



MINNESOTA STATE

Career and Technical Education

Grant Details

02416 - FY19 PERKINS APPLICATION

02621 - FY19 Itasca Consortium

Perkins IV Consortium

Grant Title: FY19 Itasca Consortium
Grant Number: 02424
Grant Status: Underway
Comments:
Applicant Organization: Itasca Consortium
Grantee Contact: Jill Murray
Award Year: 2018
Program Area: Perkins IV Consortium
Amounts:
Contract Dates: Contract Sent 08/08/2018 Contract Received 07/01/2018 Contract Executed 06/30/2019
Project Dates: Proposal Date 07/01/2018 Project Start Project End 06/30/2019
Grant Administrator: Jeralyn Jargo
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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)
Northland Community School	01 public school district	118
Deer River	01 public school district	317
Nashwauk-Keewatin	01 public school district	319
Greenway	01 public school district	316
Grand Rapids	01 public school district	318
Hill City	01 public school district	2
Floodwood	01 public school district	698
Itasca Community College		

Summary Narrative Part One

Career and Technical Education Programs:

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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)]

FY19:

The Itasca Consortium FY19's plan will again be focusing on two specific areas: Programs of Study and Technical Skills Assessments. The consortium will continue to develop our Programs of Study during a time when our high schools are cutting CTE programs due to low numbers and budget cuts. For example, we do not have one FACS program within our consortium but we are adding another Natural Resources Program. It is, and will continue to be very difficult to recruit CTE licensed instructors to our area along with having a shortage of CTE instructors throughout the state.

Our consortium has been and will continue to team up with the Applied Learning Institute (ALI). ALI prepares students of all ages to be highly trained, knowledgeable workers who are equipped with the technical and problem-solving skills necessary in our ever-changing world also supports CTE in our area. ALI has been instrumental in providing Up-to-date technology within some of our CTE programs.

One of our goals this fiscal year will be to continue focusing on TSA's for our Programs of Study. Within FY18 we tested out many different TSA's and have, come up with a few that will fit our POS. Our consortium has also come up with many that do not fit our POS. Throughout this process, we will continue working on our improvement plans as we watch for the data to catch up and reflect the work that has been implemented.

FY18 marked our Program Approval Process and we are now waiting to hear back from MDE as to which courses/programs have been approved.

The following information by goal is how the Itasca Consortium plans to use FY19 funds to support our CTE Programs.

Goal 1

- Provide faculty and staff with appropriate training
- Upgrade equipment and instructional materials in existing programs
- Purchase equipment and instructional materials for new programs
- Provide funding for TSA's
- Development of POS within the consortium

Goal 2

- Student involvement in professional organizations such as FFA, BPA, Supermileage, etc.
- Partnering with Grand Rapids Area Chamber of Commerce @ ICC for interactive career fair
- Development of industry based projects within POS in coordination with local industries
- Support field trips to businesses, community and technical college and other related industries
- Support salary for Consortium Perkins Coordinator
- Employ 3 academic assistants for special populations at Itasca Community College

Goal 3

- Target non-traditional students for career events such as Women in Engineering Day and Anishinabe Day at ICC.

Goal 4

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

Goal 5

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

CTE programing initiatives:

- Our consortium will continue to connect our secondary teachers with our postsecondary instructors to increase collaboration.

- We will continue to host our consortium meetings via telepresence.
- We will offer Accuplacer testing.
- The college and three high schools are working on collaborating on programs specifically in three area: Industrial Technology, Engineering and Automotive

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

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

- Professional Development: Registration fees, substitute teacher costs, transportation, food, and hotel expenses
- Career Fairs: Substitute teacher costs, transportation, food
- MCIS - splitting some of the cost with the high schools
- New and updated equipment for our CTE programs
- Tutors for our college CTE programs
- TSA fees
- Perkins Coordinator salary
- Student organizations (transportation and sub costs)
- Consortium collaboration

Meeting State and Local adjusted levels of Performance

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

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

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

That being said it is nice to have the three year trend reports to see exactly where improvements need to be made.

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)]

Our consortium's CTE programs were developed to meet industry and regional needs.

