



# MINNESOTA STATE

## Career and Technical Education

### Grant Details

#### 02416 - FY19 PERKINS APPLICATION

#### 02624 - FY19 East Range Application

#### Perkins IV Consortium

**Grant Title:** FY19 East Range Application  
**Grant Number:** 02432  
**Grant Status:** Underway  
**Comments:**  
**Applicant Organization:** East Range Consortium  
**Grantee Contact:** Shannon Malovrh  
**Award Year:** 2018  
**Program Area:** Perkins IV Consortium  
**Amounts:**  
**Contract Dates:**

Contract Sent	Contract Received	Contract Executed	
08/08/2018	07/01/2018	06/30/2019	
<small>Proposal Date</small>	<small>Project Start</small>	<small>Project End</small>	

**Grant Administrator:** Jeralyn Jargo  
**Contract Number:** 02432  
**Award Year:** 2018  
**Contract Dates**

Contract Sent    Contract Received    Contract Executed    Contract Legal

**Project Dates** 07/01/2018

06/30/2019

Project Start    Project End

#### Comments

### Agency List

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

### 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)]**

The East Range Partnership Perkins plan supports a variety of initiatives and activities that enhance the CTE experience for secondary and post-secondary students. The secondary students are engaged in programming that works to create pathways to post-secondary programs. The consortium has developed mini-grants for the K-12 partners, which afford high school CTE program opportunities and experiences. Some of the dollars have been allocated for students to experience business and industry environments by touring facilities around the state, attending state technical competitions, college fairs, and campus training and events with business and industry. The limited resources in Perkins dollars require the consortium to be creative, as well as, selective in the fiduciary responsibility. The post-secondary dollars have been allocated to augment CTE learning, to support the purchase of new equipment, enhanced marketing and CTE branding, travel for faculty and students related to their programs, and enhanced learning opportunities for faculty to expand on the breadth of learning related to their specialized career pathways. Perkins funds have also been used to support Career and Technical Student Organizations (Skills USA).

Vermilion Community College's (VCC) is offering a new Veterinary Technician program, due to student interest the program has doubled in enrollment. Mesabi Range College has recently revamped the Executive Office Management program and changed the name of the program to Business Operations and Management, a new certification/testing at the high school will be implemented at the secondary level; the Early Childhood Education program has added a Child Development Certificate to the program. MRC was currently awarded a Minnesota Office of Higher Education Grant (Expanding Educational Opportunities), aligning the carpentry curriculum with the carpentry union trades curriculum. MRC is also working on the beginning steps of the National Center for Construction Education and Research (NCCER) accreditation. This accreditation will align curriculum at the college and secondary schools, college faculty becoming master instructors through NCCER. Certified college faculty will train the high school instructor, who will then be certified by NCCER. The secondary instructor will then certify students at the secondary level, and post-secondary instructors will certify students at the college level. Mesabi Range College is also working with business and industry partners to develop certifications in required by industry, for example, this year MRC will work to incorporate a national certification for students for the installation of vinyl siding. This certification will align with the construction trades and carpentry pathway.

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. However, the CTE dollars build on those purchases, and together this equipment and purchases bring significant value to the learning environment. Those combined dollars from ALI and CTE give the consortium the ability to utilize funding to expand on growing changes in technical education. 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).

At the post-secondary level, Perkins dollars are used to support learners in multiple avenues. Dollars are allocated for support of learners in supplemental instruction, recruiting, and career employment transitioning, and for targeted marketing campaigns of non-traditional (gender) students.

Decision making regarding the financial support of programming and special populations consists of many factors, every year we analyze the needs of the programming, identifying the students that we will be supporting, and determining how we will utilize the funding. We also take into consideration other methods of support and funding, which changes from year to year. Depending on what we have supported in the past, what needs have been identified and the rotation of funded programming, all play into the decision-making process. We may have the best plan in place for the upcoming year, and a layoff in an area business may shift the programming needs and resources to support that population of incoming students.

## 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)]**

Annually in April, the East Range Consortium partners gather to review all the data that is inputted in the Perkins P-file reports. At that meeting, members negotiate a framework of actions that are identified for the next fiscal year. Secondary principals review school/district data to identify individual improvement areas, which are aligned to consortia data and improvement measures. These actions and opportunities are linked to the Performance Metrics. One example at the post-secondary level is where dollars were spent on supplemental instruction and enhanced tutoring. Funds are also spent on programming initiatives for nontraditional students. The three higher education institutions continue to work together on the District Student Success Committee to better align the effective practices regarding retention and persistence. Mesabi Range College, as a participant in the Persistence and Completion Academy of the Higher Learning Commission, has revamped the Early Alert process to enhance communication between students, faculty and student services staff. The intent is to have a direct impact on the retention and completion

numbers. The college has one full year of data for analysis and is making adjustments for the upcoming academic year to help improve performance targets.

## 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)]***

The post-secondary CTE programs are augmented with financial support from the Applied Learning Institute (ALI), Iron Range Resources and Rehabilitation Board (IRRRB), Department of Employment and Economic Development (DEED) and Minnesota State. The consortium has benefited from the many discussions around the state as it addresses the needs for technical skills not only in our region but beyond the region. Business and industry have been very engaged in discussions regarding programming, certifications, and industry needs. This collaborative effort has helped our consortium focus on specific areas and certifications.

The northeast region has an active General Program Advisory Committee (GPAC). This committee is comprised of regional business/industry partners; Laurentian Chamber of Commerce, K-12 partners, post-secondary, Workforce Centers, Adult Basic Education, Arrowhead Economic Opportunity Agency (AEOA), and the Northeast Office of job Training (NEOJT). This workgroup makes recommendations to post-secondary leadership and provides valuable information regarding job growth and job retention.

Post-secondary technical advisory boards play a significant role in helping the college align the technical curriculum with recognized industry standards at the state and national level. Their guidance and input regarding curriculum changes will ensure that rigorous content advances in the all technical fields.

The East Range Consortium holds a 501c3 status. This allows the consortium to seek outside resources to enhance student experiences and pathways in Career and Technical Education.

## 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)]***

Each CTE program has an active advisory board. This advisory board is comprised of representatives from school administration, business and industry partners, high school instructors, and students. The program planner and curriculum are reviewed each academic year to ensure that the CTE students are gaining the correct breadth and scope of business and industry needs. Continuous evaluation and review of programs and courses are part of the college assessment process. Faculty report on accreditation and assessment work throughout the year.

Every three years each college CTE program is required to complete a comprehensive program review with the Provost to ensure sustainability and long-term curriculum changes. Program review focuses on the historical program data, budget, enrollment, and it gives program leadership and college leadership a chance to discuss the direction of the program based on industry trends, industry data, advisory feedback, and program needs. In addition to the Academic Affairs and Standards Council, Share Governance Councils and the Higher Learning Commission, CTE programs are continually being assessed for growth and change to support student learning.

