



MINNESOTA STATE

Career and Technical Education

Application

02058 - FY18 PERKINS APPLICATION - Final Application

02093 - FY18 Itasca Consortium Perkins Application
Perkins IV Consortium

Status: Under Review

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Applicant Information

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Organization Information

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Agency List

School District or College	Secondary Type	I.D. Number (if applicable)
Northland Community Schools	01 public school district	118

Deer River	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		

Summary Narrative Part One

Career and Technical Education Programs:

Q1) How does your plan support the career and 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)]

FY18:

The Itasca Consortium FY18's plan will again be focusing on two specific areas: Programs of Study and Technical Skills Assessments. The consortium will continue to develop our Programs of Study during a time when our high schools are cutting CTE programs due to low numbers and budget cuts. For example, we do not have one FACS program within our consortium. It is and has been very difficult to recruit CTE licensed instructors to our area along with having a shortage of CTE instructors throughout the state.

Our consortium has been and will continue to team up with 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 CTE in our area. ALI has been instrumental in providing Up-to-date technology within some of our CTE programs.

One of our goals this fiscal year will be to continue focusing on TSA's for our Programs of Study. Within FY17 we tested out many different TSA's and have, come up with a few that will fit our POS. We will continue this work into FY18 along with our continued work on our POS. Throughout this process, we will continue working on our improvement plans as we watch for the data to catch up and reflect the work that has been implemented.

FY18 will mark the Program Approval Process and will all be gathering to go through this process as well as discussing our consortium as a whole.

The following information by goal is how the Itasca Consortium plans to use FY18 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
- Provide funding for TSA's
- Development of POS within the consortium

Goal 2

- Student involvement in professional organizations such as FFA, BPA, Supermileage, etc.
- Partnering with Grand Rapids Area Chamber of Commerce @ ICC for interactive career fair

- Development of industry based projects within POS in coordination with local industries
- Support field trips to businesses, community and technical college and other related 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 ICC.

Goal 4

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

Goal 5

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

CTE programing initiatives:

- Our consortium will continue to connect our secondary teachers with our postsecondary instructors to increase collaboration.
- We will continue to host our consortium meetings via telepresence.
- We will offer Accuplacer testing.
- The college and three high schools are working on collaborating on programs specifically in three area: Industrial Technology, Engineering and Automotive
- We will be adding 5-1 credit college courses within our area high schools centered around Industrial Technology

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

The Itasca consortium has been meeting almost monthly to discuss how things are going and where improvements need to be made. This year we agreed on:

- Professional Development: Registration fees, substitute teacher costs, transportation, food, and hotel expenses
- Career Fairs: Substitute teacher costs, transportation, food
- MCIS - splitting some of the cost with the high schools
- 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

Meeting State and Local adjusted levels of Performance

Q2) 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)]

Our consortium still struggles to understand all the data but each year we understand more and more. Therefore, as a consortium we will disaggregate the data so that we know where improvements are needed.

One thing that I struggle with is that our data is lagging and each year you have a different group of students with different needs so what you put in place to correct the situation may not necessarily be necessary for the upcoming students.

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)]

Our consortium's CTE programs in our plan have been 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.
 - Engineering - We are continuing on a new initiative that started in FY17 with ALI to develop engineering course competencies into existing secondary curriculum in order to attract students
 - Nursing - we have a total of four high schools offering the NA program and our goal is to have five by the end of FY18
 - Construction
 - Welding - Each of our schools offer welding course. Some are even trying to offer an all "female" course.
 - Cabinet Making
- Other programs are supported and driven by industry needs through close business relationships.
 - Process Operations - We have received a grant with IRRRB to collaborate with three area high schools in creating career pathways into the college
 - Natural Resources
 - Geographic Information Systems
- Postsecondary programs advisory committees include industry members - High School faculty are encouraged to join these.
 - Process Operations
 - Engineering
 - Nursing
 - Natural Resources

- Due to industry demand - CTE programs attract sufficient enrollment
 - School counselors advise students on CTE programs at both secondary and postsecondary level but in all reality, the instructors have a major influence as to increasing enrollment into their programs.
 - Programs are advertised in each of the schools catalogues
 - Students are exposed to career fairs and college tours throughout the region

- We will continue to work with Ginny Karbowski on our POS and TSA's to make sure we are offering the appropriate test for each POS. The consortium feels like we are making a lot of progress towards establishing a TSA for each of our programs. The consortium has offered many tests so the teacher can decide which tests best suits their course.
 - So far we have been piloting groups of students in determining what will be the best TSA for each POS. We have determined many this year and hope to have more nailed down by the time our Program Approval is due in November.

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)]

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:
 - CTE teachers offer a careers class utilizing the innesota Career Information System (MCIS) to explore various CTE career options
 - High school counselors work with students on MCIS to expore various career 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 intersts
- 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 reources enhance an understanding of all aspects of industry
 - Industry tours
 - Community and technical college career fairs
 - Work experience programs
 - Women in Engineering Day at Itasca Community College
 - Summer Engineering Camps
 - Anishinabe DDay at Itasca Community College

By Goal:

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
 - The new Process Operations Program will not be requesting grant funding from Perkins due to a grant they received from IRRRB in coloraboration with Grand Rapids, Greenway and Nashwauk-Keewating

school districts. This grant is funding both professional development and equipment costs to get the program started. It is also providing funding to create career pathways for the program. The grant totals \$770,000.00.