- Many of our CTE programs are connected to the Applied Learning Institute (ALI) which is part of an industry/education initiative in the Arrowhead region of Minnesota.
 - Engineering - We are continuing on a new initiative that started in FY17 with ALI to develop engineering course competencies into existing secondary curriculum in order to attract students
 - Nursing - we have a total of four high schools offering the NA program and our goal is to have five by the end of FY18
 - Construction
 - Welding - Each of our schools offer welding course. Some are even trying to offer an all "female" course.

- Cabinet Making
- Other programs are supported and driven by industry needs through close business relationships.
 - Process Operations - We have received a grant with IRRRB to collaborate with three area high schools in creating career pathways into the college
 - Natural Resources
 - Geographic Information Systems
- Postsecondary programs advisory committees include industry members - High School faculty are encouraged to join these.
 - Process Operations
 - Engineering
 - Nursing
 - Natural Resources
- Due to industry demand - CTE programs attract sufficient enrollment
 - School counselors advise students on CTE programs at both secondary and postsecondary level but in all reality, the instructors have a major influence as to increasing enrollment into their programs.
 - Programs are advertised in each of the schools catalogues

Students are exposed to career fairs and college tours throughout the region

We will continue to work on our POS and TSA's to make sure we are offering the appropriate tests for each POS. The consortium feels like we are making a lot of progress towards establishing a TSA for each of our programs.

- Each POS selected a TSA to pilot within FY18. Some have been successful and some have not. This is why we will continue making this a priority within FY19.

How students are provided with experience

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

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

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

- Women in Engineering Day at Itasca Community College
- Summer Engineering Camps
- Anishinabe Day at Itasca Community College

By Goal:

Goal 1: Designing and Implementing Programs of Study

- Provide faculty and staff with professional development opportunities
- Upgrade equipment and instructional materials in existing programs
- Purchase equipment and instructional materials for new programs
 - The new Process Operations Program will not be requesting grant funding from Perkins due to a grant they received from IRRRB in collaboration with Grand Rapids, Greenway and Nashwauk-Keewatin school districts. This grant is funding both professional development and equipment costs to get the program started. It is also providing funding to create career pathways for the program. The grant totals \$770,000.00.

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

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

Goal 3: Improve Service to Special Populations

- Target non-traditional students for career events such as Women in Engineering Day, Woodworking for women and Welding for women. We also have Anishinabe Day at Itasca Community College. These courses directed toward women usually fill up very quickly.

Goal 4: Student Transitions

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

Goal 5: Sustain the Consortium of Secondary and Postsecondary Institutions

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

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

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

- Remer City Council
- ETC!!!

Summary Narrative Part Two

Comprehensive Professional Development

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

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

Itasca Community College

- Nursing Program Spring Health Educators Conference - The annual conference is beneficial in 3 main ways, networking, emerging technology, best practices in nursing education. Our team networks with each other and with other nurse educators throughout the state. Every year there are new technologies to embrace. The conference assists us in remaining current in our methods and fulfills our accreditation faculty support requirements.
- ICC will be utilizing other grant funds to support out other programs professional development needs. For example, the Process Operations Program has funds to support training and development. They are planning to attend the North American Process Technology Alliance, HITEC Conference and Advanced Technological Education Conferences Summer/Fall 2018.

Secondary Schools

- CTE Education Conference
- Shop Teacher Workshop
- POS training/yearly updating with counselors
- NTEEA Fall Conference
- ITEEA Conference
- National Association of Agricultural Conference
- MN Association of Agricultural Educators Conference
- BPA Leadership Conference

Recruitment and Retention

Q6) How do your consortium members recruit teachers and faculty to fill CTE vacancies? Describe any special efforts to recruit individuals from business and industry into the teaching profession. 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))]

ICC has also worked very hard on recruiting industry led teachers to teach within our programs. This gives students the most up-to-date curriculum used within industry. Instructors have come from our local DNR, Paper Company, Power Company and engineering companies. We have been lucky to have the support of our local industries, but due to industries downsizing it is difficult for them to always support our programs due to the nature of our geographical area. There are only so many businesses in our area.