The collaborative faculty members at the secondary and post-secondary level are credentialed in their respective fields; some high school instructors may be on professional development plans to meet credentials by 2022.

Many of the technical programming in our consortium requires industry accreditation.

The welding program is accredited by the American Welding Society.

The graphics program is accredited by the Graphic Arts Education and Research Foundation.

The paramedic program is accredited by the Committee on Accreditation of Educational Programs for the Emergency Medical Services Professions (CoAEMSP).

The nursing program is in pre-candidacy status for accreditation through The National League for Nursing Commission for Nursing Education Accreditation (CNEA).

The Nursing Assistant (NA)/Home Health Aide (HHA) program is approved by the Department of Health in Minnesota.

This past year the post-secondary carpentry students attended the North American Home Builders conference, during this conference they attended industry workshops and demonstrations on leading technology and methodology used in the construction trades. Welding students competed with counterparts from around the state in the "Behind the Mask" competition and then traveled across the state to compete in similar welding competitions. Many students attend the state Skills USA competition.

With faculty who have a vast understanding of their trade, students benefit from the applied learning environment as well as the accreditation standards in place. Partnerships and experiences with business and industry give students at the secondary and post-secondary level the opportunity to attend training and networking outside of the classroom. For example Habitat for Humanity, high school students working in the field on the project.

At the post-secondary level, we are currently reviewing skill assessments that will be administered throughout a student's technical program. The institution plans on having these assessments in place as soon as the curriculum alignment is in place, and approved by the appropriate college committees, and presented to the advisory boards. As an example for Construction Trades, students would not only earn their degree based on the college curriculum, but throughout the curriculum, they would test based on the National Center for Construction Education and Research. At the end of their programming, earning a degree as well as documented assessments. <https://www.nccer.org/mynccer/secure/dashboard/testing>

At the K-12 level principals review, all curriculum areas; many districts have a five-year review cycle. The East Range Consortium has a robust Perkins-Tech Prep Mini-Grant program that creates opportunities for secondary students to experience business and industry. All of the mini-grant dollars are used for direct experiences with business and industry. Mini-grant program funds support travel and sub pay, allowing the consortium schools an avenue to support learning in a different aspect away from the classroom. The Virtual Autopsy is an excellent example of career exploration that otherwise could not be experienced, supported by a mini-grant, hosted by MIB and shared with students from other districts. CTE collaboration is leveraging Perkins funds for the benefit of many students. Real work experience using technology to showcase career options.

## Summary Narrative Part Two

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### 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 training 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.

Post-secondary instructors are encouraged to attend professional development opportunities both on campus and outside of the campus. This past year, a post-secondary instructor became OSHA 30 certified, attending training in Colorado in June of 2017; he then incorporated OSHA 30 into the curriculum. He will also offer train the trainer OSHA 30 certifications for high school instructors. Students will complete the program with OSHA 10 and 30 certifications within their college carpentry program. However, the post-secondary instructor is looking at developing curriculum that will include the certificates at the high school level. In May 2018, a post-secondary instructor plans to attend the RMEC Train the Trainer Forklift Operation in Colorado. He will then be able to train college faculty and high school instructors, allowing students at both the secondary and post-secondary level the ability to earn forklift certifications from their credentialed instructors. The college intends to bring professional development opportunities to the college campus over the next year; both college and high school instructors will be invited to attend. Plans are in place to provide CNC training, Robotic Welding (Mesabi Range College installed two new robotic welders in March 2018).

In July 2018, attendance is planned for the Training for Master Instructor's courses at the Nation Center for Construction Education and Research (NCCER), which is part of the NCCER accreditation process. Additional professional development opportunities are planned during attendance at the upcoming International Training Center and North American Home Builder Show in Las Vegas, Nevada.

The partnership will also develop a regional communication plan, identifying activities across the region and the dates of those activities. This common calendar of technical events and training will help the consortium as it expands professional development opportunities.

The consortium will promote the trades at the high school setting, marketing the technical trades as part of a hallway display, building a Perkins pathway to engage, excite, and inform students.

### 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. *How do you assist business industry specialist (community experts) to obtain variances and support them with professional development to transition to full licensure [Sec.134 (b)(12 (A-B)]***

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

Because the post-secondary consortium members are a part of the Minnesota State Colleges and University system and follow the HLC accreditation guidelines, the 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.

With upgrades in facilities and advanced equipment in the trades at the post-secondary level, business and industry partners have begun requesting professional development opportunities for their employees. Mesabi Range College faculty members recently provided advanced specialized training to employees from regional welding and fabricating companies. This training opportunity and funding for business/industry training has increased the interest in business/industry partners to reach out to post-secondary institutions for professional development opportunities. The partnership between business and industry, workforce development, IRRRB, and the college has created this unique technical training opportunity. The college offers certifications and testing for many of the trades and plans on expanding the number of certifications available over the next few years.

## 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 by the 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 by CoAEMSP, as the curriculum prepares students for an exam that places them on the national registry for Paramedic professionals.

\*Early Childhood Education - Para Pro or CDA Examination

\*Regional, state, and national skills/testing (example: Behind the Mask – Welding completion)

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 create continuous improvement in secondary student performance. These elements contribute to an elevated program regarding skill acquisition and elevation of program status with national and regional accreditation benchmarks. Program Approvals, Career Pathway development, Technical Skill Assessments combined with Perkins and ALI resources continue to create avenues to improve and enhance CTE curriculum 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). High School Superintendents, Principals, Provosts, NHED President and a member of the Iron Range Resources 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 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 the design and develops additional programming between K-12 and post-

secondary. The partnership leads to a better implementation plan for POS and RPOS, and a broader understanding amongst partners to promote and support these plans.

The East Range Consortium is currently sharing TSA information with ALI partners. As concurrent enrollment credit options change, this could be an avenue for ALI to also use Perkins TSA data as a measurement for CTE success.

Timeline:

January 24, 2018 - Plans due from high schools to the college partner for their review and signature

February 14, 2018 – Signed Plans due to the ALI Office

March 2018 – High School Partners, Post-Secondary Partners, ALI committee – review plan requests and submitted for final approval

April 2018 – Project plan awards announced

May 2018 – Implement plan

Fall/Spring – Assessment of plan

These plans collaboratively demonstrate the development of POS design, allowing on many accounts opportunities for partnerships and professional development at the secondary and post-secondary level. Events are planned throughout the year for post-secondary and secondary leadership, faculty and high school instructors to engage in analysis and evaluation of the rigorous programs of study. Discussions, guidelines, and expectations are in place to ensure students are college and career ready, which aids in the successful completion of the programs.

Course sequencing is in place to ensure that a pathway will help students advance in the program of study and ensure that college credit can be gained based on the course name, number, course title, credits, and defined by course outcomes found in the approved course outline. The sequencing and alignment of course curriculum safeguards that the courses will be properly transcribed on the college transcript.

