fall Conference
 - ITEEA Conference
 - National Association of Agricultural Conference
 - MN Association of Agricultural Educators Conference
 - BPA Leadership Conference

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)

Our Secondary high schools have recruiting challenges which makes it a challenging to recruit teachers with a CTE license. Our consortium high school principals say teachers do not get paid anymore if they have a vocational license although the teachers are more employable with a vocational license.

At the postsecondary level we have recruited people from industry to teach in our Natural Resources program, our Pulp & Paper program, our Nursing program, and our Power Generation program. Instructors have come from our local DNR, UPM Blandin Paper Company and Minnesota Power. This has also become a challenge with industries leaning out their workforce to come in and support our programs. They know that they need/want to support our programs so we are working on a joint effort to find ways to do this.

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)

Beyond technical skill assessments, what other tools and data sources does the consortium use to evaluate student performance?

At the secondary level students are provided with work experience.

At the postsecondary level many of our programs have internships and work experience such as Engineering, Natural Resources, Nursing and Power Generation. Our Engineering program has project-based learning including student portfolios that are evaluated.

How did this evaluation influence this plan? [Sec.134 (b)(7)]

No Perkins funds are being used for evaluating student performance besides State TSAs.

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)

RPOS Process: The Itasca Consortium decided on Pre-Engineering as our RPOS because it is a strong program in both our secondary and postsecondary schools. We used to have PLTW in many of our high schools. Due to the expense ICC is looking to develop a more cost effective engineering pathway that will serve as a more effective transition into ICC's Pre-Engineering program. One more ladder step is a local 4 year degree Engineering program through Iron Range Engineering which also contributed to our decision.

There are advisory committees already in place for the secondary programs and the program at Itasca Community College. These committees have industry partners on them.

The main strength of Engineering as our RPOS is how it is so well supported region-wide. The Applied Learning Institute provides funds for equipment and training for the program, 4 year transfer options are seamless, and our local workforce is eager to hire our students including our large mining employers. Another strength is the quality of instructors we have at both the secondary and postsecondary level. They are very passionate and committed to their work and the success of their students.

The self-evaluation did not influence our plan because most of the points we already have in place. In this plan we continue to support TSA for the program for secondary and postsecondary. Equipment, supplies, high school summer engineering camp and related activities continue to be in our plan as we have had in previous plans.

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

Goal 1 Narrative:

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

Goal 1 Objectives

Goal 1 Objectives 1	
Use of Funds*	R2 Programs of Study, R4 Develop/Improve/Expand the use of Technology, R5 Professional Development , R6 Assessment , R7 Initiate/Improve/Modernize Technology , P3 Work-Based Experiences, P5 Student Organizations , P7 Equipment Leasing/Purchasing/Upgrading
Strategies	
1. Provide appropriate training to teachers, faculty and staff related to POS and CTE programs. Telepresence ITV technology between high schools and ICC. Funds will be used for planning meetings. 2. Equipment and other instructional materials will be upgraded in existing POS and CTE programs. 3. Equipment and other instructional materials will be purchased for POS and CTE programs. 4. Funds will be used to determine proper CTE assessments for our POS. 5. Develop and implement a standardized plan for secondary/postsecondary on receiving up-to-date information. 6. TSA Plan and implementation - review what is currently being offered within the consortium regarding TSA's and put a plan together as to how to move forward.	
Outcomes	
1. CTE and POS programs are of high quality due to continued learning for our teachers, faculty and staff. 2. CTE and POS are high quality because equipment is continually upgraded and meet industry standards. 3. New CTE and POS programs are provided with industry standard equipment. 4. CTE students take the required Perkins TSA. 5. Itasca's consortium will have a standardized plan moving forward. 6. Have a plan with each of the POS as to which TSA they would like to trial this fiscal year.	
Measures	
1. Students pass TSAs. 1S1 and 1S2 scores improve. 2. Existing CTE and POS include industry standard equipment. 3. New CTE and POS have industry standard equipment. 4. 2S1 and 1P1 meet performance targets. 5. Secondary and Postsecondary folks will have a packet of information with procedures related to Perkins. 6. Implement trial TSA's within each POS.	
Reallocation Explanation	
Post-Secondary Required Activities	\$1,000.00
Post-Secondary Permissible Activities	\$2,000.00
Post-Secondary Reserve	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$3,000.00
Secondary Required Activities	\$16,934.27
Secondary Permissible Activities	\$5,670.74
Secondary Reserve	\$17,350.16
Secondary Admin Cost	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$39,955.17
Total	\$42,955.17