On the secondary side - we are still struggling with recruiting CTE instructors to our area. We realize that this is true throughout the state and that being said we are encouraging out teachers to take on student teachers who may want to stay in our area.

Lastly, our high school principals say that teachers are not paid anymore if they have a CTE license so now there is not the incentive to go back to school to complete it. That being said we recruit and inform those of the licensure processes and -

- We stay in close contact with principals to know who has variances and encourage individuals the portfolio process through MDE.
- Deer River has a Student Teacher – Natural Resources
- Keep in contact with colleges who offer those programs
- Steal them (teachers) from other schools
- Inform principals on Tier 4 licensure process
- Area businesses and industry are offering summer paid internships for local teachers to gain a better understanding of their industry.

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.

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

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

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

How Programs of Study Affects Outcomes

Q8) Describe the process your consortium used to identify Rigorous Programs of Study (RPOS). Include action steps, stakeholders involved, and timeline. Also list the strengths and areas for improvement of the RPOS for your consortium. In what ways did your self-evaluation of the 10 elements of the RPOS influence the selection of activities and strategies found within this plan? [Sec. 135 (b)(1)]

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

- The broad nature of this proposal will provide greater access to the field of engineering to under-represented students (i.e. female students and students of color).
- This proposal has the potential to create a natural bridge for IASC high school students to pursue a degree in engineering at ICC and other institutions.
- The concurrent enrollment option will be embedded within a pre-existing STEM course at each high school.
- Course credit will count as an engineering program elective at ICC.
- IASC high schools and faculty members will not need to develop and implement a new course that would be subject to low enrollment.
- High school faculty members will collaborate with ICC Engineering Department faculty members during the summer faculty institute.
- This proposal will be a high quality, low cost alternative to the Project Lead the Way curriculum.

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

Our RPOS has an advisory committee already in place for both the secondary and postsecondary programs with industry partners. The main strength of having engineering as our RPOS is that it is well supported region-wide. The Applied Learning Institute provides funds for equipment and training for the program, 4-year transfers are seamless, and our local workforce is eager to hire our students. Another strength is the quality of our instructors at both levels. They are very passionate and committed to their work and the success of their students.

Goal 1 Narrative

Narrative for Goal 1: Designing and Implementing Programs of Study

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Your Goal 1 narrative must include descriptions of the following elements: (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)].

The Itasca Consortium has been meeting via telepresence every other month to discuss POS and career pathways among other topics. We have made many program and communication improvements by putting standard operating procedures in place to ensure that we are all on the same page. That being said we do have more work to do and will continue to work on this within our FY19 grant. Our consortium has four objectives that target the success of our CTE and POS. Our CTE programs, secondary and postsecondary, set the direction for our consortia's POS implementation. Our four objectives focus on professional development, equipment upgrades, new equipment and technical skills assessments.

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

The key element is to start the career and technical education programs at the high school level or earlier to give students opportunities to explore options in business and industry. They learn the value of the 21st Century skills and elements of today's job market. Having industry and higher education partners involved at the secondary level helps students be more prepared for college and ready to contribute in industry. Knowing how important these partnerships are, we envision specific vocational programs located at the Grand Rapids High School Tech Center, Greenway High School and Nashwauk High School. Students in 9-12 grade, ICC and industry employees can take courses/training that pertains to their future career of interest or current job based on the program offered at each facility. The grant receive was for 2.5 million over the course of three years.

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

ICC is working with our local high schools to offer more college in the school courses. There are articulation agreements between our schools.

Our consortium identified which TSA's will be piloted within our POS for FY18. Some that were piloted will be utilized next year but some will not. Those POS that did not find a TSA will continue to look for one that will fit their needs. We have been working with Precision Exams on determining which ones best fit each of the programs. One of the goals this next year will be for our programs offer both pre and posttests. We are also looking to offer as many industry certifications as possible instead of using one of the Precision Exams.

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

Teacher's area required to cover all aspects of the industry within their coursework. Industry contacts and field trips give the students an awareness of all opportunities within industry.