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

- Continue our membership with the Applied Learning Institute (ALI). This is funded by each of the schools.
- Student involvement in professional organizations such as FFA, BPA and supermileage
- Partnering with industry/employers/colleges for career fairs and industry tours

Goal 3: Improve Service to Special Populations

- Target non-traditional students for career events such as Women in Engineering Day, Woodworking for women, Welding for women and Anishinabe Day at Itasca Community College. We have many of our industrial tech teachers that offer courses specifically for women and they fill every time.

Goal 4: Student Transitions

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

Goal 5: Sustain the Consortium of Secondary and Postsecondary Institutions

- Programs of Study project work such as updating POS on the MN POS website so students can see career pathways
- Work with our CTE instructors so that they can work with student on career pathways

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

- Access Home Care
- ASV
- Barr Engineering
- Deer River Duluth Clinics
- Deer River Home Care
- Evergreen Terrace
- Snets Welding
- Minneosta Power
- 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
- Midstate Plastics
- Iron Works
- Lonza
- Remer City Council
- ETC!!!

Summary Narrative Part Two

Comprehensive Professional Development

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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)]

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 - The annual conference is beneficial in 3 main ways, networking, emerging technology, best practices in nursing education. Our team networks with each other and with other nurse educators throughout the state. Every year there are new technologies to embrace. A takeaway from 2017 was incorporating KHoot in the classroom to allow increased interaction from Skype students. During poster presentation and breakout sessions, there are best practice educational topics to learn about. The conference assists us in remaining current in our methods and fulfills our accreditation faculty support requirements.
- ICC will be utilizing other grant funds to support out other programs professional development needs. For example, the Process Operations Program has funds to support training and development. They are planning to attend the North American Process Technology Alliance and Advanced Technological Education Conferences Fall 2017.

Secondary Schools

- CTE Education Conference
- Shop Teacher Workshop
- POS training/yearly updating with counselors
- NTEEA 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)]**

Recruitment and retention are still and will continue to be a struggle within our consortium. Some of our programs mostly at the postsecondary level are working on putting marketing plans together to really show the students what their programs are really about. ICC's Natural Resources Program put an intensive "1st" week of school program together highlighting what it is truly like to be in their program and what it will be like to work in the field. This will allow those who are on the "fence" to decide they either want to continue or if they would like to switch majors before the drop/add deadline.

ICC has also worked very hard on recruiting industry led teachers to teach within our programs to give students the most up-to-date curriculum used within industry. Instructors have come from our local DNR, Paper Company, Power Company and engineering companies. We have been lucky to have the support of our local industries but due to

industries, downsizing it is difficult for them to always support our programs due to the nature of our geographical area. There are only so many businesses in our area.

Lastly, ICC uses Perkins funds to support three CLA positions that help with our retention issues. These folks are there supporting our students when needs arise. Even when funds run out they still come in and support the students which shows how dedicated they are to their programs.

On the secondary side - we are still struggling with recruiting CTE instructors to our area. We realize this is true throughout the state. Our high school principals say that teachers do not get paid anymore if they have a CTE license so at the moment there isn't the incentive to go back to school to complete it.

Evaluate Student Performance and Programs

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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.

At the postsecondary level, many of our programs have required internships and work experience such as Engineering, Natural Resources, Nursing and Process Operations. Our engineering and process operations programs are project-based and require students to complete portfolios that are evaluated. Nursing students have hands-on training evaluations that allow the students to showcase their knowledge.

The secondary students are given the opportunity for job shadowing and work experience opportunities.

Our consortium does not use any Perkins funds to evaluate student performances besides State Approved TSA's.

How Programs of Study Affects Outcomes

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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)]

RPOS Process: The Itasca Consortium decided on Pre-Engineering as our RPOS. It is a strong program in both the secondary and postsecondary schools. ICC in collaboration with the Applied Learning Institute is/has been working on developing a faculty institute, where high school and college faculty in STEM fields will partner in developing a potential imbedded concurrent enrollment option. This option will benefit IASC high schools and high school students in the following ways:

- The broad nature of this proposal will provide greater access to the field of engineering to under-represented students (i.e. female students and students of color).
- This proposal has the potential to create a natural bridge for IASC high school students to pursue a degree in engineering at ICC and other institutions.
- The concurrent enrollment option will be imbedded within a pre-existing STEM course at each high school.
- Course credit will count as an engineering program elective at ICC.

- IASC high schools and faculty members will not need to develop and implement a new course that would be subject to low enrollment.
- High school faculty members will collaborate with ICC Engineering Department faculty members during the summer faculty institute.
- This proposal will be a high quality, low cost alternative to the Project Lead the Way curriculum.

One more laddering step is the option for students to attend a local 4-year Engineering program through Iron Range Engineering.