Guidance counseling is available at both the secondary and post-secondary level to ensure that students are provided with beneficial information to determine their pathway interest and to help guide them or arrange for them to visit a classroom in a field, to meet with students in the field, or talk with an instructor. Throughout the program(s) of study, students will complete assessments to demonstrate mastery and skill.

Together, these components aid in the overall request by both the secondary and post-secondary partners.

## Goal 1 Narrative

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### 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: (New or revised questions are in green)

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.)]
9. Describe how career guidance and academic counseling will be provided to career and technical education students [Sec. 134 (b) (11)].
10. Describe how CTE students at the secondary level are encouraged to enroll in rigorous and challenging courses in core academic subjects (as defined in Sec. 9101 of the elementary and secondary education act of 1965) [Sec. 134 (b)(3)(E)].

**Describe Program of Study (POS) Design and Implementation: Each consortium has identified at least 1 Rigorous Program of Study for the Consortium using the ten 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)]**

The Rigorous Program of Study for the East Range Consortium is the healthcare career pathway. A performance measure of this career pathway is the certified nursing assistant test-out according to MN Department of Health criteria.

The Program of Study:

	Career Field	Career Cluster	CTE/Career Pathway
Program of Study 1	Health Science Technology	Therapeutic Services	Medical Fields
Program of Study 2	Health Science Technology	Health Science	Medical Fields
Program of Study 3	Engineering, Manufacture & Technology	Construction	Building Construction
Program of Study 4	Engineering, Manufacture & Technology	Maintenance, Installation, and Repair	Industrial Technology
Program of Study 5	Agriculture, Food, and Natural Resources		Natural Resources
Program of Study 6	Engineering, Manufacture & Technology	Maintenance, Installation, and Repair	Auto
Program of Study 7	Business, Management, and Administration	Administrative Support	Business
Program of Study 8	Human Services	Early Childhood Development and Services	Family and Consumer Life Science
Program of Study 9	Business, Management, and Administration	Hospitality and Tourism	Food Occupations

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, training opportunities, and professional development that benefit CTE educators in the consortium. The East Range Partnership allocation creates pathways into multiple CTE programs and opportunities for students. 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 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 give high school juniors and seniors the opportunity to explore college-level career and technical courses and allow transfer of credits into college technical pathways. Focusing on building skill attainment and improving 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.

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

*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.*

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.

Again, aligning TSA expectations in the future could be another beneficial collaboration.

#### **Describe opportunities for early college credit [Sec. 135. (c) (10)]**

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 19 there will be an expansion beyond ALI. The Eveleth–Gilbert High School and other schools in the district will be collaborating with MRC and offering PSEO courses in Carpentry and Graphic Design Media. Also in FY 19, our carpentry program will be working with the state carpenter's union to align programming, which will allow high school students to receive– high school credit, college credit, and union apprenticeship credit for specific courses.

#### **Describe secondary teacher and postsecondary faculty and counselor involvement in POS [State requirement; Sec. 134 (b) (5)]**

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. Through the Applied Learning Institute, regularly scheduled meetings are set each year so that secondary and post-secondary instructors can work together to discuss curriculum and programming. The college faculty mentors meet one-on-one with their high school counterparts throughout the year to continue discussions on curriculum, assessment, training opportunities, program enhancements, equipment/tools discussions, and to promote the technical fields to the high school students across our area.

#### **Describe strategies for improvement of academic and technical skills of CTE learners [Sec. 134 (b) (3)]**

Each year 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 District Student Success Committee to align the effective practices regarding retention and persistence. From this committee, a revamped Early Alert process has been installed to enhance communication between students, faculty and student services staff. The intent is to have a direct impact on the retention and completion numbers.

Regularly scheduled consortium meetings, as well as meetings with technical advisory committees, the general college program advisory committee, area workforce development, and industry partners, focus on discussions regarding continuous improvements in both technical and academic skills attainment. During these sessions, many of the skills needed in the field are discussed as well as identifying new or additional skills needed to meet new standards in the trade. Collaboration on the review and design of curriculum ensures that the skill objectives are incorporated into the curriculum.

Beginning in FY18, a new Skilled Trades committee was started with the Northeast MN Office of Job Training. The intent was to bring construction trades, business, and industry partners together to look at ways to promote the industry needs in our region. The Perkins secondary coordinator has worked as a liaison to this committee, developing an RFP for a marketing plan that will be started in May/June and continue into FY19. Secondary students, parents, counselors, and teachers are the target audience to make them aware of the many opportunities close to home. Where can they go to school, what can they expect to make and where are the jobs! This goes perfectly with the concept of CTE's.....High Skill, High Wage, High Demand Careers! This is an exciting new project with business and industry, trade unions, Workforce Center, ALI and Perkins Consortium.

**Describe strategies for addressing professional development needs of teachers and faculty in POS as well as other programs [Sec. 134 (b)(4)]**

The new agreement with Minnesota State Colleges and Universities has extended the deadline for credentialed faculty to 2022. The East Range Consortium has continued conversations about faculty development plans needed 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 into the Perkins Grant application. The consortium encourages more extensive professional development experiences and tries to spread the opportunities across CTE curriculum areas and to partner high schools.

At the post-secondary level, professional development is encouraged and supported for all faculty members. Faculty members are eager to align professional development opportunities with their field of expertise and many partnerships with business and industry stem from professional development activities.

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.

**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)]**

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, CAN, and Carpentry have embedded an assessment that contains an industry certification or licensure possibility.

TSA's and the secondary continue to be expanded. ServSafe was implemented in a second school (VHS) in FY18 and hopefully a third (E/G) in FY19. Also in FY18 a new business TSA was added at Cherry High School. Hopefully this can be expanded in FY19 as a new Business Program Approval was completed at LFBF.

**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)]**

MRC has the only regional offering of the General Education Equivalence (GED) test through Pearson Vue. MRC has a weekly presence of representatives from the Northeast Minnesota Office of Job Training on campus. We send weekly reminders encouraging students to arrange meeting times with NEMOJT. Some of the services provided for adult learners are:

Basic academic support/homework help, Math, Reading, Writing, Transition to college, Study Skills, Test Taking Skills, Organizational Skills, Basic computers, Career assessment, Basic job seeking skills (Resumes, Interview skills, Application skills), along with English as a Second Language, GED® preparation-get ready for the high school equivalency exam, Transportation (Arrowhead Transit, Rural Rides), Housing and Food support.

**Describe strategies for addressing All Aspects of the Industry included POS [Sec. 134 (b) (3 C.)]**

ALI and Perkins programming frequently use DEED data, GPAC inputs, and Workforce statistics to review and plan the progress in developing regional pathways. Proximity and rural status lend itself to frequent conversations and alignment of limited resources. It is through these conversations about how to best use these resources regarding CTE programming. At the same time, we engage in conversations about how to best serve our regional students, and how to best support CTE pathways in the region.