As stated above, our consortium meets via telepresence every other month to discuss what is happening within our consortium and what improvements need to be made within our POS. Through this process, we as a consortium decide what needs to be done and how we can

accomplish this. The Perkins Coordinator then reviews this with their advising board to get the final approval. Having such a small and rural consortium adds to the ability to work together to determine what is best for each of the schools and POS. You will find what the consortium came up with listed under the objectives.

Career guidance and academic counseling is provided to all students. Within CTE, we are working on program planners for HS students so that they know what courses are beneficial for each specific career pathway. Within IASC our counselors are very involved with this process and sit on advisory boards.

CTE instructors always encourage students in their courses to continue with the sequence of courses within that specific program of study. In the end, it is up to the students to decide which courses they take. We just make sure that they are aware of them. Counselors and instructors work together on this.

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

Goal 1 Objectives

Goal 1 Objectives 1	
Required/Permissive Uses of Funds*	R1 , R3, P6
Strategies	
<p>1. Provide appropriate training to teachers, faculty and staff related to POS and CTE programs. Telepresence ITV technology between high schools and ICC - funds will be used for the Program Approval process.</p> <p>2. Equipment and other instructional materials will be upgraded in existing POS and CTE programs.</p> <p>3. Equipment and other instruction materials will be purchased for POS and CTE programs.</p> <p>4. TSA's will be purchased for CTE students wighin POS. (love all the acronyms!!)</p> <p>5. Continue development standardized procedures for secondary/postsecondary instructors</p> <p>6. Continue reviewing propper TSA's for our POS.</p>	
Outcomes	
<p>1. CTE and POS continue to be at the highest quality due to continued learning for our teachers, instructors and staff.</p> <p>2. CTE and POS are upgrated to meet the newest industry standards.</p> <p>3. New CTE and POS are provided with industry standard equipment.</p> <p>4. CTE students will take the required TSA for the POS.</p> <p>5. Itasca's consortium will have a continued standardized plan moving forward.</p> <p>6. Continue to find the best TSA for each of the POS.</p>	
Measures	
<p>1. The Data from the TSA's will be used to determine the quality of the course/program and impormvements will be made to continuously imporve the POS. Passing rate for each of the TSA's will be 70%,</p> <p>2. Existing POS equipment will be upgraded to provide students with industry standard equipment. This equipment will better prepare students for industry and for TSA. TSA will provide the measure that students are being trained properly for industry. This will be measured by the number of students who pass their TSA which again will be 70%</p> <p>3. New equipment will be provided to meet industry standards. This equipment will prepare students for the workforce.</p> <p>4. Success rate</p> <p>5. Secondary and Postsecondary folks will have standardized procedures needed for Perkins.</p> <p>5. Implement TSA's within each POS.</p>	
Post-Secondary Required Activities	\$4,000.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$4,000.00
Secondary Required Activities	\$3,186.91
Secondary Permissible Activities	\$13,088.59
Secondary Admin Cost	\$0.00
Secondary Reserve	\$18,974.49
Secondary Total	\$35,249.99
Total	\$39,249.99

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

Goal 2 Objectives

Goal 2 Objectives 1	
Required/Permissive Uses of Funds*	R5 , R7 , R8 , R9 , P4, P6
Strategies	
<p>1. CC will employ the Perkins Coordinator. The coordinator will coordinate both the secondary and postsecondary Perkins Grant. This person will administer the Perkins grant and provide leadership for the Itasca Consortium on all initiatives. The coordinator will work closely with the Applied Learning Institute (ALI), the Itasca Area Schools Collaborative (IASC), the Grand Rapids Area Chamber Workforce Development Committee and the STEM Grant Coordinator regarding any Perkins initiatives.</p> <p>2. Partner with local/regional industries for our annual career fair for high school 11th and 12th graders. The Blandin Foundation and the area chamber are major partners in this event. We look for grant funding within our community to help sponsor this event along with using some Perkins funds.</p> <p>3. The consortium will provide membership and participation in various student organizations related to career and technical education. This will include membership fees, registration fees, sub costs, travel/lodging and other related costs. No funds will be used for student participations for any competitions - regional, state or national.</p> <p>4. All of our high schools in our consortium offer work experience programs. The college also provides a similar program.</p>	
Outcomes	
<p>1. Effective collaboration and leadership for Perkins services and activities.</p> <p>2. Ensures effective collaboration in our community and within our consortium.</p> <p>3. Students will have the opportunity to be involved in professional organizations.</p> <p>4. Students will have exposure to various occupational choices in our community.</p>	
Measures	
<p>1. One person will be hired to coordinate both the secondary and postsecondary sides of the Perkins grant. Itasca Community College will conduct an annual performance review and will take into account feedback for our consortiums high schools.</p> <p>2. The consortium will track business/industry partners, activities involved in, and the reason for partnership/involvement are report data. Students will be surveyed and those results will be reported.</p> <p>3. The Consortium will keep track of information regarding the name of the organization, school involved, number of students and any other data if needed.</p> <p>4. The Perkins Coordinator will follow-up with instructor after student experience and file a report.</p>	
Post-Secondary Required Activities	\$26,431.61
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$26,431.61
Secondary Required Activities	\$21,001.13
Secondary Permissible Activities	\$21,954.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$42,955.13
Total	\$69,386.74