Our RPOS has an advisory committee already in place for both the secondary and postsecondary programs with industry partners. The main strength of having engineering as our RPOS is that it is well supported region-wide. The Applied Learning Institute provides funds for equipment and training for the program, 4-year transfers are seamless, and our local workforce is eager to hire our students. Another strength is the quality of our instructors at both levels. 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 had in place. In this plan, we continue to support TSA's for the program for both secondary and postsecondary. Equipment, supplies, high school summer engineering camps and related activities continue to be supported by other grants from ALI, Blandin Foundation and other area industries.

Goal 1 Narrative

Narrative for Goal 1: Designing and Implementing Programs of Study

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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.)]

The Itasca Consortium has been meeting via telepresence every other month to discuss POS and career pathways into postsecondary programs. We have made many program and communication improvements by putting standard operating procedures in place to ensure that we are all on the same page. That being said we do have more work to do and will continue to work on this within our FY18 grant. 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.

Three of our schools have received a IRRRB Grant that focuses on career pathways for their students which feeds directly into our POS. The Greenway, Nashwauk-Keewatin and Grand Rapids school districts, along with Itasca Community College are in the process of creating a collaborative STEM (Science, Technology, Engineering and Math) program that would serve 9-12 grade students, college students and also serve as a workforce training center for business and industry in the area and provide state of the art STEM educational opportunities. We will develop a multi-year plan that will consist of three phases.

The key element is to start the 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. Knowing how important these partnerships are, we envision specific vocational programs located at the Grand Rapids High School Tech Center, Greenway High School and Nashwauk High School. Students in 9-12 grade, ICC and industry employees can take courses/training that pertains to their future career of interest or current job based on the program offered at each facility. The grant received was for 2.5 million over the course of three years.

This grant will be instrumental in finding new ways to collaborate on programs and to develop best practices or strategies on how we can bring these programs to our other schools. The focus areas for this grant stem around Process Operations, Healthcare/Nursing, Robotics, Computer aided design and Fabrication. Exciting times in the "Great North"!!

ICC is working with our local high schools to offer more college in the school courses. There are articulation agreements between our schools and is fairly new to ICC because their faculty was not on board for offering CIS so for many years Central Lakes was offering them within our area as well as UMD.

Our consortium has been working on identifying what TSA's will be offered within our POS. We have been working with Precision Exams on determining which ones best fit each of the programs. One of the goals this next year will be for our programs offer both pre and posttests. We are also looking to offer as many industry certifications as possible instead of using one of the Precision Exams. For example within our industrial tech course we are planning on offering OSHA 10 so that students have something to offer employers.

The workforce development board in our area assists adult learners in our area providing training and education to get back into the workforce. For example, ICC has a contract with our local workforce to provide MFIP services within our community. We are also working with the local ABE, continuing education and customized training folks to provide training/courses for our area.

Teachers are required to cover all aspects of the industry within their coursework. Industry contacts and field trips give the students an awareness of all opportunities within industry. For example our consortium sent many of our industrial arts teachers to a conference and one of the opportunities they had was to attend a field trip to MNDOT which spoke of all the career possibilities for students.

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

Goal 1 Objectives

Goal 1 Objectives 1	
Required/Permissive Uses 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	
<ol style="list-style-type: none"> 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 the Program Approval process. 2. Equipment and other instructional materials will be upgraded in existing POS and CTE programs. 3. Equipment and other instruction materials will be purchased for POS and CTE programs. 4. TSA's will be purchased for CTE students within POS. (love all the acronyms!!) 5. Continue development standardized procedures for secondary/postsecondary instructors 6. Continue reviewing proper TSA's for our POS. 	
Outcomes	
<ol style="list-style-type: none"> 1. CTE and POS continue to be at the highest quality due to continued learning for our teachers, instructors and staff. 2. CTE and POS are upgraded to meet the newest industry standards. 3. New CTE and POS are provided with industry standard equipment. 4. CTE students will take the required TSA for the POS. 5. Itasca's consortium will have a continued standardized plan moving forward. 6. Continue to find the best TSA for each of the POS. 	
Measures	
<ol style="list-style-type: none"> 1. The Data from the TSA's will be used to determine the quality of the course/program and improvements will be made to continuously improve the POS. 2. Existing POS equipment will be upgraded to provide students with industry standard equipment. 3. New equipment will be provided to meet industry standards. This equipment will prepare students for the workforce. 4. 2S1 and 1P1 will meet performance targets. 5. Secondary and Postsecondary folks will have standardized procedures needed for Perkins. 6. Implement TSA's within each POS. 	
Post-Secondary Required Activities	\$1,000.00
Post-Secondary Permissible Activities	\$2,000.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$3,000.00
Secondary Required Activities	\$12,900.00
Secondary Permissible Activities	\$23,487.31
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$36,387.31
Total	\$39,387.31

Goal 2 Narrative

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

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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)]

(20,000 character limit)

There are four objectives under this goal that foster our partnerships. The first objective is collaboration with leadership as we move into the 10th year of having one person coordinating both secondary and postsecondary parts of the grant. This being the start of my third year coordinating and I can say that it has not always been easy =) coordinating both secondary and postsecondary sides. The faculty and staff at both the secondary and postsecondary as well as at the state level have been very helpful in guiding me along. At first I didn't understand why the one position but now once you start to understand both sides it makes this more streamlined (this only being said because we have a small consortium).