**Describe how career guidance and academic counseling will be provided to career and technical education students [Sec. 134 (b) (11)].**

Career and counseling/advising will help students at both the secondary and post-secondary level by providing students with visual pathways, help explain the program requirements, explain the meaning of gainful employment data for the field, and will work with faculty/instructors to coordinate personalized tours and program overviews for students.

**Describe how CTE students at the secondary level are encouraged to enroll in rigorous and challenging courses in core academic subjects (as defined in Sec. 9101 of the elementary and secondary education act of 1965) [Sec. 134 (b)(3)(E)].**



Core academic subjects' such as English, reading or language arts, mathematics, science, etc. are woven into the real-life applied learning technical training opportunities which are foundational to the technical program course curriculum.

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

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**Goal 1 Objectives**

<b>Goal 1 Objectives 1</b>	
<b>Required/Permissive Uses of Funds*</b>	R1 , R2 , R3, R4, R5 , R6 , R7 , R8 , R9 , R10
<b>Strategies</b>	
Upgrade and expand needed equipment and supplies in existing and new CTE curriculum areas to provide state of the art learning opportunities	
<b>Outcomes</b>	
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.	
<b>Measures</b>	
Using state of the art equipment and supplies, show casing industry expectations along with consortium embed curriculum expectations students should show improvement in skill attainment (1S1) and retention and completion. (6S2)	
<b>Post-Secondary Required Activities</b>	\$8,000.00
<b>Post-Secondary Permissible Activities</b>	\$0.00
<b>Post-Secondary Admin Cost</b>	\$0.00
<b>Post-Secondary Reserve</b>	\$0.00
<b>Post-Secondary Total</b>	\$8,000.00
<b>Secondary Required Activities</b>	\$0.00
<b>Secondary Permissible Activities</b>	\$0.00
<b>Secondary Admin Cost</b>	\$0.00
<b>Secondary Reserve</b>	\$27,000.63
<b>Secondary Total</b>	\$27,000.63
<b>Total</b>	\$35,000.63

<b>Goal 1 Objectives 2</b>	
<b>Required/Permissive Uses of Funds*</b>	R1 , R2 , R3, R4, R5 , R6 , R7 , R8 , R10 , R11 , P1 , P2, P3
<b>Strategies</b>	
Develop Career Pathways and Programs of Study	
<b>Outcomes</b>	
Continue to enhance collaboration with East Range Consortium and Applied Learning Institute for career pathway and POS development. Secondary and Post-Secondary curriculum alignment to meet industry needs.	
<b>Measures</b>	
Review POS with regional partners.	
Continue to re-evaluate East Range Consortium POS with regional DEED data.	
Align data with Skilled Trades initiative.	
<b>Post-Secondary Required Activities</b>	\$0.00

Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$1,361.51
Post-Secondary Total	\$1,361.51
Secondary Required Activities	\$14,000.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$14,000.00
Total	\$15,361.51

**Goal 1 Objectives 3**

Required/Permissible Uses of Funds*	R1 , R2 , R4, R6 , R7 , R8 , R10 , R11 , P1 , P2, P3, P5
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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. Align POS and ALI through career and skill events.

## Measures

Attend Skills USA events. Compare attendance data trends for MRC and RRCC at career events. Measure number of students involved in CEO's in the classroom total student numbers/districts involved. Compare FY 18 Construct Tomorrow, Job Fair, College Technical Days to FY 19 participation.

Post-Secondary Required Activities	\$1,000.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$1,967.33
Post-Secondary Total	\$2,967.33
Secondary Required Activities	\$500.00
Secondary Permissible Activities	\$2,000.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$2,500.00
Total	\$5,467.33

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


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**Goal 2 Objectives**

<b>Goal 2 Objectives 1</b>	
<b>Required/Permissive Uses of Funds*</b>	R1 , R2 , R3, R4, R7 , R8 , R11 , P1 , P2, P3, P9-Support the improvement or development of new career and technical education courses and initiatives, including career clusters, career academies, and distance education ? high skill, high wage, high demand, P12, P13, P17
Strategies	
Attend Skills USA events. Compare attendance data trends for MRC and RRCC at career events. Measure number of students involved in CEO's in the classroom total student numbers/districts involved. Compare FY 18 Construct Tomorrow, Job Fair, and College Technical Days to FY 19 participation.	
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	
<b>Post-Secondary Required Activities</b>	\$740.08
<b>Post-Secondary Permissible Activities</b>	\$3,009.72
<b>Post-Secondary Admin Cost</b>	\$0.00
<b>Post-Secondary Reserve</b>	\$7,335.96
<b>Post-Secondary Total</b>	\$11,085.76
<b>Secondary Required Activities</b>	\$2,000.00
<b>Secondary Permissible Activities</b>	\$2,000.00
<b>Secondary Admin Cost</b>	\$0.00
<b>Secondary Reserve</b>	\$0.00
<b>Secondary Total</b>	\$4,000.00
<b>Total</b>	\$15,085.76
<b>Goal 2 Objectives 2</b>	
<b>Required/Permissive Uses of Funds*</b>	R1 , R2 , R3, R4, R5 , R6 , R7 , R8 , R9 , R10 , P1 , P2, P4, P5, P6, P7, P8, P9-Support the improvement or development of new career and technical education courses and initiatives, including career clusters, career academies, and distance education ? high skill, high wage, high demand, P10, P11
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 postsecondary faculty. Curriculum advisory boards. CTE staff development opportunities. Participate in regional state and national meetings.	
Measures	
Collaborate with Iron Range Engineering (MSU-M) MRC and ICC to host Women in Engineering event. Compare FY18 and FY19 event data. Continue with Construct Tomorrow in Eveleth. Increase student attendance by 20. Support MINDTREKKERS event in collaboration with MSU-M and ALI.	
Increase staff attendance at CTE Works- 2 secondary staff members will attend in FY19	
<b>Post-Secondary Required Activities</b>	\$4,000.00
<b>Post-Secondary Permissible Activities</b>	\$0.00
<b>Post-Secondary Admin Cost</b>	\$0.00
<b>Post-Secondary Reserve</b>	\$0.00

Post-Secondary Total	\$4,000.00
Secondary Required Activities	\$16,713.00
Secondary Permissible Activities	\$2,859.40
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$19,572.40
Total	\$23,572.40

## 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. Provide programs that are designed to enable the special populations to meet the local adjusted levels of performance [Sec. 134 (b) (8) (B)].
5. Describe how individuals in special populations will not be discriminated against based upon their status. [Sec. 134 (b) (9)]
6. Describe strategies to provide access to high-skill, high-wage or high-demand occupations that lead to self-sufficiency [Sec. 134 (b) (8 C.)]
7. Describe how you ensure that students who participate in such career and technical education programs are taught to the same coherent and rigorous content aligned with challenging academic standards as are taught to all other students [Sec. 134 (b) (3)(D)].