Goal 3 Narrative

Narrative for Goal 3: Improve Service to Special Populations

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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)].**

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

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

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

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

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

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

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

- o The Nursing CLA supports students by offering hours up in lab to work with students outside of class time. Instructors are not supposed to be involved with lab outside of class time related to potential equity issues. The CLA is knowledgeable and an effective resource for students. The CLA assists with student understanding of project work and available by appointment to work individually with students. Test proctoring by the CLA is a huge asset, by allowing instructors to correct exams from their office and make instructors available to field student questions as they are leaving the exams. Prior to exams, the CLA is available to work with students to study material
- o Within the Natural Resource program, Carl D. Perkins funds are targeted to provide technical and academic assistance to students having difficulty with their course work, and to assist in career development through mentorship. The Natural Resource Program is a technical field and many students require assistance in development of the necessary skills. Assistance for these students relies heavily on a College Lab Assistant (CLA). The CLA works predominantly in courses that are historically difficult for unskilled learners and centers around improvement of math, technical skills, study skills, and career placement. The work performed by the CLA concentrates efforts on student populations especially at risk of failure. A major part of the CLA work involves Supplemental Instruction (SI) for students who lack strong academic skills. Supplemental Instruction is academic assistance that utilizes a combination of techniques to guide students in skill development. These techniques include directed study sessions that are regularly scheduled, and informal review sessions where students compare notes, discuss readings, develop organizational tools, and predict

test items. Students learn how to integrate course content and study skills while working together. Supplemental Instruction also includes field sessions to help student refine the job skills necessary to perform typical tasks of a natural resource professional. The SI sessions are facilitated by the CLA and seek to engage and connect beginning learners with students who have previously done well in Natural Resource courses, who attended class lectures, took notes, and who can act as model students. Work by the College Lab Assistant is an essential part of improving students' technical skills so that they may function as Natural Resource Professional.

Our consortium will continue to work with our Upward Bound and Educational Talent Search and O-Gitch-I-Dah programs between secondary and postsecondary schools. All three programs are housed on ICC's campus with Native American liaisons located at some of the area districts. These students are provided with opportunities and services to make them successful. Through this program students are provided information related to college opportunities that will provide them an opportunity to be self-sufficient. There are many opportunities in our area that provide students access to high-skill, high-wage and high-demand jobs. Through our Upward Bound, Educational Talent Search and other programs offered throughout our consortium they will be informed of these opportunities and even have the opportunity to tour some of the local facilities. Our consortium also works with our local Chamber and Workforce Centers on providing information to them regarding highly-skilled/high-wage/high-demand occupations. Throughout the summer months AEOA offers adult basic education courses on campus. These students are also provided the same information to show them there are many opportunities available.