Our CTE/POS programs are supported by many partners including the Itasca Area Schools Collaborative, the Applied Learning Institute (ALI), Iron Range Resource Rehabilitation Board (IRRB), National Science Foundation (NSF), Grand Rapids Area Chamber of Commerce and the area workforce centers. The Perkins coordinator has ties to all of these organizations and is able to see areas to make the best use of our Perkins dollars.

Itasca Community College has been slated to receive a \$200,000 grant from the National Science Foundation to develop career pathways within their industrial technology programs. The grant will utilize the funds for faculty development, industry partnership, recruitment and more. All of our Perkins high school partners will be involved within this grant which will help with recruitment and retention within our industrial technology programs.

The Consortium's second objective will support our FY18 career fair. I know that some folks say that these are/can be ineffective but we have made it interactive and hands-on for students. For example - the nursing staff has all of their equipment out for students to look at and even try. The forestry and engineering programs set up activities for the students to try so they have an understanding of what the programs are all about. Industries support this and join in on the activities and provide students with job opportunities.

Even though we do not use Perkins funds for our annual engineering and industrial technology mock interview event it brings in many professionals from within our community. This past year we had over 30 volunteers come in and interview over 80 students in one evening. This event is very powerful and rewarding to both the student and professional. Many of the professionals that join us for this event sit on our advisory boards.

The Consortium's third objective will provide membership and participation in various student organizations related to CTE. This includes membership fees, registration fees, substitute teacher fees, travel, lodging, meals and other related costs for the advisor. Our consortium has a very strong BPA, FAA and supermileage programs. Please note that no Perkins dollars will be used for students to participate in any competitions - regional, state or national.

The last objective will be to provide work experiences for our CTE Students. Our efforts continue on this path with the help from our advisory boards. Many of the folks on our advisory boards work within the industry so they are the ones who help provide the work experience with our students. Our advisory boards also provide our POS with feedback as to what is needed in their specific POS. They offer tours/guest speakers/equipment/supplies to some of our programs. If it wasn't for our partnerships or the advisory committees we would not have the programs we have now. For a small community we sure do know how to work together. For example - for many years ICC housed the area learning center on campus and even though it is no longer located on ICC's campus they still have strong ties. Also, with the economic down turn in our area ICC worked with our area Workforce Centers to help those laid off educational opportunities. Those who were laid off fell under the trade adjustment act and were allowed to go back to be retrained in a high-skill, high-demand, high-wage job. ICC worked with the Workforce Center to determine which programs would work under the TAA program. Many if not all of the students who started programs are now back working in a high-skill high-wage job.

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

Goal 2 Objectives

Goal 2 Objectives 1	
Required/Permissible Uses of Funds*	R2 Programs of Study, R10 Collaboration, P5 Student Organizations , Post-secondary Admin Cost, Secondary Admin Cost
Strategies	
<p>1. ICC will employ the Perkins Coordinator. The coordinator will coordinate both the secondary and postsecondary Perkins Grant. This person will administer the Perkins grant and provide leadership for the Itasca Consortium on all initiatives. The coordinator will work closely with the Applies Learning Institute (ALI), the Itasca Area Schools Collaborative (IASC), the Grand Rapids Area Chamber Workforce Development Comitee and the STEM Grant Coordinator regarding any Perkins initiatives.</p> <p>2. Partner wil local/regional industries for our annual career fair for high school 11th and 12th graders. The Blandin Foundation and the area chamber are mmajor partners is this event. We look for grant funding within our community to help sponsor this event along with using some Perkins funds.</p> <p>3. The consortium will provide membership and participation in various student organizations related to career and technical education. This will include membership fees, registration fees, sub costs, travel/lodging and other related costs. No funds will be used for student participations for any competitions - regional, state or national.</p> <p>4. All of our high schools in our consortium offer work experience programs. The college also provides a similar program.</p>	
Outcomes	
<p>1. Effective collaboration and leadership for Perkins services and activities.</p> <p>2. Ensures effective collaboration in our community and within our consortium.</p> <p>3. Students will have the oppotunity to be involved in a professional organizations.</p> <p>4. Students will have exposure to various occupational choices in our community.</p>	
Measures	
<p>1. One person will be hired to coordinate both the secondary and postsecondary sides of the Perkins grant. Itasca Community College will conduct an annual performance review and will take into account feedback for our consortiums high schools.</p> <p>2. The consortium will track business/industry partners, activities involved in, and the reason for partnership/involvement are report data. Students will also be surveyed and those resultes will be reported.</p> <p>3. The Consortium will keep track of information regarding the name of the organization, school involved, number of students and any other data if needed.</p> <p>4. The Perkins Coordinator will follow-up with instructor after student experience and file a report.</p>	
Post-Secondary Required Activities	\$16,000.00
Post-Secondary Permissible Activities	\$4,100.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$20,100.00
Secondary Required Activities	\$9,774.25
Secondary Permissible Activities	\$24,533.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$34,307.25
Total	\$54,407.25

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)]

(20,000 character limit)

As you will see below our consortium strives to offer access to all students but also focuses on those within special populations. Whether it is through special offerings through courses, offering services, program clubs or by having CLA's available to help when needed. Our schools try to find ways to eliminate as many barriers as we can but in all reality there will always be some.