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

Every post-secondary student has an assigned advisor; this advisor helps every student ensure access and success. Counselors (secondary and post-secondary) are also available to help all students, whether it is to help them with success in the classroom or outside of the classroom. Many resources are available and programming specific to non-traditional students. The post-secondary colleges collaborate with the area workforce centers on specific grants geared to support non-traditional gender populations (i.e., Women in the Trades grant).

#### 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 MIND TREKKERS on behalf of Michigan Tech. The past four years MRC has hosted Women in Engineering, and we have hosted over 100 women for a two-night program. These activities are anticipated to continue in FY19.

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, training opportunities, and professional development that benefit CTE educators in the consortium. The East Range Partnership allocation creates pathways into multiple CTE programs and opportunities for students. 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 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 give high school juniors and seniors the opportunity to explore college-level career and technical courses and allow transfer of credits into college technical pathways. Focusing on building skill attainment and improving 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

#### 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 at least once a semester at a minimum. Each campus has a title VI official for providing disability accommodations and has a Title IX officer to address gender disparity issues or concerns. 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 (PETSA) that is intended to reduce and education students about dangerous situations.

At the post-secondary level, professional tutors can 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.

MRC post-secondary college will be incorporating summer boot camps for students who need additional assistance with math, reading, writing, to help them prepare for college testing. This camp is an opportunity to share the many resources available to students to help them be successful.

Provide programs that are designed to enable the special populations to meet the local adjusted levels of performance [Sec. 134 (b) (8)(B)].

Whether it is technical skills support, counseling support, mentoring support, special populations are involved in activities on campus and the classroom, helping prepare them for high demand occupations outside of the traditional curriculum. Many faculty members become very engaged in supporting the student outside of the trade, helping students transition into an environment that simulates the real world work environment, allowing time for discussion, open dialog, and an opportunity to share what business and industry want in an employee. This mentoring network helps students become confident, and builds a network of support that they will continue to utilize outside of their degree completion.

**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.)]**

The consortium, regional leaders input, DEED data, business and industry requests all guide the consortium to align the curriculum with high demand areas. The college is continuously reviewing data to ensure that the programming offered is in fields that meet high demand areas. Example: [http://www.minnstate.edu/admissions/ge/mesabirange/GEDT\\_0411\\_5631\\_1/gedt.html](http://www.minnstate.edu/admissions/ge/mesabirange/GEDT_0411_5631_1/gedt.html)

**Describe how you ensure that students who participate in such career and technical education programs are taught to the same coherent and rigorous content aligned with challenging academic standards as are taught to all other students [Sec. 134 (b) (3)(D)]**

The Higher Learning Commission requires institutions to meet these requirements: <https://www.hlcommission.org/Policies/assumed-practices.html> Courses that carry academic credit toward college-level credentials have content and rigor appropriate to higher education. NACEP accreditation also ensures that the courses meet the same coherent and rigorous content.

<http://www.nacep.org/accreditation/standards/> MRC is a NACEP accredited institution, and Vermilion Community College and Rainy River Community College are in the process of becoming accredited.

The college Academic Affairs and Standards Councils oversees all curriculum and approves all course outlines, ensuring that the rigor, objectives, meet the academic standards across all college programming. Faculty members understand the importance of aligning their day to day coursework with these standards. Students who participate in such career and technical education programs are taught to the same coherent, and rigorous content taught in all college programming.

### ***Goal 3 Budget: Improve Service to Special Populations***

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**Goal 3 Objectives**

<b>Goal 3 Objectives 1</b>	
<b>Required/Permissive Uses of Funds*</b>	R1 , R2 , R3, R4, R7 , R8 , R9 , R10 , P1 , P2, P3, P4, P7, P8
Strategies	
Enhance partnership with transition to two year and four year post secondary and STEM programs.	
Continue collaborative pathways with business and industry.	
Collaborate with area high schools and Iron Range Engineering.	
Outcomes	
Increase participation and retention activities for special populations. Align with Skilled Fairs Initiative.	
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	
Increase HS enrollment and credit offerings Fy18-FY19 by 15 students	
<b>Post-Secondary Required Activities</b>	\$21,000.00
<b>Post-Secondary Permissible Activities</b>	\$0.00
<b>Post-Secondary Admin Cost</b>	\$0.00
<b>Post-Secondary Reserve</b>	\$0.00
<b>Post-Secondary Total</b>	\$21,000.00
<b>Secondary Required Activities</b>	\$0.00
<b>Secondary Permissible Activities</b>	\$0.00
<b>Secondary Admin Cost</b>	\$0.00
<b>Secondary Reserve</b>	\$0.00
<b>Secondary Total</b>	\$0.00
<b>Total</b>	\$21,000.00

<b>Goal 3 Objectives 2</b>	
<b>Required/Permissive Uses of Funds*</b>	R1 , R2 , R3, R4, R7 , R8 , R9 , R10 , P1 , P2, P3, P4, P7, P8
Strategies	
Enhance partnership with transition to two year and four year post secondary and STEM programs.	
Continue collaborative pathways with business and industry.	
Collaborate with area high schools and Iron Range Engineering.	
Outcomes	
Academic Journey events for HS native American students.	
Increase participation and retention activities for special populations. Align with Skilled Fairs Initiative.	
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	

Post-Secondary Required Activities	\$21,000.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$21,000.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$0.00
Total	\$21,000.00

<b>Goal 3 Objectives 3</b>	
Required/Permissible Uses of Funds*	R1 , R2 , R3, R4, R5 , R6 , R7 , R8 , R9 , R10 , R11 , P1 , P2, P3, P4, P6, P7, P10
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. New FY19 Skilled Trades initiative.	
Secondary to post secondary transitioning, and workforce development.	
Measures	
Two professional development workshops with secondary and post secondary partners.	
Skilled Trades information will be shared with all high schools and all CTE instructors.	
Post-Secondary Required Activities	\$11,000.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$11,000.00
Secondary Required Activities	\$499.00
Secondary Permissible Activities	\$500.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$999.00
Total	\$11,999.00

## Goal 4 Narrative

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

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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]
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)]

1. Describe flexibility in scheduling and formats that provide access for students [Sec. 135 (c) (9)]



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 online accreditation process allowing the college to offer all programming in an online format. Currently, the college is promoting an AA degree online, Early Childhood, and Business Operations and Management entirely online.

**Describe implementation of continuum of service provision relative to A) programs of study and B) early college credit opportunities [Sec. 135 (c) (10)]**

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 an RN or PN program or directly into the workforce.

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 2018 Eveleth-Gilbert High School has arranged PSEO courses with MRC to offer classes in woods and Graphic Design Media.

**Describe student services that enhance student transition [State Plan]**

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 six weeks early and complete their degree through online and flexible schedules. Each college has a successful new student orientation program that is used to prepare students for the following year's academic and technical rigor.

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

Each CTE program relies on the connections between business and industry, the workforce, and the post-secondary partners. 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 can transition into careers. Another vehicle that assists in transitions is the college advisory boards. Students will also utilize the services at the Workforce Centers.