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

Goal 2 Narrative:

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

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

Itasca Community College along with Itasca Area School Districts received IRRRB funding (Iron Range Resources & Rehabilitation Board) to develop and create a collaborative STEM (Science, Technology, Engineering and Math) program that would serve 9-12 grade students, college students and also serve as a workforce training center

for business and industry in the area and provide state of the art STEM educational opportunities. One of the programs will include will be the Process Operations Program.

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

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

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

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

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

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

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

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

Objective four is work experience.

Goal 2 Objectives

Goal 2 Objectives 1	
Use of Funds*	R2 Programs of Study, R10 Collaboration, P5 Student Organizations , Post-secondary Admin Cost, Secondary Admin Cost
Strategies	
1. Hire Perkins Coordinator: Employ one person to coordinate both the secondary and postsecondary Perkins grant. This person will administer Perkins grant and provide leadership for the Itasca Consortium on Perkins initiatives. The Perkins Coordinator will work closely with the Applied Learning Institute (ALI), the Itasca Area Schools Collaborative (IASC) and the Grand Rapids Area Chamber Workforce Development Committee regarding the Perkins initiatives.	
2A. Membership Fees. Establish relationships/partnerships/memberships/involvement in our community such as Applied Learning Institute membership. No funds will be used in FY17 for Applied Learning membership. All consortia institutions are members of ALI. 2B. Collaborative Career Fair. Partner with local industries for our annual career fair for high school 11th and 12th graders. Grand Rapids Area Chamber of Commerce is a major partner in this event. A \$10,000 grant from the Blandin Foundation helped buy a healthy breakfast and lunch for the students in FY15, and FY16. We plan on writing another grant to help with food in FY17 as well.	
3. Provide membership and participation in various student organizations related to career and technical education. This includes membership fees, registration fees, substitute teacher fees, travel, lodging, meals and other related costs for the advisor. Costs include school yearly membership fees to CTE type organizations such as FFA, BPA, and others. Registration fees are not allowed for individual students and no Perkins dollars will be used for students to participate in any competitions – regional, state or national.	
4. Provide work experience programs.	
Outcomes	
1. Effective collaboration and leadership for Perkins services and activities. 2. To ensure effective collaboration in our community and within our consortium. 3. Students will have the opportunity to be involved in professional organizations. 4. Students will have exposure to various occupational choices in our community.	
Measures	
1. One person will be hired to coordinate both the secondary and postsecondary sides of the Perkins grant. Itasca Community College will do a performance review. 2A. The Consortium will track this information reporting data such as name of business/industry partners, activities involved in, and reason for partnership/involvement. 2B. Students will be surveyed. Survey results considered by career fair committee and improvements made. 3. The Consortium will keep track this information regarding name of organization, school involved, number of students, and other data if needed. 4. The Perkins Coordinator will follow up with instructor after student experience and file report with FY17 documents.	
Reallocation Explanation	
Post-Secondary Required Activities	\$16,255.99
Post-Secondary Permissible Activities	\$4,094.00
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	\$20,349.99
Secondary Required Activities	\$10,500.00
Secondary Permissible Activities	\$13,846.93
Secondary Reserve	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$24,346.93
Total	\$44,696.92

Goal 3: Improve Service to Special Populations

Goal 3 Narrative:

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

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

Goal 3 Objectives

Goal 3 Objectives 1	
Use of Funds*	R8 Size/Scope/Quality, R9 Special Populations
Strategies	
1A Itasca Community College will provide technical and academic support services for students in CTE programs and specifically those who are special populations/academically disadvantaged. 1B Itasca Community College will provide disability, advocacy and support services as needed through the Office of Students with Disabilities, Student Support Services, and counseling center. No Perkins funds used. 1C Develop events that inform students about nontraditional careers and encourage participation in programs where gender gaps exist. 1D High schools will continue to work with the Upward Bound program and the Educational Talent Search program.	
Outcomes	
1. Provide and improve on services for students in special population groups.	
Measures	
1A Itasca Community College will employ academic assistants for special population groups for FY17. Student success due to academic assistants will be tracked and reported as a measurable outcome through all postsecondary indicators. 1B The college will provide services/accommodations to 100% of students with verified disability that request services. Consortium can request numbers of students served tracked by the college if required. 1C Consortium will track type of event, costs, number of participants and set up evaluation mechanism on effectiveness. 1D Consortium will consider retrieving that data already collected by Itasca Community College on the number of students served through these programs if required.	
Reallocation Explanation	
Post-Secondary Required Activities	\$72,350.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$72,350.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$0.00
Total	\$72,350.00

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

Goal 4 Narrative:

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

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

Goal 4 Objectives

Goal 4 Objectives 1

Use of Funds*	R11 Articulation, P10 Student Transition
Strategies	
1. Student will receive up-to-date career information by purchasing the MCIS software/license, career magazines, and other college pathway information to help students meet the required plan. In FY16 Itasca Community College normally uses Perkins funds to administer the college placement test (i.e. Accuplacer) to 10th and 11th graders in area High School. The FY16 budget was too tight to fund last years however ICC was still able to administer the test. FY17's budget continues to be tight so we will look upon ICC to find funds to continue administering this assessment. After the test students meet with counselors to advise them on remedial classes to improve their skills.	
Outcomes	
1. Increase student awareness of a variety of careers and help complet their required plan. 2. Itasca County Consortium schools will provide a means of evaluation for students transitioning to higher education so students are less likely to take remedial classes in math and reading. Students will be more prepared.	
Measures	
1. 100% of students receive career information and have it available throughout the school year. 2. Track number of students tested. Results should show up as improvement in our performance indicators in 1S1 and 1S2. The Perkins committee will evaluate provisions for enabling student transitions and make recommendations for FY17.	
Reallocation Explanation	
Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$0.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$12,845.00
Secondary Reserve	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$12,845.00
Total	\$12,845.00

Goal 5: Sustain the Consortium of Secondary and Postsecondary Institutions

Goal 5 Narrative:

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

Goal 5 Objectives

Goal 5 Objectives 1	
Use of Funds*	R11 Articulation, P10 Student Transition
Strategies	
1. Academic Professional 3 will be the coordinator of the Perkins grant for both secondary and post secondary. Itasca Community College provides the office space and supplies needed for this position. Responsibilities of this position include coordinating and administrating the Carl Perkins grant, and providing leadership for the Itasca County Consortium in their work on Perkins initiatives. 2. The Itasca Perkins Consortium continues as an entity within the Itasca Area Schools Collaborative (IASC). In this capacity, school district and college representatives come to the same table to accomplish common goals. Also, the Itasca Perkins Consortium will continue involvement with the Applied Learning Institute (ALI). ALI includes many of the same people representing career in technical education along with others from industry, government, and other entities. Mileage costs, meals, printing, and other such costs related to collaboration including POS/CTE meetings are paid with Perkins funds.	
Outcomes	
1. The Itasca County Consortium will be effective, cohesive, organized and efficient in their work. They will provide resources and leadership for services and activities. 2. The Itasca County Consortium will be successful in their collaborative work.	
Measures	
1. One person hired for FY17. An annual performance review is completed by Itasca Community College. 2. Academic Professional 3 will attend ALI and IASC meetings and will maintains a record of each meeting in the form of a short summary. This person will continue to develop a consortium framework that fosters healthy and effective collaboration. Track costs in FY17 related to collaboration.	
Description	
Reallocation Explanation	
Post-Secondary Required Activities	\$2,006.41
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00

Post-Secondary Total	\$2,006.41
Secondary Required Activities	\$700.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$700.00
Total	\$2,706.41

Goal 5 Objectives 2	
Use of Funds*	Secondary Admin Cost
Strategies	
Secondary Admin Cost Only	
Outcomes	
Secondary Admin Cost Only	
Measures	
Secondary Admin Cost Only	
Description	
Reallocation Explanation	
Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$0.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Admin Cost	\$4,097.26
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$4,097.26
Total	\$4,097.26

