



MINNESOTA STATE

Career and Technical Education

Grant Details

02058 - FY18 PERKINS APPLICATION

02391 - FY18 East Range Consortium

Perkins IV Consortium

Grant Title: FY18 East Range Consortium
Grant Number: 02069
Grant Status: Underway
Comments:
Applicant Organization: East Range Consortium
Grantee Contact: Shannon Malovrh
Award Year: 2017
Program Area: Perkins IV Consortium
Amounts:
Contract Dates: Contract Sent 12/13/2017
Project Dates: 07/01/2017
Grant Administrator: Debra Wilcox-Hsu
Contract Number: 02069
Award Year: 2017

Contract Received 06/30/2018
 Contract Executed
 Proposal Date 07/01/2017
 Project Start 06/30/2018
 Project End

Contract Dates

Contract Sent Contract Received Contract Executed Contract Legal

Project Dates
 07/01/2017
 06/30/2018

Project Start Project End

Comments

Agency List

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

Summary Narrative Part Two

Comprehensive Professional Development

Q5) 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)]

Secondary CTE staff are encouraged to participate in multiple professional development opportunities. Individuals can submit requests for funding using mini-grants anytime during the year that are reviewed by the consortium board. Staff also have the opportunity to request state or national trainings each year. More expensive and extensive training requests occur in April and are reviewed and written into the next fiscal cycle. (Example: MAFACS conference)

Each submission is weighed on its merits and additional support for funding ideas is considered.

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)]

post-secondary faculty members are required to be credentialed via the MSCF contract and HLC requirements. The CTE faculty has extensive experience in business and industry.

There are rigorous requirements for secondary licensure. Postings are available locally, on-line and on many state list serves. The consortium does not specifically use Perkins funds for recruitment. Networking with other districts, consortiums, associations and advisory boards are encouraged to promote openings.

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.

*The Industrial Mechanical Technology program is allowed a practice exam that is used by business and industry (US Steel) and United Taconite (Cliffs)

It is a proprietary assessment that has been modified for college students as an initial assessment that prepares them for a formative assessment in order to qualify to be a millwright.

*The Electrical Controls and Maintenance program uses the National Electric Code assessment to prepare students for business and industry.

*The Welding Technology program uses the SENSE American Welding Society curriculum. The students have the opportunity to gain four welding certification in the first year.

*The Graphic Design Media program is officially accredited through Graphic Arts Education and Research Foundation. The national curriculum standards provide an underpinning for the program and learning outcomes.

*The Practical Nursing program is approved by the MN Board of Nursing. We adhere to the accreditation standards for pass/fail rates on the license exam for practical nurses. The Paramedic Program is accredited through CoAEMSP and Caahep, as the curriculum prepares students for an exam that places them on the national registry for Paramedic professionals.

Through the Perkins funding resources, the consortium has supported secondary and post secondary advisory boards and accreditation processes. Advisory board's feedback, data and accreditation standards creates continuous improvement on student performance. These elements contribute to an elevated program in terms of skill acquisition and elevation of program status with national and regional accreditation benchmarks.

The Mesabi Range Skills Fair is an opportunity for high schools students to test their technical abilities in a variety of CTE and academic areas.

How Programs of Study Affects Outcomes

Q8) Describe the process your consortium used to identify Rigorous Programs of Study (RPOS). Include action steps, stakeholders involved, and timeline. Also list the 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)]

In our region, the Applied Learning Institute (ALI) is comprised of regional high schools within the taconite relief area, and colleges within the Northeast Higher Education District (NHED). Superintendents, principals, provosts, president and a member of the Iron Range Recourses and Rehabilitation Board make up the membership on the ALI steering committee. This body allocates funding for CTE program at both the secondary and post-secondary level. The East Range Consortium is directly linked to ALI and has leveraged that direct ALI funding stream to augment the program offerings. The East Range Consortium assists in designing the POS and the RPOS around the funding mechanism of ALI.

Each year secondary schools submit implementation plans to the ALI steering committee. The steering committee reviews these plans, and approves of expenditures for travel, equipment and post-secondary credit offerings to secondary schools. It is through funding source that the East Range Consortium can maximize resources and align the long-range plan to promote and construct POS and RPOS. By aligning the ALI and Perkins CTE programs, the East Range Partnership improves design and develops additional programming between K-12 and post-secondary. This leads to a better implementation plan for POS and RPOS, and a broader understanding amongst partners to promote and support these plans.

Goal 1 Narrative

Narrative for Goal 1: Designing and Implementing Programs of Study

Your Goal 1 narrative must include descriptions of the following elements:

1. Describe Program of Study (POS) Design and Implementation: Each consortium has identified at least 1 Rigorous Program of Study for the Consortium using the 10 components in their design and implementation. Each consortium must have at least 7 Programs of Study and one Rigorous Program of Study. It is recommended that each consortia have at least 1 State-Approved POS in each career field. State-Approved POS are encouraged to be developed in high-skill, high-wage, or high-demand occupations [State requirement; Sec. 134 (b) (3) and (b)(8C)]
2. Describe opportunities for early college credit [Sec. 135. (c) (10)]
3. Describe secondary teacher and postsecondary faculty and counselor involvement in POS [State requirement; Sec. 134 (b) (5)]
4. Describe strategies for improvement of academic and technical skills of CTE learners [Sec. 134 (b) (3)]
5. Describe strategies for addressing professional development needs of teachers and faculty in POS as well as other programs [Sec. 134 (b) (4)]
6. Describe assessment of core technical skills across high school and college that use valid (measures the content) and reliable (consistent over time and among students) assessments [Sec. 134 (b) (3 B.) and Sec. 135 (c) (19)]
7. Describe strategies for addressing the needs of adult learners through adult basic education and/or non-credit training in Adult Career Pathways [State Plan; Sec. 135 (c)]
8. Describe strategies for addressing All Aspects of the Industry included POS [Sec. 134 (b) (3 C.)]

1) The East Range Consortium works closely with the Applied Learning Institute (ALI) to align and allocate programming dollars. ALI is able to use their funding to purchase more expensive pieces of equipment that benefit CTE educators in the consortium. The East Range Partnership allocation creates pathways into multiple CTE programs and opportunities for students. The East Range Consortium dollars have been spent on training opportunities to support the purchasing of equipment and professional development opportunities. The consortium also serves the non-ALI programs (Graphics, Business, FACS, Electrical Controls and Maintenance).

The Applied Learning Institute (ALI) is divided into three regions; Northeast Range, Central Range and West Range. The East Range Partnership aligns part of its Perkins funding with ALI. Those specific areas include: Transportation / Mechanical Systems, Construction Trades, Healthcare, Industrial Technology, and Pre-Engineering. The goal for both organizations is to build skill attainment promote increased graduation rates for high school and college partners. Perkins and ALI also have a similar goal in developing Career Pathways/ Programs of Study that promote high skill, high wage and high demand careers.

The Applied learning institute receives money from the Minnesota State Legislature. The ALI board is comprised of 17 superintendents across northeast Minnesota. The executive council is comprised of selected superintendents, President of Northeast Higher Education District, and a member from the iron Range Resources and Rehabilitation Board. This executive council is responsible for planning and directing the use of ALI funds to support and grow CTE programs in Northeast Minnesota. The East Range Consortium works in partnership with ALI and uses Perkins dollars to support pathways and programming that needs funding or personnel support. The East Range Consortium attempts to align fiscal resources with ALI programming to maximize efficiencies across the region.

Applied Learning Institute Mission Statement: 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.

East Range Partnership Mission Statement: connects business and education with learners to prepare them for a productive future through educational and career opportunities.