Students within special populations will not be discriminated against due to the policies held by Itasca Community College and our IASC schools. Itasca's policy is listed on their website and states: Itasca Community College is committed to a policy of nondiscrimination in employment and education opportunity. No person shall be discriminated against in the terms and conditions of employment, personnel practices, or access to and participation in, programs, services, and activities with regard to race, sex, color, creed, religion, age, national origin, disability, marital status, status with regard to public assistance, sexual orientation, gender identity, gender expression or membership or activity in a local commission as defined by law. This information is available in alternative format upon advance request by contacting Ann Vidovic, 14 Backes Student Center, ann.vidovic@itascacc.edu, 218-322-2433 or 1-800-996-6422 ext. 2433. This document is available in alternative formats to individuals with disabilities. Consumers with hearing or speech disabilities may contact us via their preferred Telecommunications Relay Service. Our IASC schools also have their policies listed on each of their websites. Each of these policies state that curriculum outcomes are the same for all students including special populations.

Goal 3 Budget: Improve Service to Special Populations

Goal 3 Objectives

Goal 3 Objectives 1	
Required/Permissive Uses of Funds*	R8
Strategies	
<ol style="list-style-type: none"> 1. Itasca Community College will provide technical and academic support services for students in CTE programs and specifically those who are special populations/academically disadvantaged. 2. ICC will provide disability, advocacy and support services as needed through the Office of Students with Disabilities, Student Support Services and counseling center (no Perkins funds used but students have access). 3. Develop events that inform students about nontraditional careers and encourage participation in programs where gender gaps exist. 4. Our consortium's high schools will continue to work with the Upward Bound program and Educational Talent Search programs. 	
Outcomes	
The whole goal is to provide and improve on services for students in special populations.	
Measures	
<ol style="list-style-type: none"> 1. ICC will employ college lab assistants for special population group for FY18. Student success due to CLA's will be tracked and reported as a measurable outcome through all postsecondary indicators. 2. The college will provide services/accommodations to 100% of students with verified disability that request services. Consortium can request numbers of students served and tracked by the college if required. 3. Consortium will track the type of event provided, costs, and number of participants. 4. Consortium will retrieve data already collected by ICC on the number of students served through these programs if required. 	
Post-Secondary Required Activities	\$43,797.13
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$26,202.87
Post-Secondary Total	\$70,000.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$0.00
Total	\$70,000.00

Goal 4 Narrative

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

*

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

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

The consortia will provide partial funding for MCIS. Many of our consortiums schools use this tool to help students meet individual learning plans

mandated by the state and it provides guidance, assessment and career information. Many of our CTE instructors use this to offer opportunities within their POS.

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

Itasca Community College continues to offer credit opportunities within the high schools. The college has developed a mentoring program that will help with the level of education that they require the students to have when coming into college. Many of the faculty do not feel that what is/has been taught as college credit in the high schools is actually "college" level. Again, ICC is working on this and is now offering some college in the school courses.

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

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

Lastly, our consortium will continue to work on enrollment, retention and completion for all of our students. FY18, ICC opened its doors to the folks in the TAA program and will continue helping to retrain them to go back to work in a high-tech, high-wage type of position in FY19. We worked with industries and workforce centers to provide them with as many opportunities as possible - many of the folks went back to work before completing the programs. Our college will continue to work with enrollment services, student services, veteran's services and so on to provide the best opportunities for our students.

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

Goal 4 Objectives

Goal 4 Objectives 1	
Required/Permissive Uses of Funds*	P1
Strategies	
1. Students will receive up-to-date career information by providing MCIS software/license; career pathway information will help students meet the required plan. Many of our CTE instructors offer a careers class for industrial technology/healthcare/etc. in which they utilize MCIS. 2. ICC will utilize some of the funds to administer the prep test for Accuplacer to 11th and 12th grade students.	
Outcomes	
1. MCIS will help increase awareness of a variety of careers and help provide a guide as to what career path they may take. 2. The Itasca Consortium schools will provide a means of evaluation for students transitioning to higher education so students are less likely to take remedial classes in math and reading. Students will be more prepared when actually taking the accuplacer. They will know what to expect and what they need to work on.	
Measures	
1. 100% of students will receive career information and will have it available throughout their high school career. 2. The college will be able to help track the number of student's tested. Test results should improve pre and post test.	
Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$0.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$7,235.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$7,235.00
Total	\$7,235.00

Goal 5 Narrative

Narrative for Goal 5: Sustain the Consortium

*

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

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

The goal of the consortium is to be an effective, cohesive, transparent and organized consortium. In order to do this we have to have processes and procedures in place. This is a work in progress, but within the past two years, we have seen many improvements made. One of the procedures is to make sure that our entire consortium is aware of how the funds are being spent. A spreadsheet is sent out to all of our members listing where/how the funds are being utilized. This process has led to trust within our consortium and the ability to work together.