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)	\$4,097.25

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 Total	\$1,000.00	\$2,000.00	\$0.00	\$0.00	\$0.00	\$3,000.00	\$16,934.27	\$5,670.74	\$17,350.16	\$0.00	\$0.00	\$39,955.17	\$42,955.17

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
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Goal 2 Total	\$16,255.99	\$4,094.00	\$0.00	\$0.00	\$0.00	\$20,349.99	\$10,500.00	\$13,846.93	\$0.00	\$0.00	\$0.00	\$24,346.93	\$44,696.92
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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	\$72,350.00	\$0.00	\$0.00	\$0.00	\$0.00	\$72,350.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$72,350.00

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	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$12,845.00	\$0.00	\$0.00	\$0.00	\$12,845.00	\$12,845.00

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	\$2,006.41	\$0.00	\$0.00	\$0.00	\$0.00	\$2,006.41	\$700.00	\$0.00	\$0.00	\$0.00	\$0.00	\$4,797.26	\$6,803.67

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	\$91,612.40	\$6,094.00	\$0.00	\$0.00	\$0.00	\$97,706.40	\$28,134.27	\$32,362.67	\$17,350.16	\$0.00	\$0.00	\$81,944.36	\$179,650.76

Secondary Budget Details

Description	File Name	File Size
Revised budget summary	MDEBudgetSummarybyGoal Itasca -7-19-16.xlsx	71 KB
Attached you will find the MDE Budget Summary. If you have any questions please let me know.	MDEBudgetSummarybyGoal.xlsx	71 KB
Attached you will find the MDE Budget Summary. If you have any questions please let me know.	MDEBudgetSummarybyGoal.xlsx	71 KB

Perkins Grant Collaboration with WorkForce Centers

Row	Amount
(SECONDARY) Total Perkins funds used in collaboration with WorkForce Centers	\$0.00
(SECONDARY) Estimated expenditures/in-kind contributions used in collaboration with WorkForce Centers	\$0.00
(POSTSECONDARY) Total Perkins funds used in collaboration with WorkForce Centers	\$0.00
(POSTSECONDARY) Estimated expenditures/in-kind contributions used in collaboration with WorkForce Centers	\$0.00
Totals	\$0.00

Improvement Plan Action Steps

Improvement Plan Action Steps 1	
Indicator Number (i.e. 1S1 or 2P1)*	2S1 – Technical Skill Attainment
Action Steps to improve the performance	
<p>The Itasca Consortiums first step will be to work with MDE/MNSCU to identify/update our programs of study. We are finding out that with having so many changes/turnover within the consortium that there may be some POS's that are no longer operational. We are working diligently on having processes and procedures in place so that we can effectively update this information yearly. A SharePoint site has been suggested as a central location available to everyone involved in the consortium.</p> <p>The Itasca Perkins coordinator will continue to have conversations with MDE/MnSCU, high school instructors and advisors on choosing a proper TSA for their POS which we plan on sampling within our POS for FY17. The next step in the process will be to test a class of students within each POS to make sure we have identified the proper assessment for our students.</p> <p>Action Steps:</p> <p>Research TSA's available and which ones we should choose</p> <p>Make sure our MARSS folks are reporting the tests.</p> <p>Make sure HS faculty are meeting holding/joining postsecondary advisory meetings to determine the needs of industry.</p> <p>Pilot new assessments along with supporting faculty who are new to TSA's.</p>	
Resources Needed*	Funding for TSA's Continued assistants from MDE/MnSCU Updated MARSS contact List CTE Data from all consortia districts
Timeline*	FY17 - Both Fall and Spring Semester
Person(s) Responsible*	Itasca Perkins Coordinator MARSS Contacts HS faculty MDE/MnSCU
How will progress be documented?*	TSA Test Results
Sub-populations or groups where gap exists:*	I do not have all the data from high schools and am working on identifying data results.
Describe any contextual factors that might contribute to this gap:*	I found out that three of my districts did not submit their test results on MARSS FY15.
Further Information	
<p>The Itasca Consortiums Stakeholders include all the instructors and MARSS staff. What we are discovering is that many of the TSA results are not making into the hands of the MARSS folks. In all reality our consortium needs to work on finding the correct/appropriate test for each program of study.</p> <p>Our consortium is working persistently on putting processes and procedures into place for FY17. We feel this is a step in the right direction along with asking for guidance from MDE/MNSCU on finding TSA's that are relevant for each POS.</p>	
Improvement Plan Supporting Documents (optional, not required)	