Each year secondary schools submit implementation plans to the ALI steering committee. The steering committee reviews these plans, and approves of expenditures for travel, equipment and post-secondary for credit offerings to secondary schools. It is through this vein that the East Range Consortium can maximize resources and align the long-range plan to promote and construct POS and RPOS. By aligning the ALI funding and Perkins plan to CTE programs, the East Range Consortium can better design paralleled programming between K-12 and post-secondary. This leads to a better implementation plan for POS and RPOS, and a broader understanding amongst partners to promote and support these plans.

2) In order to be eligible for ALI dollars between the secondary and post-secondary programs, there must be a college level course identified.

Attached is the ALI grid.

In FY 18 there will be an expansion beyond ALI. The Eveleth –Gilbert school district is collaborating with MRC and offering PSEO courses in Carpentry and Graphic Design Media.

3) Each year secondary counselors and post-secondary personnel gather to review curriculum, pathways, and programming that meet POS and RPOS for the East Range Consortium. There are limited opportunities to bring secondary counselors and post-secondary faculty to together. Counselors and staff at the post-secondary institutions have greater opportunities to connect and make pathways into CTE a tangible output.

4) Each year at the Skills Fair at Mesabi Range College, The East Range Consortium partners gather to review all the data that is inputted in the Perkins P-file reports. At that meeting, we negotiate a framework of actions that will be used for the following year. These actions and opportunities are linked to the Performance Metrics. One example was linked to a previous issue with the completers in the CTE programs at the post-secondary level. Dollars were spent on supplemental instruction and enhanced tutoring. The East Range Consortium has also spent dollars on programming initiatives for nontraditional students. In recent strategy sessions, the three higher education institutions have worked together on the Districts Student Success Committee to better align the effective practices regarding retention and persistence. From this committee, and the Higher Learning Commission a revamped Early Alert process has been installed to enhance communication between faculty and student services staff. The intent is to have a direct impact on the retention and completion numbers.

5) The new agreement with Minnesota State Colleges and Universities has extended the deadline for credentialed faculty to 2022. The East Range Consortium has started conversations about faculty development plans on file at each post-secondary institution for those partnered courses that have transcripted credits.

At the secondary level CTE teaching staff have opportunities to pursue professional development. They are given a request form in late February to request opportunities for professional development (National or State Conference) If approved funds are written in to the Perkins Grant application. The consortium encourages larger professional development experiences and tries to spread the opportunities across CTE curriculum areas and partnering high schools.

CTE staff also may request funds via a mini grant to pursue an experience that would be less than \$500 any time during the current fiscal year. Unplanned experiences come up and this format is used to review individual requests.

6) The alignment of the secondary and post-secondary programs has afforded POS and one RPOS. The medical fields' pathway affords students a CNA certification at the secondary level, and students who enter into college post high school, are also afforded the same certification coupled with the same curriculum. Each of the CTE programs at the post-secondary level has some summative assessment. At the post-secondary level Wildlife and Water Quality, Welding, Practical Nursing, Paramedic, CNA and Carpentry have imbedded an assessment that contains an industry certification or licensure possibility.

At the secondary level RPOS (C N A) aligns with the Nursing Program at MRC. There are 13 Programs of Study; the document outlining these POS's. Attachment

7) MRC has the only regional offering of the General Education Equivalence (GED) test through parson vu. MRC has a weekly presence of representatives from the Northeast Minnesota Office of Job Training. MRC has dedicated space for the personnel. We send weekly reminders encouraging students to arrange meeting times with NEMOJT.

Advanced Minnesota is the customized training arm for NHED. There are adult pathways to CTE programs through the medical fields programming, and crane training that lends itself into the IT programs.

8) ALI and Perkins programming frequently use DEED data, GPAC inputs, and Workforce statistics to review and plan the progress in developing regional pathways. Close proximity and rural status lends itself to frequent conversations and alignment of limited resources. It is through these conversations about how to best use these resources that growth and atrophy regarding CTE programming occur. At the same time, we engaged in conversations about how to best serve our regional students, and how to best support CTE pathways in the region.

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

Goal 1 Objectives

Goal 1 Objectives 1	
Required/Permissive Uses 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, R10 Collaboration, R11 Articulation, P1 Advisory Committees, P2 Counseling, P3 Work-Based Experiences
Strategies	
Develop Carer Pathway and Programs of study	
Outcomes	
Continue and enhance collaboration with East Range Consortium and ALI for career pathway and POS development. Secondary and Post-Secondary cucciculum alignment to meet industry standards. Enhance marketing campaign for POS at seondary level.	
Measures	

Review established POS with regional contributors.
Reevaluate (East Range Consortium) POS with regional DEED data.

Reallocation Explanation	Professional staff development opportunities for staff and students to learn how to use the new CNC machines. Business and Industry partners (including advisory boards) will also have the opportunity participate.
Post-Secondary Required Activities	\$6,000.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Reallocation Basic	\$1,967.33
Post-Secondary Reallocation Reserve	\$1,361.51
Post-Secondary Total	\$9,328.84
Secondary Required Activities	\$11,273.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$1,036.15
Secondary Total	\$12,309.15
Total	\$21,637.99

Goal 1 Objectives 2

Required/Permissive Uses 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, P5 Student Organizations
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Strategies

Support and Enhance CTE programs

POS and ALI through career and skill events.

Outcomes

Consortia schools will attend region events that afford students exposure to CTE programs.

Participate in Skills USA

Plan and complete construct tomorrow event with business and industry & secondary, workforce center, ALI.

Measures

Attend Skills USA events

Compare attendance data and trends for MRC and RRCC skills fair

re-evaluate career expo

CEO's in the class room

Compare FY17 to FY 18 data for CTE programming in Skills Fair events for both institutions. Compare FY 17 to FY 18 data for construct tomorrow event.

Reallocation Explanation	
Post-Secondary Required Activities	\$2,000.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$2,000.00
Secondary Required Activities	\$500.00
Secondary Permissible Activities	\$800.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$1,300.00
Total	\$3,300.00

Goal 1 Objectives 3

Required/Permissive Uses 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, R11 Articulation, P1 Advisory Committees, P2 Counseling, P3 Work-Based Experiences
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Strategies

Upgrade and expand needed equipment and supplies in existing and new CTE curriculum areas to provide state of the art learning opportunities

Outcomes

Enhance all aspects of student experience in classroom and shop setting to offer the full breadth of industry expectations. Identify equipment and supply needs through multi-step consortia model.

Measures

Increase skill attainment.

Increase student retention.

Reallocation Explanation	Program curriculum supplies/equipment for new course development and enhancement Virginia FACS and Business & Technology. Curriculum supplies for I Falls FACS program
Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$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	\$2,000.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Reallocation Basic	\$2,819.68
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$4,819.68
Total	\$4,819.68

Goal 2 Narrative

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

Your Goal 2 Narrative must include descriptions of the following:

1. Describe strategies for providing student access to All Aspects of the Industry, including work-based experiences and internships [Sec. 134 (b) (3 C.)]
2. Describe how program advisory committees are involved in continuous program improvement and are established consortium-wide—where feasible—including movement to joint secondary/postsecondary advisory committees [Sec. 134 (b)(5)]
3. Describe how program advisory committees are involved in identifying high-skill, high-wage, or high-demand occupations within the region [Sec.134. (b)(8 C.)]
4. Describe partnerships with other initiatives or providers that support transitions for high school and adult students. Examples: ABE, business, labor, WorkForce Centers, customized training, programming conducted under NCLB, and alternative high school programs (Area Learning Centers, alternative high schools, charter schools, etc.) [Sec. 135 (b)(5)]
5. Describe collaboration efforts that lead to improving CTE programs (e.g., WorkForce Center, non-profits, service organization, Chambers) [Sec.134. (b) (5)]

1. Describe strategies for providing student access to All Aspects of the Industry, including work-based experiences and internships [Sec. 134 (b) (3 C.)]