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

Our local leaders meet every month and provide feedback as to how the Perkins consortium is operating. ICC conducts a performance review on the consortium leader and feedback from principals and educators are collected. This past IASC meeting with all superintendents went very well and they are impressed that things are being accomplished and processes and procedures are being implemented within our consortium not only for our instructors/teachers but also our fiscal folks. Each year we struggle with each of the schools submitting invoices in a timely manner. In FY18 we

implemented time lines as to when invoices needed to be turned in and for the most part it went smoothly. We will continue this in FY19. Everyone was on board with this implementation and if things were not turned in with the proper information it was the schools responsibility to cover any and all expenses.

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

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

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

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

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

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

Goal 5 Objectives

Goal 5 Objectives 1	
Required/Permissible Uses of Funds*	R6
Strategies	
1. Provide funding for the Perkins coordinator to help sustain the consortium.	
Outcomes	
1. Funds provided will allow coordinator to travel/meet with CTE teacher/instructors to work effectively, cohesively and to organized work needed to be done within the consortium.	
Measures	
1. Process and Procedures will continue to be established within our consortium and a more unified team will form. Communication and contact is very important and will allow us all to work better together. Meeting minutes will be provided when needed.	
Post-Secondary Required Activities	\$3,616.23
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$3,616.23
Secondary Required Activities	\$1,000.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$1,000.00
Total	\$4,616.23

Administrative Cost

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

Calculate Goals

Do you want to calculate all budget goals? Yes

Budget Goal 1

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Admin Cost	Post-Secondary Reserve	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Admin Cost	Secondary Reserve	Secondary Total	Row Total
Goal 1 Total	\$4,000.00	\$0.00	\$0.00	\$0.00	\$4,000.00	\$3,186.91	\$13,088.59	\$0.00	\$18,974.49	\$35,249.99	\$39,249.99

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	\$26,431.61	\$0.00	\$0.00	\$0.00	\$26,431.61	\$21,001.13	\$21,954.00	\$0.00	\$0.00	\$42,955.13	\$69,386.74

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	\$43,797.13	\$0.00	\$0.00	\$26,202.87	\$70,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$70,000.00

Budget Goal 4

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Admin Cost	Post-Secondary Reserve	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Admin Cost	Secondary Reserve	Secondary Total	Row Total
Goal 4 Total	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$7,235.00	\$0.00	\$0.00	\$7,235.00	\$7,235.00

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	\$3,616.23	\$0.00	\$0.00	\$0.00	\$3,616.23	\$1,000.00	\$0.00	\$0.00	\$0.00	\$1,000.00	\$4,616.23

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	\$77,844.97	\$0.00	\$0.00	\$26,202.87	\$104,047.84	\$25,188.04	\$42,277.59	\$0.00	\$18,974.49	\$86,440.12	\$190,487.96

Secondary Supplemental Budget Sheet

Description	File Name	File Size
Secondary Budget Sheet	ItascaCountyFY18-19Allocation.xlsx	53 KB
Secondary Budget Sheet	ItascaCountyFY18-19Allocation.xlsx	53 KB

Perkins Grant Collaboration with WorkForce Centers

Row	Amount
(SECONDARY) Total Perkins funds used in collaboration with WorkForce Centers	\$0.00
(SECONDARY) Estimated expenditures/in-kind contributions used in collaboration with WorkForce Centers	\$1,375.00
(POSTSECONDARY) Total Perkins funds used in collaboration with WorkForce Centers	\$0.00
(POSTSECONDARY) Estimated expenditures/in-kind contributions used in collaboration with WorkForce Centers	\$4,250.00
Totals	\$5,625.00