**Describe Continuum of Service Provisions/Brokering with other consortia**

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, as well as Hibbing, and Cook County to partner to share Early Childhood and Business Operations programming. Early Childhood as expanded to Red Lake. Itasca sends their engineering program to MRC. A student can complete the AAS in engineering and then complete a BA through MSU-Mankato. The East Range Consortium also provides opportunities in Silver Bay and Two Harbors.

**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 a 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 chosen to market and promotes over 100 CTE programs in the metro area to grow the NE enrollment at NHED institutions. ([www.nhed.edu](http://www.nhed.edu))

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

## Goal 4 Objectives

<b>Goal 4 Objectives 1</b>	
<b>Required/Permissive Uses of Funds*</b>	R1
Strategies	
Enhance CTE student's transition to business and industry by creating POS linkages for secondary and post secondary students. Continue with Post Secondary and Secondary POS seminars with faculty and counselors.	
Outcomes	
Academic Journey events for Native American students Utilize recruitment staff to visit high schools to promote CTE ,Develop information pieces for new CTE programs (Skilled Trades Committee), Tech Prep Mini Grant opportunities for career exploration, Accuplacer assessment before registration Information orientation session on college policy and procedure. Continue to expand footprint for consortium colleges through ALI.	
Measures	
75% of districts will apply for at least one Perkins Tech Prep mini grant	
Skilled Trades information will be used by all high schools and all CTE instructors.	
Laurentian Chamber of Commerce pilot intern program will be available to all students. (FY19 goal of a minimum of two student interns in first year)	
<b>Post-Secondary Required Activities</b>	\$52,627.03
<b>Post-Secondary Permissible Activities</b>	\$0.00
<b>Post-Secondary Admin Cost</b>	\$0.00
<b>Post-Secondary Reserve</b>	\$20,372.97
<b>Post-Secondary Total</b>	\$73,000.00
<b>Secondary Required Activities</b>	\$0.00
<b>Secondary Permissible Activities</b>	\$2,000.00
<b>Secondary Admin Cost</b>	\$0.00
<b>Secondary Reserve</b>	\$0.00
<b>Secondary Total</b>	\$2,000.00
<b>Total</b>	\$75,000.00

## Goal 5 Narrative

### Narrative for Goal 5: Sustain the Consortium

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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]

#### 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 eight 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 before approving and submitting the final 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. Some of the data that is reviewed includes course offerings in a discipline, numbers of students in each section, number of credits (In 2017-18, 162 college credits were/will be awarded, involving 44 instructors, twenty-three high schools).

**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 employment 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.

**Describe collaborative budget development [State Plan]**

The East Range Partnership meets approximately eight times a year and reviews the 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.

Budgets at the post-secondary level follow suit with similar meetings and discussions. These meetings are excellent opportunities not only to plan the budget but also to address curriculum planning and changes, which need to take place the year before deployment due to the curriculum change process mandated at the post-secondary level. As budget requests are made at the post-secondary level, assessment of program needs are identified, and continuous assessments of all programming help drive the decision-making process. Whether funding is at the program level, course level, or co-curricular level, review, and assessment of funding is continuous. At the institutional level, review of budgets, funding opportunities, and consultation with the technical department heads, as well as the advisory committee input, help drive decision-making processes.

The post-secondary institutions utilize labor market information in determining programming that will lead to jobs, focusing on job outlooks on the state and national level. Utilizing DEED Data, RealTime Talent, Gainful Employment metrics, and attendance at local and regional labor meetings that focus on discussions with business and industry partners and market needs. The technical advisory boards also provide market and labor needs, which helps in the decision making process on what programming will help benefit students in acquiring the skills needed by business and industry. Specialized technical training opportunities may develop due to the conversations with businesses and industry partners as they determine growing or prospective needs due to retirements, changes in processes, and the addition of new business/industry expansions.

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

In 2018 Mesabi Range College completed the Welding program renovation. Considerable investment was made by installing a new ventilation system, new equipment (welders, plasma cutters, etc.), expansion in the number of bays available for training, robotic welders, and CNC machines on the Eveleth Campus. The upgrades to the welding program have helped provide students with the latest technologies in the field. The college invited all business and industry partners to tour the upgraded facility, to offer insight into expansions, and to promote the collaborative training that can be done together. The business and industry partnership brings the industry leaders into the shop areas, which gives faculty members the opportunity to engage industry leaders with students who can share their skills and knowledge. The informal visits have been very beneficial for students in building relationships with prospective employers.

Having a close relationship with our business and industry partners has been very advantageous as there is a renewed sense of working together to meet business and industry needs.

It is essential 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 have benefitted the region's capacity to offer expanded CTE.

The Workforce Development Board (WDB) of Northeast Minnesota is a group of individuals dedicated to quality workforce development endeavors throughout northeastern Minnesota. Currently the WDB is engaged in several key initiatives including Northeast Career EdVenture to provide career planning and exploration services to local school districts. In addition, under the Department of Labor federal workforce funding stream, the Workforce Innovation and Opportunity Act (WIOA), the Board is charged with developing sector-based initiatives together with the Duluth Workforce Development Board. To begin this work, the Board has selected the healthcare and skilled trades/construction industries. Career pathways methodology will be developed revolving around solid partnerships between the private sector, the public, workforce system, education, and community partners. These efforts will be focused on how to engage more individuals in work opportunities in both sectors.

The Skilled Construction Trades and Marketing Committee meet several times during FY18 to establish guidelines and expectations for an RFP. This request centers on helping the WDB promote career opportunities in construction/skilled trades. Construction is a growing industry in our region in need of skilled workers to meet the demand caused in part by the aging of current construction workforce. Within the construction industry, specialty trade contractors are projected to be the fastest and largest growth sector. Carpenters, electricians, electrical power line

installers, and repairers, highway maintenance workers and civil engineers are all projected to see steady demand in Northeast Minnesota. It is data such as this in addition to other labor market information that needs to be translated into a communications plan to educate the future and current workforce about opportunities in this industry.

The goal of this project is to work with a communications/marketing firm to develop a skilled trades/construction careers awareness campaign aimed at youth, parents, teachers, guidance counselors and adult job seekers. Special populations to be targeted for this campaign include veterans, women and people; of color.

Materials developed as part of this initiative will clearly illustrate the myriad of career pathways in the construction industry as well as the skills one could learn in the industry that transfer to a myriad of other occupations. The term "career pathways" in this context refers to graphical depiction of the different entry points in the industry (for example, apprenticeships or vocational training programs) and opportunities to move with a construction career ladders and lattices. For example, one may enter construction as a laborer and then enter a specialty trade apprenticeship, followed by increasing responsibilities as a foreman and potentially a business owner. The WEB has examples of construction career pathways documents from elsewhere that may serve as inspiration for the regional effort.

The East Range Partnership has been represented on the planning committee, RFP development review, and selection of the proposal. The East Range Partnership will continue collaboration with the WDB as the project develops and is rolled out to local school districts in FY19.