At the post-secondary and secondary level, the curriculum in the CTE programs reflects industry standards whenever possible. In each of the CTE programs, there is congruence between industry expectations and program learning outcomes. Through ALI the East Range Consortium has benefitted in equipment dollars, and that in turn, has resulted in upgrades and technology that match business and industry.

MRC has an early release program for students who have obtained careers in their major. This Supervised Occupations Experience program allows the student to complete the learning objectives for the last portion of their past semester in field.

2. Describe how program advisory committees are involved in continuous program improvement and are established consortium-wide—where feasible—including movement to joint secondary/postsecondary advisory committees [Sec. 134 (b)(5)]

Whenever possible the secondary faculty, administration, and Perkins coordinator are invited to participate in joint advisory committees with post-secondly CTE programs. Each CTE program meets with their advisory board minimally once a year. The feedback from advisory boards is used to enhance curriculum, monitor workforce adjustments (student enrollment & program start dates), equipment needs, and an informal assessment of student performance in business and industry.

3. Describe how program advisory committees are involved in identifying high-skill, high-wage, or high-demand occupations within the region [Sec.134. (b)(8 C.)]

Advisory boards communicate business growth and atrophy. They communicate regional and national perspectives which are critical in the rural areas to project enrollment growth or enrollment decline. These relationships are crucial to create pathways that reach down into the secondary levels and allow students information on directional pathways for future employment and degree attainment.

The advisory boards are involved in all aspects of our CTE programs. The advisory board function is critical to the CTE programs sustainability. Secondary and post-secondary programs seek out influential participants to collaborate with programs on a variety of initiatives. In some instances the advisory board members have participated in accreditation processes (Paramedic and Graphic Design Media); grant submissions (Healthcare), curriculum development (all CTE programs).

4. Describe partnerships with other initiatives or providers that support transitions for high school and adult students. Examples: ABE, business, labor, WorkForce Centers, customized training, programming conducted under NCLB, and alternative high school programs (Area Learning Centers, alternative high schools, charter schools, etc.) [Sec. 135 (b)(5)]

The East Range Consortium board is comprised of Workforce Centers (NEMOJT), Adult Basic Education, Northland Learning Center, AEOA, and business and industry (medical, mining, finance & Laurentian Chamber of Commerce. NEMOJT provides career exploration beginning in grade 8 with CEO's in the classroom; this aligns in the upper grades with career pathways and develops a link to POS.

5. Describe collaboration efforts that lead to improving CTE programs (e.g., WorkForce Center, non-profits, service organization, Chambers) [Sec.134. (b) (5)]

The advisory boards are involved in all aspects of our CTE programs. The advisory board function is critical to the CTE programs sustainability. Secondary and post-secondary programs seek out influential participants to collaborate with programs on a variety of initiatives. In some instances the advisory board members have participated in accreditation processes (Paramedic and Graphic Design Media); grant submissions (Healthcare), curriculum development (all CTE programs).

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

Goal 2 Objectives

Goal 2 Objectives 1	
Required/Permissive Uses 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, 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 that are designed to broaden their understanding of future career pathways that connect to business and industry.	
Outcomes	
Career tools and software are made available to students in order to complete career investigation activities.	

Program coordination and collaboration events between secondary and post secondary faculty.

Curriculum advisory boards.

CTE staff development opportunities

Participate in regional state meetings.

Measures

Maintain skills fair participation for MRC.

Enhance skills fair participation at RRCC.

Collaborate with Iron Range Engineering (MSU-M) and MRC and ICC to host Women in Engineering event.

Contniue with Construct Tomorrow Event.

Support MINDTREKKERS event in collaboration with MSU-M and IRRRB.

Science and Mining Event participation.

Reallocation Explanation*	
Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$1,009.71
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$7,335.96
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$8,345.67
Secondary Required Activities	\$15,578.68
Secondary Permissible Activities	\$2,000.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$17,578.68
Total	\$25,924.35

Goal 2 Objectives 2

Required/Permissive Uses of Funds* R2 Programs of Study, R3 All Aspects of an Industry, R10 Collaboration, P3 Work-Based Experiences

Strategies

Provide Programming to consortia partners, agencies, Workforce Centers, community, and business and industry for the enhancement of CTE programs and the student experience.

Outcomes

Provide tax assistance for community partners and business and industry.

Expand CEO's in the classroom as a collaborative event with business and industry representatives.

Measures

150 individuals will be served with the tax assistance program. Expand one more additional site for CEO's in the classroom.

Reallocation Explanation*	
Post-Secondary Required Activities	\$500.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$500.00
Secondary Required Activities	\$700.00
Secondary Permissible Activities	\$2,000.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$2,700.00
Total	\$3,200.00

Goal 3 Narrative

Narrative for Goal 3: Improve Service to Special Populations

Your Goal 3 Narrative must include descriptions of the following elements:

1. Describe strategies employed to ensure access to and success of students in programs of study nontraditional by gender [Sec. 134 (b) (10)]
2. Describe connections to local, regional and state wide initiatives that support special populations, e.g. STEM Equity Pipeline, Employment First, etc. Sec.134 (b) (3) (8A &B)]
3. Describe strategies and outcomes adopted to overcome barriers for special populations and increase rates of access and success in CTE programs. [Sec. 134 (b) (8 A.) and [Sec. 134 (b) (8 B.)]
4. Describe how individuals in special populations will not be discriminated against based upon their status. [Sec. 134 (b) (9)]
5. Describe strategies to provide access to high-skill, high-wage or high-demand occupations that lead to self-sufficiency [Sec. 134 (b) (8 C.)]
6. Describe how expectations are consistent for all learners in high school and college including members of special populations [Sec. 134 (b) (3)]

[5,000 word limit]

1. Describe strategies employed to ensure access to and success of students in programs of study nontraditional by gender [Sec. 134 (b) (10)]

Each college has a designate Title IX officer, and each post-secondary student has an assigned advisor. The NHED district started a Student Success Committee in 2016. This committee's charge is to disseminate and enhance effective practices that increase student enrollment and retention. In addition, MRC has been an active participant in the HLC Persistence and Completion Academy. Through this initiative, the college has shifted resources directly to a retention specialist position.

- Describe connections to local, regional and state wide initiatives that support special populations, e.g. STEM Equity Pipeline, Employment First, etc. Sec.134 (b) (3) (8A &B)]

The East Range Consortium participated in a STEM Summit for all of Northeast Minnesota. It was from this summit that opened the pathways for the region to host the MINDTREKKERS on behalf of Michigan Tech. The past three years MRC has hosted Women in Engineering, and we have hosted over 100 women for a two-night program.

- Describe strategies and outcomes adopted to overcome barriers for special populations and increase rates of access and success in CTE programs. [Sec. 134 (b) (8 A.) and [Sec. 134 (b) (8 B.)]

Each student is assigned an advisor and is required to meet with that advisor once a semester at minimum. Each campus has a title VI official for providing disability accommodations. Each campus has a title IX officer to address gender disparity issues or concerns. Recently, the college has developed a new early alert program to enhance communication between staff and faculty to increase the retention numbers. At the beginning of each semester financial literacy programs are used to help with financial matters and challenges that arise in college. New students are required to complete a campus safety video (PETSAs) that is intended to reduce and education students about dangerous situations.

At the post-secondary level there are professional tutors that are able to provide supplemental instruction. At the secondary level Title I and Para's are hired to support learning and program completion.

The East Range Consortium works with Nett Lake and St. Louis County Schools for programming with Native American students. Students spend a day experiencing CTE programs on multiple campuses with faculty and staff.