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:* 14.0%

Coordinator Budget:* \$10,000.00

Post-Secondary

Total percentage of time for Coordinators of Perkins:* 28.0%

Coordinator Budget:* \$20,000.00

Perkins Dollars

Perkins-Funded Positions

Person's Name	Position	File Folder # (secondary)	Amount	Upload Position Description
Jill Murray	Coordinator		\$30,000.00	MurrayPD.pdf
Joline Leone	CLA Forestry		\$23,333.33	LeoneJD.pdf
Greta Crowe	CLA Nursing		\$23,333.34	CroweJD.pdf
Noel Olander	CLA Engineering		\$23,333.33	OlanderJD.pdf
			\$100,000.00	

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
6S1 ? Nontraditional participation	Some of the strategies/activities that have been created to achieve this are listed below. <ul style="list-style-type: none"> Women in Engineering Female Tech Courses - woodworking, 	Time Funding for instructors at both secondary and post secondary CLA's	FY19	Instructors Counselors Business and industry partners Perkins coordinator	Performance - improvement in nontraditional participation Through numbers within programs	Underrepresented students by gender	Instructors Students Counselors	Perkins Coordinator, Instructors, Counselors, Business and Industry. Our advisory board has approved our

	<p>welding, construction</p> <ul style="list-style-type: none"> • Implement a plan on encouraging males in the healthcare fields <p>Even though we provide opportunities for females or males it is inclusive to all.</p> <p>Instructors, advisors and coordinator will oversee this throughout the year.</p>							strategies and action steps.
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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

Improvement Report 1	
Indicator Not Met:*	1P1 ? Technical Skill attainment
Negotiated Performance: *	80.6
Actual Performance: *	79.17
General strategies planned to improve performance:	
We have made many improvements that seem to be working. Per our plan, we are still working on implementing TSA's that fit within our POS. We have tripled the number of TSA's offered since last year. Now we are working on getting our districts to upload them.	
Comments or context for actual performance (optional):	
Improvement Report 2	
Indicator Not Met:*	1S1 ? Academic Attainment in Reading/ Language Arts
Negotiated Performance: *	56.82
Actual Performance: *	54.02
General strategies planned to improve performance:	
We will share information with our leadership team. Our plan is to evaluate the data to determine where we are falling short. Once this is determined, we will implement strategies.	
We will identify the districts to determine if there were certain circumstances as to why they were underperforming.	
Comments or context for actual performance (optional):	
Improvement Report 3	
Indicator Not Met:*	1S2 ? Academic Attainment in Math
Negotiated Performance: *	45.62
Actual Performance: *	43.14
General strategies planned to improve performance:	
We will again look at our districts to determine in what areas we are struggling. It is our intent to reestablish our summer Math faculty institute that includes area business and industry. Business and industry provide tours and relate math concepts required for their industry teachers can than adjust their curriculum with key math concepts. Students will then understand the relevancy of what/why they need to learn these concepts.	
Comments or context for actual performance (optional):	
Improvement Report 4	

Indicator Not Met:*	2P1 ? Credential, certificate, or degree
Negotiated Performance: *	64
Actual Performance: *	60.27
General strategies planned to improve performance:	
We still struggle with industry pulling our students out of the programs before graduating due to employee shortages. We are working on alternative ways of offering courses so that it will allow for employment and completion. Problem with this is that once the students are employed they do not feel the need to finish.	
Comments or context for actual performance (optional):	

Improvement Report 5	
Indicator Not Met:*	4S1 ? Student graduation rate
Negotiated Performance: *	92
Actual Performance: *	90.06
General strategies planned to improve performance:	
The Perkins Consortium Leader will consult with principals and superintendents on this.	
Comments or context for actual performance (optional):	

Improvement Report 6	
Indicator Not Met:*	6S1 ? Nontraditional participation
Negotiated Performance: *	35
Actual Performance: *	30.35
General strategies planned to improve performance:	
We will look at individual districts to determine which courses are not meeting this standard.	
Comments or context for actual performance (optional):	

Statement of Assurances & Certifications

Description	File Name	File Size
Seven High Schools and one College - Statement of Assurance	Statement of Assurance FY19.pdf	7.3 MB
Seven High Schools and one College - Statement of Assurance	Statement of Assurance FY19.pdf	7.3 MB

Attachments

Description

File Name

File Size