All of the services we offer such as program clubs and other services have a warm and welcoming atmosphere where all students are welcomed. Below you will find examples as to how our CLA's support their programs.

Itasca's Perkins Consortium along with Itasca Community Colleges Disabilities Coordinator, all district Special Education programs, Upward Bound TRIO Programs, and Disability Services agree to provide the resources and support necessary to ensure special populations receive access to the programs of study that lead to career in high skill, high wage and high demand careers.

Below you will find a list of ICC's Student Support Services:

- Free College Classes
 - Transition to College – a 3-credit course designed to serve students who are returning to school. Encompasses student success skills, college study techniques and career exploration. It also prepares students for success in their college adventure.
- Advising/Counseling
 - Academic Planning
 - Personal & Career Counseling
 - Financial Aid Assistance
 - Registration Assistance
 - Transfer Guidance
- Additional Support
 - Tutoring & Study Groups
 - Social Events
 - Training in Study Skills
 - Cultural Enrichment Activities
 - Support Groups

Secondary Districts provide special education services and transition planning for students as defined in the Individual Education Plan (IEP). The who goal is to remove any and all barriers for students wanting to transition into college.

Itasca Community College uses a large portion of their grant funds to pay for three College Lab Assistants (CLA): Nursing, Engineering and Natural Resources. For example: some of the benefits of having a CLA in the nursing department is support to the program through trouble shooting Simulations, inventory organization and restock, maintenance in the lab.

- The Nursing CLA supports students by offering hours up in lab to work with students outside of class time. Instructors are not supposed to be involved with lab outside of class time related to potential equity issues. The CLA is knowledgeable and an effective resource for students. The CLA assists with student understanding of project work and available by appointment to work individually with students. Test proctoring by the CLA is a huge asset, by allowing instructors to correct exams from their office and make instructors available to field

student questions as they are leaving the exams. Prior to exams, the CLA is available to work with students to study material

- Within the Natural Resource program, Carl D. Perkins funds are targeted to provide technical and academic assistance to students having difficulty with their course work, and to assist in career development through mentorship. The Natural Resource Program is a technical field and many students require assistance in development of the necessary skills. Assistance for these students relies heavily on a College Lab Assistant (CLA). The CLA works predominantly in courses that are historically difficult for unskilled learners and centers around improvement of math, technical skills, study skills, and career placement. The work performed by the CLA concentrates efforts on student populations especially at risk of failure. A major part of the CLA work involves Supplemental Instruction (SI) for students who lack strong academic skills. Supplemental Instruction is academic assistance that utilizes a combination of techniques to guide students in skill development. These techniques include directed study sessions that are regularly scheduled, and informal review sessions where students compare notes, discuss readings, develop organizational tools, and predict test items. Students learn how to integrate course content and study skills while working together. Supplemental Instruction also includes field sessions to help student refine the job skills necessary to perform typical tasks of a natural resource professional. The SI sessions are facilitated by the CLA and seek to engage and connect beginning learners with students who have previously done well in Natural Resource courses, who attended class lectures, took notes, and who can act as model students. Work by the College Lab Assistant is an essential part of improving students' technical skills so that they may function as Natural Resource Professional.

Lastly, we will continue to work with our Upward Bound and Educational Talent Search and O-Gitch-I-Dah programs between secondary and postsecondary schools. All three programs are housed on ICC's campus with native american liaisons located at some of the area districts. These students are provided with opportunities and services to make them successful.

Goal 3: Improve Service to Special Populations

Goal 3 Objectives

Goal 3 Objectives 1	
Required/Permissive Uses of Funds*	R8 Size/Scope/Quality, R9 Special Populations
Strategies	
<ol style="list-style-type: none"> 1. Itasca Community College will provide technical and academic support services for students in CTE programs and specifically those who are special populations/academically disadvantaged. 2. ICC 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 but students have access). 3. Develop events that inform students about nontraditional careers and encourage poarticipation in programs where gender gaps exist. 4. Our consortium's high schools will continue to work with the UPward Bound program and Educational Talent Search programs. 	
Outcomes	
The whole goal is to provide and imporve on services for students in special populations.	
Measures	
<ol style="list-style-type: none"> 1. ICC will emply college lab assistants for special population group for FY18. Student success due to CLA's will be tracked and reported as a measurable outcome through all postsecondary indicators. 2. The college will provide services/accommodations to 100% of students with verified disability that request services. Consortium can request numbers of students served and tracked by the college if required. 3. Consortium will track the type of event provided, costs, number of participants and set up evaluation mechanism on effectiveness. 4. Consortium will retrieve data already collected by ICC on the number of students served through these progras if required. 	
Post-Secondary Required Activities	\$70,000.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$70,000.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$0.00
Total	\$70,000.00

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]//i>
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)]

(20,000 character limit)

The consortia will provide partial funding for MCIS for our schools. Many of our consortiums schools use this tool to help students meet individual learning plans mandated by the state and it provides guidance, assessment and career information. Many of our CTE instructors use this to offer opportunities with in their POS.