- Describe how individuals in special populations will not be discriminated against based upon their status. [Sec. 134 (b) (9)]

Each secondary institution follows the federal guidelines regarding non-discrimination practices. Each post-secondary institution has an open admissions policy. In the past five years, each post-secondary institution has completed an Office of Civil Rights review.

- Describe strategies to provide access to high-skill, high-wage or high-demand occupations that lead to self-sufficiency [Sec. 134 (b) (8 C.)]

We provide identical strategies to seek high skill and high wage employment for all students. The special population students are encouraged to collaborate with the Workforce Centers, and disability services to support their learning goals.

Once a year students are invited to the Eveleth Campus to participate in the Mesabi Range Skills Fair. This is a competitive event involving the CTE programs. Students in the region are also invited to participate in a variety of regional job and career fairs. Schools often apply for Perkins Tech Prep Mini Grants to help support student participation. Opportunities like these show case technical skills that will be needed in the workplace. Employer participation reinforces the need for specialized training for high skill, high wage and high demand careers in the region.

- Describe how expectations are consistent for all learners in high school and college including members of special populations [Sec. 134 (b) (3)]

All learners are expected to achieve the learning outcomes associated with the particular course or courses they are enrolled in. There are accreditation requirements associated with each CTE program. These accreditation processes serve as a vital component to maintaining equity in student engagement and student performance.

Secondary students with Individual Education Plans (IEP) are accommodated in the technical programs. Often times a PERA will assist students so they can take a CTE course.

Goal 3: Improve Service to Special Populations

Goal 3 Objectives

Goal 3 Objectives 1	
Required/Permissive Uses 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, P8 Teacher Preparation
Strategies	
Enhance partnership with transition to two year and four year post secondary and STEM programs.	
Continue collaborative pathways with business and industry.	
Collaborate area high schools 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; Skills Fair, Job Fair, student shadowing, and Academic Journeys	
Measures	
Continue to monitor/measure ALI Perkins course enrollment for grades 11 & 12	
Reallocation Explanation	
Post-Secondary Required Activities	\$50,000.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$50,000.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$0.00

Total		\$50,000.00
Goal 3 Objectives 2		
Required/Permissive Uses 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 of consortium CTE participants, CTE programs, Career Pathways and TSA and POS		
Outcomes		
Secondary and post-secondary collaboration events designed to promote curriculum awareness.		
Secondary to post secondary transitioning, and workforce development.		
Measures		
Two professional development workshops with secondary and post secondary partnersh.		
Reallocation Explanation		
Post-Secondary Required Activities		\$0.00
Post-Secondary Permissible Activities		\$0.00
Post-Secondary Admin Cost		\$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		\$250.00
Secondary Permissible Activities		\$500.00
Secondary Admin Cost		\$0.00
Secondary Reserve		\$0.00
Secondary Reallocation Basic		\$0.00
Secondary Reallocation Reserve		\$0.00
Secondary Total		\$750.00
Total		\$750.00

Goal 4 Narrative

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

Your Goal 4 Narrative: must include descriptions of the following elements:

1. Describe flexibility in scheduling and formats that provide access for students [Sec. 135 (c) (9)]
2. Describe implementation of continuum of service provision relative to A) programs of study and B) early college credit opportunities [Sec. 135 (c) (10)]
3. Describe student services that enhance student transition [State Plan]/li>
4. Describe transition of adult learners into the workforce [Sec. 135 (c) (9)]
5. Describe Continuum of Service Provisions/Brokering with other consortia [State Plan]
6. Describe improvement of enrollment, retention and completion for military veterans, underemployed, and unemployed adults [Sec. 135 (c) (9)]

[5,000 word limit]

1. Describe flexibility in scheduling and formats that provide access for students [Sec. 135 (c) (9)]
2. Describe implementation of continuum of service provision relative to A) programs of study and B) early college credit opportunities [Sec. 135 (c) (10)]

The East Range Consortium has accessed regional CTE offerings through ALI, secondary and post-secondary for students. This has created flexible programming for rural students. Students are allowed to enroll in ALI courses, Concurrent courses, and PSEO.

MRC recently completed an on-line accreditation process with the Early Childhood and Business Operations program, and we now offer both of those programs via on-line format.

The RPOS that has been developed is offered at the Eveleth Campus. Regional secondary schools collaboratively bus students to Eveleth and they complete a medical field's course. This course uses the NA/HAA exam at the conclusion of the semester. Students earn a certification that assists them in their transition to a RN or PN program or directly into the workforce.

The NA/HAA program is offered to rural secondary schools on site by Mesabi Range instructors. Distance is a factor in the large geographic consortium. Students in St Louis County Schools (Cherry and Northeast Range) and Ely benefit from post secondary courses offered at the high school. Currently discussions are taking place to expand this during FY18 to include Northwood's High School.

Shared transportation is used as a means to provide greater access to the secondary students. Students have access to food occupations program at MIB and welding at VHS. In the fall of 2017 Eveleth-Gilbert High School has arranged PSEO courses with MRC to offer classes in woods and Graphic Design Media.

3. Describe student services that enhance student transition [State Plan]/li>

The consortium offers technical skill assessments in a variety of programs. Career planning is available at the secondary and post-secondary level. The post-secondary district has a robust Student Success Committee that drives effective practices across the college's services departments. Each post-secondary institution has a supervised occupation release program that allows students who have gained employment to leave for work 6 weeks early and complete their degree through on-line and flexible schedules.

Each college has a success new student orientation program that is used to prepare students for the following year's academic and technical rigor.

In FY 18 Mesabi Range College will assign an individual on the Eveleth Campus to conduct a series of dialogs with CTE faculty about TSA's. The initial conversation will focus on existing Programs of Study that are in place for the East Range Consortium, and will expand to include other CTE programs. The responsibility will be for this individual to work in partnership with the post secondary and secondary consortium directors and identify with faculty those TSA's that best match the existing curriculum and industry standards.

This individual will also work to develop additional Programs of Study for the East Range Consortium. The expectation is to identify multiple pathways in multiple consortium partners that have not been completed to date.

The East Range Consortium has identified this area as an area of need for the consortium. It is our expectation that this person who we have identified will serve as the conduit between Perkins Coordinators and faculty.

The result in developing these RPOS is to equip students with additional credentialing in conjunction with their certificate, diploma or award. The desire is that the additional credentialing will lead to greater employment opportunities.

4. Describe transition of adult learners into the workforce [Sec. 135 (c) (9)]

Each CTE program relies on the connections to business and industry. At multiple points during the semester, business and industry representatives will connect with post-secondary faculty. It is though some of these informal connections that students are able to transition into careers. Another vehicle that assists in transitions is the college advisory boards. Students will also utilize the services at the Workforce Centers.

5. Describe Continuum of Service Provisions/Brokering with other consortia [State Plan]

The East Range Consortium offers concurrent enrollment opportunities through all of the NHED institutions. There are currently multiple shared CTE programs across the district. Rainy River and Mesabi Range partner to share Early Childhood and Business Operations programming. Itasca sends their engineering program to MRC. Student can complete the AAS in engineering and then complete BA through MSU-Mankato. The East Range Consortium also provides opportunities in Silver Bay and Two Harbors.

6. Describe improvement of enrollment, retention and completion for military veterans, underemployed, and unemployed adults [Sec. 135 (c) (9)]

The NHED colleges have a shared position for military service veterans. This supplemental service is used to assist veterans in their degree completion.

The Eveleth campus has the GED testing services on campus, and that process is offered through the technical recruiter/advisor/secondary connections coordinator. This is an intentional position that works to assist students in their transition to post-secondary program.

The NHED schools have hired a regional recruiter through a partnership with IRRRB to grow enrollment. This regional recruiter is officed in the Metro area. The district has made the choice to market and promote over 100 CTE programs in the metro area to grow the NE enrollment at NHED institutions. (www.nhed.edu)

Our region has limited work based experience offerings for students enrolled in a CTE program. It is difficult to supplant educational opportunities with some of the regions collective bargaining units. This remains a challenge for our consortium in this region.