#### **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 training.

Business and industry partners are active in participating with area CTE instructors to provide career explorations opportunities in all CTE areas. An excellent example of this is the Industrial Technology Workshop held each year. In Fy18, the GPAC toured the technical programs on the MRC Eveleth Campus, and local business, industry partners, high school leaders, have toured the technical programs on campus. To promote "CTE Awareness" the MRC campus scheduled a Technical Programs Round Robin (Speed Dating Concept). Students began the day in their first-hour program classes. After a brief overview of the morning event, students proceeded to the next program listed on the program handout - visiting a new program area every fifteen minutes. Program faculty members gave a quick overview of the program. Students visited both first year and second-year shop/design areas in Carpentry, Industrial Mechanical Technology (Millwright), Electrical Controls and Maintenance, Welding Technology, and Graphic Design Media, as well as the Practical Nursing and Paramedic program classrooms and labs. At the end of the rotation, all students joined the campus faculty and staff for pizza. It was an excellent opportunity to ask students to share Mesabi Range College's career and technical program opportunities with their family and friends. Campus advisors and staff were available immediately following the event to network with students and provide them with additional program information. Based on a follow-up student survey, 95% of the students rated the event 4 and 5's (1-5 scale, five highest rating). The same concept is planned for a visit from high school students.

An increase in scholarship opportunities for high demand technical fields will help in the promotion of enrollment in post-secondary technical programming. The St. Louis County Mineral Royalties Scholarship and Workforce Development Scholarship align with our technical high demand fields. Additional efforts have been made and continue to be the focus of our post-secondary faculty mentors, working with secondary high school instructors, promoting the post-secondary curriculum and pathways at the high school level. Many high school students enrolled in our ALI programming receive college credit for a variety of courses that are core to the college trades programming.

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 workload 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, online video conferencing and expanded the curriculum.

### ***Goal 5 Budget: Sustain the Consortium of Secondary and Postsecondary Institutions***

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**Goal 5 Objectives**

<b>Goal 5 Objectives 1</b>	
<b>Required/Permissive Uses of Funds*</b>	R1 , R2 , R3, R4, R5 , R6 , R7 , R8 , R9 , R10 , R11
Strategies	
East Range Partnership collaboration with Applied Learning Institute	
Outcomes	
Maintain meeting presence	
POS/Pathway and TSA Development	
Participation in regional ALI meetings	
Brokering of Services to non consortia partners	
Measures	
Align Perkins resources to expand CTE opportunities with ALI- Continue to explore TSA model as an option for ALI	
POS will be reviewed annually by consortia staff	
TSA implementation where appropriate (FY18 three TSA's were added in two high schools) Cherry/Business and Virginia/FACS & auto	
FY19 a minimum of one new TSA will be added. Areas to be considered are engineering and construction.	
<b>Post-Secondary Required Activities</b>	\$4,300.00
<b>Post-Secondary Permissible Activities</b>	\$0.00
<b>Post-Secondary Admin Cost</b>	\$0.00
<b>Post-Secondary Reserve</b>	\$7,200.00
<b>Post-Secondary Total</b>	\$11,500.00
<b>Secondary Required Activities</b>	\$0.00
<b>Secondary Permissible Activities</b>	\$3,000.00
<b>Secondary Admin Cost</b>	\$4,012.00
<b>Secondary Reserve</b>	\$0.00
<b>Secondary Total</b>	\$7,012.00
<b>Total</b>	\$18,512.00

<b>Goal 5 Objectives 2</b>	
<b>Required/Permissive Uses of Funds*</b>	R1 , R2 , R3, R4, R5 , R7 , R8 , R10 , R11 , P1 , P2, P3, P5, P10
Strategies	
Maintain the East Range Partnership collaboration.	
Maintain and establish and expand CTE awareness and programs. Connect with business, industry and community partners through Laurentian Chamber of Commerce and other community initiatives.	
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. FY19 (pilot a high school intern program with Laurentian Chamber of Commerce)	
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.	
<b>Post-Secondary Required Activities</b>	\$0.00
<b>Post-Secondary Permissible Activities</b>	\$5,554.32
<b>Post-Secondary Admin Cost</b>	\$0.00
<b>Post-Secondary Reserve</b>	\$0.00
<b>Post-Secondary Total</b>	\$5,554.32
<b>Secondary Required Activities</b>	\$15,446.21
<b>Secondary Permissible Activities</b>	\$7,787.00
<b>Secondary Admin Cost</b>	\$0.00
<b>Secondary Reserve</b>	\$0.00
<b>Secondary Total</b>	\$23,233.21
<b>Total</b>	\$28,787.53

### **Administrative Cost**

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<b>Row</b>	<b>Amount</b>
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**

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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	\$9,000.00	\$0.00	\$0.00	\$3,328.84	\$12,328.84	\$14,500.00	\$2,000.00	\$0.00	\$27,000.63	\$43,500.63	\$55,829.47

**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	\$4,740.08	\$3,009.72	\$0.00	\$7,335.96	\$15,085.76	\$18,713.00	\$4,859.40	\$0.00	\$0.00	\$23,572.40	\$38,658.16

**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	\$53,000.00	\$0.00	\$0.00	\$0.00	\$53,000.00	\$499.00	\$500.00	\$0.00	\$0.00	\$999.00	\$53,999.00

**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	\$52,627.03	\$0.00	\$0.00	\$20,372.97	\$73,000.00	\$0.00	\$2,000.00	\$0.00	\$0.00	\$2,000.00	\$75,000.00

**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	\$4,300.00	\$5,554.32	\$0.00	\$7,200.00	\$17,054.32	\$15,446.21	\$10,787.00	\$4,012.00	\$0.00	\$30,245.21	\$47,299.53

**Goal Totals**

Row	Post-Secondary	Post-Secondary	Post-Secondary	Post-Secondary	Post-Secondary	Secondary Required	Secondary Permissible	Secondary Admin	Secondary Reserve	Secondary Total	Row Total
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	Required Activities	Permissible Activities	Admin Cost	Reserve	Total	Activities	Activities	Cost			
Goal Total	\$123,667.11	\$8,564.04	\$0.00	\$38,237.77	\$170,468.92	\$49,158.21	\$20,146.40	\$4,012.00	\$27,000.63	\$100,317.24	\$270,786.16

### ***Secondary Supplemental Budget Sheet***

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Description	File Name	File Size
Loaded by Michelle K.	East Range (Mesabi) FY18-19 Allocation.xlsx	53 KB
Loaded by Michelle K.	East Range (Mesabi) FY18-19 Allocation.xlsx	53 KB
East Range Consortium Secondary Budget	East Range Consortium Budget FY18-19.xlsx	38 KB
East Range FY Secondary Budget	East Range Consortium Budget FY18-19.xlsx	38 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:\* \$49,370.72