Our consortiums schools will continue to offer as many opportunities for our students as possible. They provide many activities as well as counselors and teachers to help with the transition from high school to college. The schools also provide training and development that will provide them the tools needed to succeed when finding employment. One of the activities we provide on campus is a Mock Interview Event. Industry, community professionals and workforce centers help to provide students with feedback as to resumes, interview skills and how to present yourself in an interview. This event is put on each year and continues to grow throughout our community. As they say... it takes a community to grow our children.

Itasca Community College came late in the game with offering early college credit opportunities within the high schools. The faculty at the college did not and still does not agree with college in the schools. That being said, the college is working on a mentoring program that will help with the level of education that they require the students to have when coming into college. Many of the faculty do not feel that what is/has been taught as college credit in the high schools is actually "college" level. Again, ICC is working on this and is now offering some college in the school courses.

As for flexibility and scheduling of courses. Our college for example is working on creating more online/hybrid and programs that will offer flexibility. The Process Operations Program is working on developing the two year AAS to be complete in one and a half years with the last semester being a project based learning experience. This way if students find a job within the first year of school they will still have the opportunity to complete the program while working.

Our consortium will continue to broker services with other consortia. Itasca Community College is a community not a technical college and does not offer all the opportunities out their for all of our POS. Currently, we are working with Hibbing and Mesabi College and will continue to work with them.

Lastly, our consortium will continue to work on enrollment, retention and completion for all of our students. FY17 ICC opened its doors to the folks in the TAA program helping to retrain them to go back to work in a high-tech, high-wage type of position. We worked with industries and workforce centers to provide them with as many opportunities as possible - many of the folks went back to work before completing the programs. Our college continues to work with enrollment services, student services, veteran's services and so on to provide the best opportunities for our students.

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

Goal 4 Objectives

Goal 4 Objectives 1	
Required/Permissive Uses of Funds*	R11 Articulation, P10 Student Transition
Strategies	
1. Students will receive up-to-date career information by providing MCIS software/license, creer pathway information will help students meet the required plan. Many of our CTE instructors offer a careers class for industrial technology/healthcare/etc. in which they utalize MCIS. 2. ICC will utalize some of the funds to administer the prep test for Accuplacer to 11th and 12th grade students.	
Outcomes	
1. MCIS will help increase awareness of a variety of careers and help provide a guide as to what career path they may take. 2. The Itasca Consortium schools will provide a means of evaluation for students transitioning to highter education so students are less likely to take remedial classes in math and reading. Students will be more prepared when actually taking the accuplacer. They will know what to expect and what they need to work on.	
Measures	
1. 100% of students will receive career information and will have it available throughtout their high school career. 2. The college will be able to help track the number of students testd. Test results should imporve pre and post test.	
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 Total	\$0.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$6,850.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$6,850.00
Total	\$6,850.00

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]

(20,000 character limit)

The goal of the consortium is to be an effective, cohesive and organized consortium. The funds within this goal will help to support travel/meetings/lodging for the consortium to help develop our POS, TSA and processes and procedures required for our consortium to succeed. Our consortium feels very lucky that we all work together from administrators on down.

Our local leaders meet every month and provide feedback as to how the Perkins consortium is operating. ICC conducts a performance review on the consortium leader and feedback from principals and educators are collected. This past IASC meeting with all superintendents went very well and they are impressed that things are being accomplished and processes and procedures are being

implemented within our consortium not only for our instructors/teachers but also our fiscal folks. Each year we struggle with each of the schools submitting invoices in a timely manner. In FY17 we implemented time lines as to when invoices needed to be turned in and for the most part it went smoothly. We will continue this in FY18. Everyone was on board with this implementation and if things were not turned in with the proper information it was the schools responsibility to cover any and all expenses.

Our consortium is still learning on how to properly evaluate the data. We can say that it is getting better and we will continue to evaluate it to make better decisions on how to best serve our students. Data is collected, disaggregated to determine strengths and weaknesses within groups, and how it affects our targets. This information is shared at our Perkins/IASC meetings. Again, we are still learning how to interpret the data but improvements are being made.

The rural schools in our consortium are so very small that many of our teachers and instructors work together to make things successful. They are accountable to each other and their program. If they do not make it successful, they will no longer have a program thus no job.

We work together to develop the budget during our bimonthly meetings. Each of the CTE instructors put in their requests for both professional development and equipment needs as given from their stakeholders/industry partners as to what is needed within the POS. Of course we are not always able to fund everything so things that are 1st priority are sometimes split with the district. This way we know that each party is invested in whatever professional development or equipment request.

Each of our POS collaborate with industry partners both secondary and postsecondary. We are encouraging secondary teachers to join in on our postsecondary advisory boards where appropriate.

Our vision is to promote and developed a more precise POS and career pathways within our consortium. We are working with other grants to help with this development. Many of the teachers within the same program area are working together across districts to share best practices and to work on centers of excellences. Our rural schools are small enough that they cannot offer a variety of courses or programs so schools are working together for program improvement.