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

Goal 4 Objectives

Goal 4 Objectives 1	
Required/Permissible Uses of Funds*	R2 Programs of Study, R3 All Aspects of an Industry, R4 Develop/Improve/Expand the use of 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, P11 Entrepreneurship
Strategies	
a	
Outcomes	
a	
Measures	
a	
Reallocation Explanation	
Post-Secondary Required Activities	\$49,827.03
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$20,172.97
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$70,000.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$2,000.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$2,000.00
Total	\$72,000.00

Goal 5 Narrative

Narrative for Goal 5: Sustain the Consortium

Your Goal 5 Narrative must include descriptions of the following elements:

1. Describe self-assessment of consortium systems and operations, including fiscal and administration [Sec. 135 (c) (20)]
2. Describe the use of data for evaluation of student success and continuous program improvement [Sec. 134 (b) (2 & 7) and Sec. 135 (c) (19)]
3. Describe shared responsibility among all partners for collaboration and accountability for success [State Plan]
4. Describe collaborative budget development [State Plan]
5. Describe collaborative initiatives between the consortium and stakeholders [Sec. 134 (b) (5)]
6. Describe promotion of consortium CTE vision [State Plan]

[5,000 words]

1. Describe self-assessment of consortium systems and operations, including fiscal and administration [Sec 135 (c) (20)]

The East Range Perkins Consortium has a long standing partnership between educators and businesses throughout the geographic area we serve. Mission Statement: *East Range Partnership connects business and education with learners to prepare them for a productive future through educational and career opportunities.*

Teachers and business leaders work together on a regular basis to network, exchange information and participate in local, regional, state and national learning opportunities.

The consortium board is an active hands-on board that meets approximately 8 times a year to review faculty and/or district curriculum, needs, initiatives, and financial requests. In many respects the grant year begins in the spring as the new Perkins grant is written. Each eligible Perkins faculty member is sent a request form to provide the board a working document of things they are looking to implement the following year, supplies, equipment, travel, professional development funds etc. The principals from each school then review the requests and identify priorities and needs. This is then recommended to the full board and written into the grant with all grant goals.

The East Range Partnership Board meets in late April or early May to review the current Perkins Grant Application. School, community and business partners at this meeting have the opportunity make any additional recommendations or changes prior to approving and submitting the final grant application. This is the base of our strong consortium that has been sustained for over 25 years.

Describe the use of data for evaluation of student success and continuous program improvement [Sec. 134 (b) (2 & 7) and Sec.135 (c) (19)]

In addition to eight regular meetings small groups meet to discuss specific areas of need or to plan events. An example is the spring principals meeting. In April of each year, all secondary principals meet with the secondary Perkins Coordinator to review Perkins P File information. Districts review their data individually and collectively as a group to find ways to improve performance. It is a wonderful opportunity to discuss what is working and/or what is not and build improvement plans for the future. In 2017, Kari-Ann Ediger joined the principals to give a state overview and specific detail for the East Range Consortium. Principals unanimously agreed this would be great benefit, to have her present every year.

3. Describe shared responsibility among all partners for collaboration and accountability for success [State Plan]

Students are supported through the POS courses supplemented through the Applied Learning Institute Programs of study have been determined through collaboration with secondary, post secondary and state agencies. This collaboration is designed to align northeast MN workforce needs and existing secondary and post secondary resources. These high skill high wage high demand employment areas can be reviewed and evaluated for curriculum changes, equipment needs and changes in employer growth or staffing shifts. This process of CTE program review and restructure relies on the skills and expertise of the secondary and post secondary instructors, business and industry partners, advisory boards ALI contributors and IRRRB.

The Applied learning institute receives money from the Minnesota State Legislature. The ALI board is comprised of 17 superintendents across northeast Minnesota. The executive council is comprised of selected superintendents, President of Northeast Higher Education District, and a member from the Iron Range Resources and Rehabilitation Board. This executive council is responsible for planning and directing the use of ALI funds to support and grow CTE programs in Northeast Minnesota. The East Range Consortium works in partnership with ALI and uses Perkins dollars to support pathways and programming that needs funding or personnel support. The East Range Consortium attempts to align fiscal resources with ALI programming to maximize efficiencies across the region.

4. Describe collaborative budget development [State Plan]

The East Range Partnership meets approximately 8 times a year and reviews budget, purchases, mini grants and activities at each meeting.

The partnership has a collaborative plan which starts every year at the annual March meeting. At that time the consortium discusses new initiatives and begins the next fiscal year plan. Joint conversations occur between post-secondary, secondary and business and industry partners.

Secondary instructors have two CTE program requests that are submitted to the coordinator for preliminary review and recommendation by principals. This is done in early April at the same time Perkins P File information is reviewed. Eligible secondary staff may request supplies and/or equipment needed and professional development opportunities. Principals review the requests and submit recommendations to the board for approval. The East Range Partnership meets in late April or early May to review the entire grant application and votes to approve it. Once approved, the Perkins Grant is submitted for state approval.

Beginning in late FY17 and extending into FY18 a new revised "CTE Awareness" plan will take place. This will include but not limited to, new marketing materials, CTE Open House, social media and community presentations.

5. Describe collaborative initiatives between the consortium and stakeholders [Sec. 134 (b) (5)]

In Spring of 2016 Mesabi Range College partnered with United Taconite (CLIFFS Mining Foundation) Essentia Health Virginia Foundation and St. Luke's Hospital and received \$150,000.00 of grant funding to assist in renovating the nursing lab space on the Eveleth Campus. The construction for this project was completed in August of 2016.

In the fall of 2016 NHED partnered with IRRRB, DEED and Minnesota State to align HEAPR funds for a significant construction project on the Eveleth Campus in the Welding program. DEED supported Mesabi Range College with a \$237,000.00 investment for equipment, and Minnesota State and IRRRB provided an additional 160,000.00. The regional support shows a great example of community collaboration to support CTE training and future employment.

Rainy River College led the region in hosting a health care open forum with the aid of Senator Al Franken. The regions health care providers collaborated on signaling opportunities and barriers in our regions' ability to provide health care in rural Minnesota.

It's important to recognize and support the contributions of the Applied Learning Institute. The level of engagement between secondary and post-secondary has supported and grown program development and curriculum changes that match industry standards. The long-range planning and vision of ALI has benefitted the regions capacity to offer expanded CTE.

6. Describe promotion of consortium CTE vision [State Plan]

The East Range Partnership highly encourages CTE training opportunities for all Perkins staff, principals, coordinators and consortium board members. This has been highly effective in creating and expanding other CTE opportunities. Examples would include; MN CTE Works Conference, MACTA, ACTE, NCPN, ACTE Vision as well as all local, regional and state offered trainings.

Business and industry partners are active in participating with area CTE instructors to provide career explorations opportunities in all CTE areas. A good example of this is the Industrial Technology Workshop held each year. In FY17 Perkins staff had the opportunity to tour United Taconite/Cliffs (East Range Partnership Board member John Baxter was the official tour guide) which included a tour of the mine pit, blasting, collection and hauling operation Tour of shop area where equipment is maintained and/or adjusted welding, hydraulics, mechanical, and electrical skills. The IT staff also toured the new Highway 53 Bridge Project. FY18 planning has started for next year, but location and tours will not be finalized until January 2018.

Beginning in late FY17 and extending into FY18 a new revised "CTE Awareness" plan will take place. This will include but not limited to, new marketing materials, CTE Open House, social media and community presentations.

Secondary schools continue to encourage new staff to complete all CTE licensing expectations.