### Post-Secondary

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

Coordinator Budget:\* \$44,554.30

## Perkins Dollars

## Perkins-Funded Positions

Person's Name	Position	File Folder # (secondary)	Amount	Upload Position Description
TBD	PS Counselor-Mesabi Range		\$45,000.00	Counselor Responsibilities py2018.pdf
Kevin Langdon	CTE Adviser		\$22,240.08	AP1 Recruiter Langdon.doc
Char Norlander	CTE Adviser		\$20,000.00	AP1 Norlander Adv ALI MRC.doc
TBD	PS Perkins Coordinator		\$44,554.30	Role-and-Responsibilities-of-Perkins-Consortium-Coordinator.pdf
M. Zupancich	Consortia-Post Secondary Coordinator-Vermilion		\$19,900.00	Role-and-Responsibilities-of-Perkins-Consortium-Coordinator.pdf
Shannon Malovrh	Secondary Perkins Coordinator		\$49,370.72	Position Discription.doc
			\$201,065.10	

## Improvement Plan Action Steps

Indicator Number (i.e. 1S1 or 2P1)	Action Steps to improve the performance	Resources Needed	Timeline	Person(s) Responsible	How will progress be documented?	Sub-populations or groups where gap exists:	Describe any contextual factors that might contribute to this gap:	Further Information
6S2 ? Nontraditional completion	Principals and reporting staff from each district will meet to review instructions on proper data	MDE staff to assist with training	Summer - Fall 2018 - Before P File reporting	Principals and P File reporting staff. Secondary	Successful if data entry is accurate. Increased			Reports are only beneficial if data has been submitted

	<p>submission. Principals and data entry people will work with Kari-Ann and new videos to ensure correct data is entered.</p> <p>High School counselors will continue to encourage all HS students to participate in non traditional courses.</p> <p>Skilled Trades Construction initiative will also include support of highlighting non trad careers and work with area high schools. Students and parents will gain more knowledge on the opportunities and needs specifically for northern Minnesota.</p>	<p>seminar. Skilled Trades Marketing Plan</p>	<p>opens. Skilled Trades implementation FY29</p>	<p>coordinator and MDE staff. Skilled Trades Committee, Perkins Coordinator</p>	<p>awareness of non trad opportunities will lead to additional students choosing to take a non trad elective in high school.</p>		<p>correctly. This seems to be an ongoing issue, likely because of district staffing changes.</p> <p>Skilled Trades Committee is currently working on RFP's to promote career opportunities in construction/skilled trades. Construction is a growing industry in our region in need of skilled workers to meet the demand caused in part by aging of the current construction workforce.</p>
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**Related Improvement Plan documents**

Upload any additional supporting documents here.

Upload any additional supporting documents here.

Upload any additional supporting documents here.

**Improvement Report**

<b>Improvement Report 1</b>	
<b>Indicator Not Met:*</b>	1S1 ? Academic Attainment in Reading/ Language Arts
<b>Negotiated Performance: *</b>	60.81%
<b>Actual Performance: *</b>	57.73%
General strategies planned to improve performance:	
Eveleth-Gilbert---41.18% Specific integration of tech reading and math in CTE courses with specifically CTE courses but may include in other core subject areas as identified by district staff.	
Mesabi East---0.0% Incorrect reporting skewed consortium results	
MIB-36.36%... PLC will use this data as part of new planning. Impementing PLC with set criteria of improving math and reading.	
Comments or context for actual performance (optional):	
Mesabi East obviously skewed the data results by not reporting accurately	
<b>Improvement Report 2</b>	
<b>Indicator Not Met:*</b>	2P1 ? Credential, certificate, or degree
<b>Negotiated Performance: *</b>	58.40%
<b>Actual Performance: *</b>	53.57%
General strategies planned to improve performance:	
The post-secondary schools are working on increasing the number of industry-recognized credentials and certifications, and are working on national trade accreditation which will increase the number of certifications offered by the college.	
This past year, the post-secondary institutions had large numbers of students enrolled in certificate and diploma programs, only to be called back to work before completion. We do not see this happening for the upcoming academic year and expect completion of all programming.	
Comments or context for actual performance (optional):	
<b>Improvement Report 3</b>	
<b>Indicator Not Met:*</b>	4P1 ? Student placement
<b>Negotiated Performance: *</b>	81.60%
<b>Actual Performance: *</b>	80.51%
General strategies planned to improve performance:	

The post-secondary schools are working on increasing the number of industry-recognized student placements. Currently, a large number of our technical graduates have jobs in place after graduation. We anticipate our percentages to increase dramatically.

This past year, the post-secondary institutions had large numbers of students enrolled in certificate and diploma programs, only to be called back to work before completion, but this also impacted placement, as they went back to previous positions.

Comments or context for actual performance (optional):

#### Improvement Report 4

<b>Indicator Not Met:*</b>	6S2 ? Nontraditional completion
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<b>Negotiated Performance: *</b>	31.50%
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<b>Actual Performance: *</b>	26.08%
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General strategies planned to improve performance:

Consortium continues to struggle with this performance indicator. Part of the problem continues to be inaccurate reporting.

Schedule training with MDE to input data. April 25, 2018 if possible before P File opens.

Comments or context for actual performance (optional):

Alexandria CTE school model is being explored by several districts, going to this could improve non trad data results. Continue with activities like Women in the Trades, Engineer like a Girl, and Construct Tomorrow. Goal for FY19 will be to take more than just "trade" program students to events like Construct Tomorrow. This will be highly promoted in other core classes as a career exploration activity that could lead to additional students selecting CTE courses.

### Statement of Assurances & Certifications

Description	File Name	File Size
Eveleth-Gilbert	E-Gilbert FY19 statement of assurances.pdf	93 KB
Ely Statement of Assurances	Ely Statement of Assurances FY19.pdf	99 KB
International Falls	ISD 361 Statement of Assurances Certifications.pdf	712 KB
Littlefork-Big Falls	LFBF-FY19.pdf	107 KB
Mesabi East	ME Statement of Assurances 5 11 18.pdf	657 KB
Mesabi Range	Mesabi FY19.pdf	132 KB
Mountain Iron-Buhl	MIB Statement of Assurances and Cert.pdf	27 KB
Nett Lake	Nett Lake FY19.pdf	20 KB
St. Louis County	St. Louis County Stmt of Assurances Certifications FY2019.pdf	122 KB
Virginia	Virginia FY19.pdf	1.0 MB

**Attachments**

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<b>Description</b>	<b>File Name</b>	<b>File Size</b>
Perkins FY19 Request Form	Perkins Request Form 18-19 goal 1.doc	45 KB
Perkins FY19 Request Form	Perkins Request Form 18-19 goal 1.doc	45 KB
Perkins FY19 Request Form-Goal 2	Perkins Request Form-18-19-Goal 2.doc	45 KB
Perkins FY19 Request Form-Goal 2	Perkins Request Form-18-19-Goal 2.doc	45 KB
East Range RPOS	RPOS East Range.pdf	185 KB