Improvement Plan Action Steps 2	
Indicator Number (i.e. 1S1 or 2P1)*	3P1 – Student retention or transfer
Action Steps to improve the performance	
<p>Itasca Community college will continue to provide advising services for all CTE students. Program Coordinators and instructors will also continue to advise students. Perkins funds will be supporting three CLA's for FY17. We feel with the extra help and assistance we will be able to close some of the gaps.</p> <p>One of the initiatives we have been working on is with the forestry department. The instructors and coordinator have come up with ways to show the students what it is really like to be in the program which they plan to implement the first week of school. This way they feel that students will have an understanding of what will be expected of them before they get too far into the semester or program. This will give those students who decide that the forestry program is not for them time to declare a new major.</p> <p>Another initiative will be to involve HS faculty on postsecondary advisory boards. This will bring more collaboration amongst POS and area industries.</p> <p>Lastly, we will continue to work with our college counselors, Student Services Departments, Dean of Students and coordinators to make sure we are providing students with up-to-date information.</p> <p>Action Steps:</p> <ol style="list-style-type: none"> 1. Perkins Coordinator will seek more information in understanding Perkins data, disaggregating data by district and subpopulations. 2. Perkins Coordinator's goal will be to help coordinators to understand and improve their data. 3. Program level discussion about possible strategies to improve the data and resources made available to do so. 	

Resources Needed*	Assistance from MNSCU Perkins Grant Funds Professional Development assistance
Timeline*	FY17
Person(s) Responsible*	Perkins Post Secondary Coordinator Program Coordinator CTE Instructor Program Lab Assistant
How will progress be documented?*	PAR Reports Forestry student evaluations Instructor Survey
Sub-populations or groups where gap exists:*	Work with post secondary (Tracey) to determine where gaps exists
Describe any contextual factors that might contribute to this gap:*	Regional economic and labor demands Financial Increased number of part time students
Further Information	
Students, Faculty, Business and Industry stakeholders.	
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:	2S1 – Technical Skill Attainment
Negotiated Performance:	54.00
Actual Performance:	0
General strategies planned to improve performance:	
The Itasca Perkins Coordinator will work with the area schools to make sure their data is submitted. This past year none of the TSA's wer submitted which was indicated on the performance levels for 2015.	
There will be a process and procedure that will be added to our plans that will include TSA's.	
This next fiscal year we will be focusing on TSA's and will be implement some trial runs to see which test best fits our POS.	
Comments or context for actual performance (optional):	
Below you will find two of our schools that did not submit their TSA. As you can see the students did very well within the CNA program. Other schools in our area are looking to also add this program.	
Certified Nursing Assistant	
<u>Greenway High School</u>	
Students tested = 10	
Students passed= 10	
<u>Deer River High School</u>	
Students tested = 9	
Students passed = 8 (student took the test again and passed)	

Improvement Report 2	
Indicator Not Met:	3P1 – Student retention or transfer
Negotiated Performance:	22.85
Actual Performance:	17.93
General strategies planned to improve performance:	
ICC will be working with their advisors/counselors/instructors in providing strategies in retaining students. The forestry department is working on a plan to implement Fall Semester that will show the first year students what they will be doing throughout the program. It will be something like a "boot camp" before they really get started so that if students feel that this is really not what they	

thought they signed up for than they still have the option in switching majors before it is to late.