Each spring secondary schools are encouraged to submit an implantation plan for ALI funds. The ALI board then communicates those implementation plans to post secondary schools for feedback on logistics, faculty work load issues, facility requirements, and equipment needs. These implantation plans are then used to support the Perkins efforts for growing and supporting CTE programs. Encouraging regional educational opportunities, on line video conferencing and expanded curriculum.

Goal 5: Sustain the Consortium of Secondary and Postsecondary Institutions

Goal 5 Objectives

Goal 5 Objectives 1	
Required/Permissive Uses 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 , P5 Mentoring/Support Services, P7 Equipment Leasing/Purchasing/Upgrading, P8 Teacher Preparation, P9 Alternative Formats, P10 Student Transition
Strategies	
East Range Partnership collaboration with Applied Learning Institute	
Outcomes	
Maintain meeting presence	
POS/Pathway Development	
Participation in regional ALI meetings	
Brokering of Services to non consortia partners	
Measures	
Align Perkins resources to expand CTE opportunities with ALI	
POS will be reviewed annually by consortia staff	
TSA implementation where appropriate	
Reallocation Explanation	
Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$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	\$4,000.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$4,000.00
Total	\$4,000.00

Goal 5 Objectives 2	
Required/Permissive Uses 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 , R8 Size/Scope/Quality, R10 Collaboration, R11 Articulation, P1 Advisory Committees, P2 Counseling, P3 Work-Based Experiences, P5 Student Organizations , P10 Student Transition
Strategies	
Maintain the East Range Partnership collaboration.	
Maintain and establish and expand CTE awareness and programs	
Outcomes	
Maintain regular East Range Partnership meetings. Members are informed and engaged at all levels.	
Accurate information and records are maintained. Information is disseminated to local board members, and state institutions (MDE & Minnesota State)	
Encourage and organize tours of industries that relate to CTE programs and interactive project based curriculum.	
Integrate community and business partners with STEM projects	
Continue and expand advisory board participation for technical programs	
Measures	
Maintain and expand business partners on consortia board.	
Local, regional, state and federal reporting is completed	
Maintain relationships with area employers to create career exploration opportunities for staff and students.	
Maintain and expand support of technical tours and conferences for staff and board members to expand knowledge of CTE programs.	
Expand shared Advisory Board concept with secondary and postsecondary partners.	
Reallocation Explanation	
Post-Secondary Required Activities	\$3,300.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$9,200.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$12,500.00
Secondary Required Activities	\$12,800.00
Secondary Permissible Activities	\$3,533.00
Secondary Admin Cost	\$3,467.00
Secondary Reserve	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$19,800.00
Total	\$32,300.00

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)	\$0.00

Calculate Goals

Do you want to calculate all budget goals? Yes

Budget Goal 1

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Admin Cost	Post-Secondary Reserve	Post-Secondary Reallocation Basic	Post-Secondary Reallocation Reserve	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Admin Cost	Secondary Reserve	Secondary Reallocation Basic	Secondary Reallocation Reserve	Secondary Total	Row Total
Goal 1 Total	\$8,000.00	\$0.00	\$0.00	\$0.00	\$1,967.33	\$1,361.51	\$11,328.84	\$13,773.00	\$800.00	\$0.00	\$0.00	\$2,819.68	\$1,036.15	\$18,428.83	\$29,757.67

Budget Goal 2

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Admin Cost	Post-Secondary Reserve	Post-Secondary Reallocation Basic	Post-Secondary Reallocation Reserve	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Admin Cost	Secondary Reserve	Secondary Reallocation Basic	Secondary Reallocation Reserve	Secondary Total	Row Total
Goal 2 Total	\$500.00	\$1,009.71	\$0.00	\$7,335.96	\$0.00	\$0.00	\$8,845.67	\$16,278.68	\$4,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$20,278.68	\$29,124.35

Budget Goal 3

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Admin Cost	Post-Secondary Reserve	Post-Secondary Reallocation Basic	Post-Secondary Reallocation Reserve	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Admin Cost	Secondary Reserve	Secondary Reallocation Basic	Secondary Reallocation Reserve	Secondary Total	Row Total
Goal 3 Total	\$50,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$50,000.00	\$250.00	\$500.00	\$0.00	\$0.00	\$0.00	\$0.00	\$750.00	\$50,750.00

Budget Goal 4

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Admin Cost	Post-Secondary Reserve	Post-Secondary Reallocation Basic	Post-Secondary Reallocation Reserve	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Admin Cost	Secondary Reserve	Secondary Reallocation Basic	Secondary Reallocation Reserve	Secondary Total	Row Total
Goal 4 Total	\$49,827.03	\$0.00	\$0.00	\$20,172.97	\$0.00	\$0.00	\$70,000.00	\$0.00	\$2,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$2,000.00	\$72,000.00

Budget Goal 5

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Admin Cost	Post-Secondary Reserve	Post-Secondary Reallocation Basic	Post-Secondary Reallocation Reserve	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Admin Cost	Secondary Reserve	Secondary Reallocation Basic	Secondary Reallocation Reserve	Secondary Total	Row Total
Goal 5 Total	\$3,300.00	\$0.00	\$0.00	\$9,200.00	\$0.00	\$0.00	\$12,500.00	\$12,800.00	\$7,533.00	\$3,467.00	\$0.00	\$0.00	\$0.00	\$23,800.00	\$36,300.00

Goal Totals

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Admin Cost	Post-Secondary Reserve	Post-Secondary Reallocation Basic	Post-Secondary Reallocation Reserve	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Admin Cost	Secondary Reserve	Secondary Reallocation Basic	Secondary Reallocation Reserve	Secondary Total	Row Total
Goal Total	\$111,627.03	\$1,009.71	\$0.00	\$36,708.93	\$1,967.33	\$1,361.51	\$152,674.51	\$43,101.68	\$14,833.00	\$3,467.00	\$0.00	\$2,819.68	\$1,036.15	\$65,257.51	\$217,932.02

Secondary Supplemental Budget Sheet

Description	File Name	File Size
Perkins FY17-18 Secondary Budget	East Range 2017-2018 budget summary.xlsx	72 KB
Perkins FY17-18 Secondary Budget	East Range 2017-2018 budget summary.xlsx	72 KB

Secondary Budget Reallocation

Description	File Name	File Size
East Range Reallocation funding	East Range Perkins Budget Summary reallocation spreadsheet (17-18).xlsx	53 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	\$15,000.00
Totals	\$32,000.00

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:* \$0.00

Post-Secondary

Total percentage of time for Coordinators of Perkins:* 0%

Coordinator Budget:* \$0.00

Perkins Dollars

Perkins-Funded Positions

Person's Name	Position	File Folder # (secondary)	Amount	Attach Position Description
Shannon Malovrh	Perkins Consortium Coordinator		\$43,110.00	wg_Position Discription.doc
Kevin Langdon	Secondary Connections Coordinator		\$30,000.00	wg_ Kevin Langdon 2017.doc
Jeanette Cox	Academic Resource Center		\$3,600.00	wg_Cox Jeanette PD 3 31 15.pdf
Richard Larson	Academic Resource Center		\$4,400.00	wg_Larson Richard PD.pdf
Tracy Delich	Counselor		\$25,000.00	wg_COUNSELOR DEFINITION MSCFPDF.pdf
			\$106,110.00	