Goal 5: Sustain the Consortium of Secondary and Postsecondary Institutions

Goal 5 Objectives

Goal 5 Objectives 1	
Required/Permissive Uses of Funds*	R11 Articulation, P10 Student Transition
Strategies	
1. Provide funding for the Perkins coordinator to help sustain the consortium.	
Outcomes	
1. Funds provided will allow coordinator to travel/meet with CTE teacher/instructors to work effectively, cohesively and to organized work needed to be done within the consortium.	
Measures	
1. Process and Procedures will continue to be established within our consortium and a more unified team will form. Communication and contact is very important and will allow us all to work beter together. Meeting minutes will be provided when needed.	
Post-Secondary Required Activities	\$2,274.22
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$2,274.22
Secondary Required Activities	\$1,000.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$1,000.00
Total	\$3,274.22

Secondary Supplemental Budget

File Name	Description	File Size
Itasca Secondary-Budget-Supplemental-Sheet 2017.2018.xlsx (64 KB)	Secondary Budget	64 KB

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 Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Admin Cost	Secondary Reserve	Secondary Total	Row Total
Goal 1 Total	\$1,000.00	\$2,000.00	\$0.00	\$0.00	\$3,000.00	\$12,900.00	\$23,487.31	\$0.00	\$0.00	\$36,387.31	\$39,387.31

Budget Goal 2

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Admin Cost	Post-Secondary Reserve	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Admin Cost	Secondary Reserve	Secondary Total	Row Total
Goal 2 Total	\$16,000.00	\$4,100.00	\$0.00	\$0.00	\$20,100.00	\$9,774.25	\$24,533.00	\$0.00	\$0.00	\$34,307.25	\$54,407.25

Budget Goal 3

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Admin Cost	Post-Secondary Reserve	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Admin Cost	Secondary Reserve	Secondary Total	Row Total
Goal 3 Total	\$70,000.00	\$0.00	\$0.00	\$0.00	\$70,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$70,000.00

Budget Goal 4

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Admin Cost	Post-Secondary Reserve	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Admin Cost	Secondary Reserve	Secondary Total	Row Total
Goal 4 Total	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$6,850.00	\$0.00	\$0.00	\$6,850.00	\$6,850.00

Budget Goal 5

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Admin Cost	Post-Secondary Reserve	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Admin Cost	Secondary Reserve	Secondary Total	Row Total
Goal 5 Total	\$2,274.22	\$0.00	\$0.00	\$0.00	\$2,274.22	\$1,000.00	\$0.00	\$0.00	\$0.00	\$1,000.00	\$3,274.22

Goal Totals

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Admin Cost	Post-Secondary Reserve	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Admin Cost	Secondary Reserve	Secondary Total	Row Total
Goal Total	\$89,274.22	\$6,100.00	\$0.00	\$0.00	\$95,374.22	\$23,674.25	\$54,870.31	\$0.00	\$0.00	\$78,544.56	\$173,918.78

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

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:* 19.0%

Coordinator Budget:* \$16,000.00

Perkins Dollars

Perkins-Funded Positions

Person's Name	Position	File Folder # (secondary)	Amount	Attach Position Description
Jill Murray	Perkins Coordinator (secondary & postsecondary)		\$25,000.00	Jill Murray Job Description.pdf
Greta Crowe	Postsecondary College Lab Assistant Nursing		\$23,066.00	Greta Crowe CLA Position.pdf
Noel Olander	Postsecondary College Lab Assistant Engineering		\$23,225.00	Noel Olander CLA Position.pdf
Joline Leone	Postsecondary College Lab Assistant Nat. Resources		\$23,044.00	NaturalResources CLA PositionDescription2016.pdf
			\$94,335.00	

Improvement Plan Action Steps

Improvement Plan Action Steps 1	
Indicator Number (i.e. 1S1 or 2P1)*	1P1 – Technical Skill attainment
Action Steps to improve the performance	
<p>Our consortium has been working on identifying state approved TSA's for each of our POS. We have identified a few and still have a couple left. Our goal is to have them all completed by the time our program approval process is due. Ginny has been working with us on this process.</p> <p>Currently the only TSA that was coming up under this indicator is from our Nursing program. For some reason our Nursing Assistant program is not showing up within our data and we will look into this.</p> <p>Also, we will be working with our CLA's to help with the success rates within our POS.</p> <p>Question? ICC uses the National Wildland Fire Fighting Exam.. Why is that not captured? We had 29 out of 31 pass.</p>	
Resources Needed	Assigned TSA's per POS CLA's for Nursing, Engineering and Natural Resources Dept. Funding for Approved TSA's ICC - Institutional Research
Timeline	FY18
Person(s) Responsible	Program Coordinators Perkins Coordinator
How will progress be documented?	Meetings TSA's Administered
Sub-populations or groups where gap exists:	Working with ICC's Institutional Research folks to determine where sub-population gaps exists.
Describe any contextual factors that might contribute to this gap:	The gap that exists - many of the TSA's that we do offer and ones that cannot be pulled by the state. Again, we are working on finding TSA's that will fit both of our needs.
Further Information	
<p>As we are working on determining what TSA best fits our POS. Industry partners are being contacted to determine if this is something they are looking for in an employee. For example - Engineering - we used to offer the NOCTI test, but felt that some kind of industry certification would be a better fit. We met with industry professionals and suggested Solid Works as ICC's TSA.</p> <p>Our process and strategies will be to continue to work with our industry partners and POS to determine what is best for our students. TSA's will continue to be a priority within our grant. While meeting with industry folks they feel that it is important for the students to work towards an approved certification so that is what we are working towards.</p>	
Improvement Plan Action Steps 2	
Indicator Number (i.e. 1S1 or 2P1)*	4P1 – Student placement
Action Steps to improve the performance	
<p>The consortium's plan and strategy will be to work with our program coordinators and enrollment staff to determine a way to increase the need for students to report back placement. We have struggled with this in the past and need to find ways for students to return employment surveys.</p> <p>The Perkins Coordinator will continue to stress the importance of student placement.</p> <p>The strategies and activities will be measured by the increase in indicator 4P1. We will try and have those who we know that have found employment before graduation fill out their surveys before leaving. We will also make sure that the college has up-to-date contact information for each of our students.</p>	
Resources Needed	Perkins Coordinator Program Coordinators Enrollment Staff
Timeline	FY18
Person(s) Responsible	Perkins Coordinator Program Coordinators Enrollment Staff
How will progress be documented?	Increased 4P1 Indicator
Sub-populations or groups where gap exists:	The Perkins Coordinator will work with the enrollment staff to determine where the gaps exist.
Describe any contextual factors that might contribute to this gap:	After we know where gaps exist we will determine if there are any contextual factors and will make necessary changes to capture the data.