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

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

Comments or context for actual performance (optional):

Improvement Report 3

Indicator Not Met: 5P2 – Nontraditional completion

Negotiated Performance: 17.7

Actual Performance: 16.28

General strategies planned to improve performance:

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

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

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

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

Comments or context for actual performance (optional):

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

Rigorous Program of Study

Rigorous Program of Study 1

State-Approved Rigorous Program of Study* Engineering and Technology

RPOS submitted with 10 components Itasca_GrandRapidsHS_Engineering and Technology _ MN Programs of Study _ ISEEK.pdf

Programs of Study

Programs of Study 1

Career Fields	Engineering, Manufacturing & Technology
Career Clusters	Science, Technology, Engineering, and Mathematics
Career Pathways	Engineering and Technology
In which CTE Program?	PLTW in high schools and pre-engineering at ICC
At which High School? College?	Grand Rapids High School & Itasca Community College
State-Approved Secondary Assessments	
State-Approved Postsecondary Assessments	NOCTI Pre-Engineering/Engineering Technology Job Ready Assessment
In which course (use course code) or at what time in the program?	In Spring of first year students.

Programs of Study 2

Career Fields	Health Science Technology
Career Clusters	Health Science
Career Pathways	Therapeutics Services
In which CTE Program?	Nursing Assistant at both secondary and postsecond
At which High School? College?	Deer River High School and Itasca Community College
State-Approved Secondary Assessments	Minnesota Department of Health (MDH) - Nursing Assistant Registry (NAR) Certification Test
State-Approved Postsecondary Assessments	NAR - Nursing Assistant Registry
In which course (use course code) or at what time in the program?	At the end of the program

Programs of Study 3

Career Fields	Agriculture, Food, & Natural Resources
Career Clusters	Agriculture, Food, and Natural Resources
Career Pathways	
In which CTE Program?	Natural Resources
At which High School? College?	Grand Rapids High School and Itasca Community College

State-Approved Secondary Assessments	NOCTI - Natural Resource Systems
State-Approved Postsecondary Assessments	Minnesota Fire Service Certification Board - Minnesota Firefighter Certification Exam - Firefighter I
In which course (use course code) or at what time in the program?	At the end of the program

Programs of Study 4

Career Fields	Engineering, Manufacturing & Technology
Career Clusters	Architecture and Construction
Career Pathways	Design/Pre-construction
In which CTE Program?	Construction I
At which High School? College?	Floodwood High School
State-Approved Secondary Assessments	
State-Approved Postsecondary Assessments	
In which course (use course code) or at what time in the program?	At the end of the program

Programs of Study 5

Career Fields	Engineering, Manufacturing & Technology
Career Clusters	Architecture and Construction
Career Pathways	Construction
In which CTE Program?	Construction II
At which High School? College?	Floodwood High School
State-Approved Secondary Assessments	
State-Approved Postsecondary Assessments	
In which course (use course code) or at what time in the program?	At the end of the program

Programs of Study 6

Career Fields	Business, Management, & Administration
Career Clusters	Business, Management, and Administration
Career Pathways	Operations Management
In which CTE Program?	Business
At which High School? College?	Hill City High School
State-Approved Secondary Assessments	
State-Approved Postsecondary Assessments	
In which course (use course code) or at what time in the program?	At the end of the program

Programs of Study 7

Career Fields	Engineering, Manufacturing & Technology
Career Clusters	Manufacturing
Career Pathways	
In which CTE Program?	
At which High School? College?	
State-Approved Secondary Assessments	
State-Approved Postsecondary Assessments	
In which course (use course code) or at what time in the program?	At the end of the program

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:* 11.0%

Coordinator Budget:* \$9,000.00

Post-Secondary

Total percentage of time for Coordinators of Perkins:* 17.0%

Coordinator Budget:* \$14,075.00

Perkins Dollars

Perkins-Funded Positions

Person's Name	Position	File Folder # (secondary)	Amount	Attach Position Description
Jill Murray	Perkins Coordinator (secondary & postsecondary)		\$23,075.00	
Greta Crowe	Postsecondary Clinical Lab Assistant Nursing		\$20,168.00	Nursing CLA FY15 job description.docx
Noel Olander	Postsecondary Clinical Lab Assistant Engineering		\$24,308.00	Engineering CLA FY15 Position Description.docx
Joline Leone	Postsecondary Clinical Lab Assistant Nat Resources		\$28,805.00	Nat Res CLA FY15 Position Description.docx
			\$96,356.00	