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	
Early Alert	
We modified our Early Alert Form to an online form located in D2L. It was implemented beginning Spring 2017 on the Virginia campus.	
There were 27 faculty members "enrolled" in the online early alert form. We had 12 (44%) members submit 80 early alerts online throughout Spring 2017.	
Goals –	
<ol style="list-style-type: none"> 1. We will implement the online Early Alert Form on the Eveleth campus for Fall 2017. 2. We will increase the participation rate to 75% amongst all faculty on both campuses. 	
Action Item	
<ol style="list-style-type: none"> 1. This summer, we will look at each Early Alert that was submitted, who contacted the student, what the concern/issue was, the timing or week of the semester that the early alert was submitted, the student's overall semester GPA, and if these students registered for Fall 2017. We will also identify students on the academic warning and suspension lists who are also on the Early Alert spreadsheet. 2. Create and implement a form/checklist that our Retention Specialist can use with the student athletes who have an Early Alert. 3. Faculty roll-out on Early Alert Form and process at Duty Day – August 2017. 4. Track tutoring – how many students are utilizing tutors, which subjects, amount of time spent with tutors. 5. Identify responsible persons for each part of project 6. Recommendation is to track data for a specific cohort – example fall 2017 up to 200% of the time. 7. Set output targets – faculty participation, Early Alerts to course completion, success completion of semester, 100% of students will be contacted. 8. Come up with a timeline for what happens after fall semester – communication timeline, response timeline, data review timeline, academy participation timeline. 9. In the network, continue to follow schools who have Early Alert programs and tutoring programs. 	
Comprehensive engagement across two campuses for the Early Alert program.	
100 percent faculty participation in the Early Alert Program.	
Each semester publish institutional metrics on project and outcomes.	
Increase Fall to Fall retention by 20-25 percent.	
Increase graduation rates for under represented students by 10-15 percent (students of color-currently grad rates @16% transfer rates @53.	
http://www.mesabirange.edu/assets/files/depts/student_resources/Mesabi%20Range%20SRTK%202016.pdf	
Each semester install development programs to assist with early alert submission and participation.	
Develop feedback and participation dialog for faculty and staff to maximize efforts and energy.	
The long range goal also includes developing a start to predictive analytics.	

<http://www.mesabirange.edu/assets/files/depts/misc/PC%20Flowchart.pdf>

<http://www.mesabirange.edu/assets/files/depts/misc/logicmodel.pdf>

Resources Needed	D2L Brightspace, personnel, communication tools(e-mail, internet) and excel data base.
Timeline	Fall 2017 will begin new retention platform for MRC.
Person(s) Responsible	David Dailey, Advising staff, counseling staff, faculty, and administrative support.
How will progress be documented?	Fall to spring retention Fall to fall retention
Sub-populations or groups where gap exists:	Students of color
Describe any contextual factors that might contribute to this gap:	
Further Information	
MRC is enrolled in the Higher Learning Commissions Persistence and Completion Academy. We are able to leverage this work to coincide with our long range and short-range retention goals and needs. We are currently on version 5 of the HLC P& C Academy and are excited to have developed a robust retention strategy for fall 2017.	

Improvement Plan Action Steps 2	
Indicator Number (i.e. 1S1 or 2P1)*	6S1 – Nontraditional participation
Action Steps to improve the performance	
Nontraditional participation is on going area of concern. Teachers and counselors encourage all students to take elective courses that promote their career path. However, students cannot be forced to take an elective to increase performance targets.	
Programs will be marketed without gender bias and will highlight current females identified in programs that are traditionally male programs and males in programs that traditionally female.	
Non-traditional professionals will be encouraged to participate in work-based learning activities.	
Principals continue to explore optional electives that may have more non-trad options. Example female welding class. This only can be offered if actual registered numbers of students allow it to run. Creation of new CTE courses that provide nontraditional students with high skill, high wage and demand opportunities will continue to be explored in our small rural high schools.	
Principals met in April 2017 to review data with Kari-Ann Ediger. Pulling apart the data it appears MIB and Virginia brought the target down. Virginia shared this percentage should may improve next year with female students in a computer technology class that has been added. MIB felt that the numbers also might not have been accurately reported which would have affected final target percentage the consortium continues to work on accuracy of reported data.	
Resources Needed	Counseling time to meet with students to showcase non-trad CTE courses. Not traditional business and industry representatives
Timeline	Dedicated time in the spring to highlight courses.
Person(s) Responsible	Counselors, Principals
How will progress be documented?	Additional courses and/or student participation
Sub-populations or groups where gap exists:	Virginia and MIB had lowest percentage during FY16
Describe any contextual factors that might contribute to this gap:	MIB felt data might have been reported incorrectly which would have increased percentage for the school and consortium as a whole.
Further Information	
Principals met in April 2017 to review data with Kari-Ann Ediger. Pulling apart the data it appears MIB and Virginia brought the target down. Virginia shared this percentage should may improve next year with female students in a computer technology class that has been added. MIB felt that the numbers also might not have been accurately reported which would have affected final target percentage the consortium continues to work on accuracy of reported data.	

Related Improvement Plan documents

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:*	1S1 – Academic Attainment in Reading/ Language Arts
Negotiated Performance: *	59.92%
Actual Performance: *	57.81%
General strategies planned to improve performance:	
Principals met in April 2017 to review data with Kari-Ann Ediger. Pulling apart the data it appears Eveleth-Gilbert and Mesabi East brought the target down. This format of review was so beneficial principals asked if it could be repeated each year as the individual data discussion was very impactful.	
Comments or context for actual performance (optional):	
Eveleth-Gilbert principal shared this percentage should improve next year with an increased focus in English courses and technical writing. She will be meeting with staff on a way to incorporated more technical writing into the curriculum. Mesabi East only reported 3 students, however the percentage was 33.33 or 1 in three passed. The same areas of improvement will be discussed at Mesabi East. It should be noted, all principals felt this could be a goal for all districts.	
Improvement Report 2	
Indicator Not Met:*	2S1 – Technical Skill Attainment
Negotiated Performance: *	72.00%
Actual Performance: *	66.67%
General strategies planned to improve performance:	

Principals met in April 2017 to review data with Kari-Ann Ediger. This format of review was so beneficial principals asked if it could be repeated each year as the individual data discussion was very impactful. Pulling apart the data it appears Eveleth-Gilbert and Virginia brought the target down. In reviewing the data, this is incorrect, as several other schools should have reported TSA data

Comments or context for actual performance (optional):

Changes in the data reporting personal may have been part of the lower percentage or error. Principals will make an effort to review data after it's entered. In addition, participation in state webinars will be highly encouraged for data entry people.

Improvement Report 3

Indicator Not Met: * 3P1 – Student retention or transfer

Negotiated Performance: * 23%

Actual Performance: * 20.27%

General strategies planned to improve performance:

Early Alert

We modified our Early Alert Form to an online form located in D2L. It was implemented beginning Spring 2017 on the Virginia campus.

There were 27 faculty members "enrolled" in the online early alert form. We had 12 (44%) members submit 80 early alerts online throughout Spring 2017.

Goals –

1. We will implement the online Early Alert Form on the Eveleth campus for Fall 2017.
2. We will increase the participation rate to 75% amongst all faculty on both campuses.

Action Item

1. This summer, we will look at each Early Alert that was submitted, who contacted the student, what the concern/issue was, the timing or week of the semester that the early alert was submitted, the student's overall semester GPA, and if these students registered for Fall 2017. We will also identify students on the academic warning and suspension lists who are also on the Early Alert spreadsheet.
2. Create and implement a form/checklist that our Retention Specialist can use with the student athletes who have an Early Alert.
3. Faculty roll-out on Early Alert Form and process at Duty Day – August 2017.
4. Track tutoring – how many students are utilizing tutors, which subjects, amount of time spent with tutors.
5. Identify responsible persons for each part of project
6. Recommendation is to track data for a specific cohort – example fall 2017 up to 200% of the time.
7. Set output targets – faculty participation, Early Alerts to course completion, success completion of semester, 100% of students will be contacted.
8. Come up with a timeline for what happens after fall semester – communication timeline, response timeline, data review timeline, academy participation timeline.
9. In the network, continue to follow schools who have Early Alert programs and tutoring programs.