Further Information

The Perkins Coordinator will work with the program coordinators and enrollment staff to determine strategies necessary to increase 4P1. Over duty day at the college I will present them with a plan and a standardized form to keep track of where their student find employment after graduation. Many of the instructors I am sure keep track of this information but do nothing with it. The college will inform them of the benefits of how important it is to turn this information into the enrollment office.

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:*	2P1 – Credential, certificate, or degree
Negotiated Performance: *	64.00%
Actual Performance: *	54.26%
General strategies planned to improve performance:	
<p>One of our main issues with 2P1 is that many of our students find jobs before completing their program. For example, 17 students started within the Process Operations Program and we are down to 2 students.</p> <p>We are working with business and industry to find ways for those folks to complete their program. One of the ways is project based learning so that students can complete a project while working. Others are will to offer flexible schedules on a case-by-case basis.</p> <p>This will continue to be an issue. BUT we are in the business of supplying workers to meet the needs of our industry.</p>	
Comments or context for actual performance (optional):	
Improvement Report 2	
Indicator Not Met:*	2S1 – Technical Skill Attainment
Negotiated Performance: *	54.3%
Actual Performance: *	50.0%
General strategies planned to improve performance:	
<p>Our consortium is working on identifying appropriate TSA's for each of our POS. Many of our instructors/teachers have been researching and administering cohorts of students to find the most appropriate test. Our goal is by the end of FY18 to have all identified and also reported. We have had issues with distrists reporting districts data. Processes and procedures are being implemented to rectify the situation.</p> <p>We are also working with our industrial partners to identify appropriate industry certification. For example OSHA 10.</p>	
Comments or context for actual performance (optional):	
Improvement Report 3	
Indicator Not Met:*	4S1 – Student graduation rate
Negotiated Performance: *	94.45%
Actual Performance: *	91.95%
General strategies planned to improve performance:	
<p>The coordinator will look at individual district data to determine which districts are under performing and which subcategories in 4S1. The coordinator will work with those districts to determine possible causes and provide resources where appropriate. The coordinator will also be asking the folks at the state to look over the data with her to make sure she is reading it correctly and to make suggestions.</p>	
Comments or context for actual performance (optional):	

Rigorous Program of Study

State-Approved Rigorous Program of Study	RPOS submitted with 10 components
Engineering and Technology	wg_Itasca_GrandRapidHS_EngineeringandTechnology_MNProgramsofStudy_ISEEK.pdf

Programs of Study

Career Fields	Career Clusters	Career Pathways	State-Approved Secondary Assessments	State-Approved Postsecondary Assessments	In which CTE Program?	At which High School? College?	In which course (use course code) or at what time in the program?
Health Science Technology	Health Science	Therapeutics Services	Minnesota Department of Health Nursing Assistant Registered - Training & Competency Evaluation	National Occupational Competency Testing Institute Nursing Assisting	Nursing Assistant at both secondary and postsecond	Greenway, Deer River, Grand Rapids, Bigfork, ICC	End of Program

Agriculture, Food, & Natural Resources	Agriculture, Food, and Natural Resources		Precision Exams Equine Science A		Natural Resources	Grand Rapids High School and Itasca Community College	End of Program
Engineering, Manufacturing, & Technology	Architecture and Construction	Design/Pre-construction			Construction 1	Floodwood High School	End of Program
Engineering, Manufacturing, & Technology	Architecture and Construction	Construction			Construction II	Floodwood High School	End of Program

Statement of Assurances & Certifications

File Name	Description	File Size
Statement of Assurances Consortium.pdf (431 KB)	Attached you will find our Statement of Assurances.	431 KB

Attachments