Comprehensive engagement across two campuses for the Early Alert program.

100 percent faculty participation in the Early Alert Program.

Each semester publish institutional metrics on project and outcomes.

Increase Fall to Fall retention by 20-25 percent.

Increase graduation rates for under represented students by 10-15 percent (students of color-currently grad rates @16% transfer rates @53.

http://www.mesabirange.edu/assets/files/depts/student_resources/Mesabi%20Range%20SRTK%202016.pdf

Each semester install development programs to assist with early alert submission and participation.

Develop feedback and participation dialog for faculty and staff to maximize efforts and energy.

The long range goal also includes developing a start to predictive analytics.

<http://www.mesabirange.edu/assets/files/depts/misc/PC%20Flowchart.pdf>

<http://www.mesabirange.edu/assets/files/depts/misc/logicmodel.pdf>

Comments or context for actual performance (optional):

Improvement Report 4

Indicator Not Met: * 4S1 – Student graduation rate

Negotiated Performance: * 93.53%

Actual Performance: * 91.67%

General strategies planned to improve performance:

Principals met in April 2017 to review data with Kari-Ann Ediger. This format of review was very beneficial to principals and they requested it be repeated each year as the individual data discussion was very impactful. Pulling apart the data it appears Mountain Iron-Buhl and Virginia brought the target down.

Comments or context for actual performance (optional):

In reviewing the data, principals noted that more and more students are exiting for an alternative educational option available to their schools. Some students are leaving for an 18-21 Special Education program that counts against graduation. Virginia noted that they had two students leave for this program and had two foreign exchange students who returned home which also affected total graduation numbers.

Improvement Report 5

Indicator Not Met: * 6S1 – Nontraditional participation

Negotiated Performance: * 32.99%

Actual Performance: * 29.45%

General strategies planned to improve performance:

Programs will be marketed without gender bias and will highlight current females identified in programs that are traditionally male programs and males in programs that traditionally female.

Non-traditional professionals will be encouraged to participate in work-based learning activities.

Principals continue to explore optional electives that may have more non-trad options. Example female welding class. This only can be offered if actual registered numbers of students allow it to run. Creation of new CTE courses that provide nontraditional students with high skill, high wage and demand opportunities will continue to be explored in our small rural high schools.

Principals met in April 2017 to review data with Kari-Ann Ediger. Pulling apart the data it appears MIB and Virginia brought the target down. Virginia shared this percentage should may improve next year with female students in a computer technology class that has been added. MIB felt that the numbers also might not have been accurately reported which would have affected final target percentage the consortium continues to work on accuracy of reported data.

Comments or context for actual performance (optional):

Nontraditional participation is on-going area of concern. Teachers and counselors encourage all students to take elective courses that promote their career path. However, students cannot be forced to

take an elective to increase performance targets.

Improvement Report 6

Indicator Not Met: *	6S1 – Nontraditional participation
Negotiated Performance: *	32.99%
Actual Performance: *	29.45%

General strategies planned to improve performance:

Principals met in April 2017 to review data with Kari-Ann Ediger. Pulling apart the data it appears MIB and Virginia brought the target down. Virginia shared this percentage should may improve next year with female students in a computer technology class that has been added. MIB felt that the numbers also might not have been accurately reported which would have affected final target percentage the consortium continues to work on accuracy of reported data. Programs will be marketed without gender bias and will highlight current females identified in programs that are traditionally male programs and males in programs that traditionally female.

Non-traditional professionals will be encouraged to participate in work-based learning activities.

Principals continue to explore optional electives that may have more non-trad options. Example female welding class. This only can be offered if actual registered numbers of students allow it to run. Creation of new CTE courses that provide nontraditional students with high skill, high wage and demand opportunities will continue to be explored in our small rural high schools.

Comments or context for actual performance (optional):

Nontraditional participation is on-going area of concern. Teachers and counselors encourage all students to take elective courses that promote their career path. However, students cannot be forced to take an elective to increase performance targets.

Statement of Assurances & Certifications

Description	File Name	File Size
College Signature Page	College Signature Page.pdf	114 KB
College Signature Page	College Signature Page.pdf	114 KB
Ely Signature Page	Ely- Signature Page.pdf	99 KB
Eveleth-Gilbert Signature Page	Eveleth-Gilbert Signature Page.pdf	75 KB
Eveleth-Gilbert Signature Page	Eveleth-Gilbert Signature Page.pdf	75 KB
International Falls Signature Page	I Falls Signature Page.pdf	691 KB
International Falls Signature Page	I Falls Signature Page.pdf	691 KB
Littlefork-Big Falls Signature Page	Littlefork- Big Falls Signature Page.pdf	105 KB
Littlefork-Big Falls Signature Page	Littlefork- Big Falls Signature Page.pdf	105 KB
Mesabi East Signature Page	Mesabi East Signature Page.pdf	689 KB
Mountain Iron-Buhl Signature Page	MIB-Signature Page.pdf	116 KB
Mountain Iron-Buhl Signature Page	MIB-Signature Page.pdf	116 KB
Nett Lake Signature Page	Nett Lake Signature Page.pdf	38 KB
St. Louis County Signature Page	St Louis County Signature Page.pdf	115 KB
St. Louis County Signature Page	St Louis County Signature Page.pdf	115 KB
Virginia Signature Page	Virginia-Signature Page.pdf	9.5 MB
Virginia Signature Page	Virginia-Signature Page.pdf	9.5 MB

Attachments

Description	File Name	File Size
ALI-PSEO-- 2017-2018	ALI PSEO Fall 2017-2018.xlsx	26 KB
ALI-PSEO-- 2017-2018	ALI PSEO Fall 2017-2018.xlsx	26 KB
ALI-PSEO-- 2017-2018	ALI PSEO Fall 2017-2018.xlsx	26 KB
Power Point-President Maki	Bill Maki ALI Presentation April 17 2017.pptx	3.1 MB
Power Point-President Maki	Bill Maki ALI Presentation April 17 2017.pptx	3.1 MB
Power Point-President Maki	Bill Maki ALI Presentation April 17 2017.pptx	3.1 MB
Engineer like a Girl-poster	Engineerlikeagirl poster.pdf	607 KB
Engineer like a Girl-poster	Engineerlikeagirl poster.pdf	607 KB
FINAL_FY18POS TSA planningguide EastRange_7-13-17	FINAL_FY18POS TSA planningguide EastRange_7-13-17.doc	53 KB
FINAL_FY18POS TSA planningguide EastRange_7-13-17	FINAL_FY18POS TSA planningguide EastRange_7-13-17.doc	53 KB
Perkins FY18 Mini Grant Request Form	FY17-18PerkinsTech Prep Mini Grant.doc	41 KB
Perkins FY18 Mini Grant Request Form	FY17-18PerkinsTech Prep Mini Grant.doc	41 KB
Perkins FY18 Mini Grant Request Form	FY17-18PerkinsTech Prep Mini Grant.doc	41 KB
POS-TSA Planning document	FY18POS TSA planningguide EastRange.doc	57 KB
POS-TSA Planning document	FY18POS TSA planningguide EastRange.doc	57 KB
East Range Request form Goal 1	Perkins Request Form 17-18 goal 1.docx	13 KB
East Range Request form Goal 1	Perkins Request Form 17-18 goal 1.docx	13 KB
East Range Request form Goal 1	Perkins Request Form 17-18 goal 1.docx	13 KB
East Range Request Form Goal 2	Perkins Request Form-17-18-Goal 2.docx	14 KB
East Range Request Form Goal 2	Perkins Request Form-17-18-Goal 2.docx	14 KB
East Range Request Form Goal 2	Perkins Request Form-17-18-Goal 2.docx	14 KB

