

# FY19 PERKINS GRANT APPLICATION

## ANNUAL PERFORMANCE REPORT

**Award Year:** 2018

**Report Period:** 7/1/2018 – 6/30/2019

**Consortium Name:** Itasca Consortium

**Submitted by:** Jill Murray

**Submitted Date:** October 15, 2019

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

**QUESTION:** What activities were conducted during the grant year that supported quality Programs of Study (POS)?

The Itasca Consortium spent time focusing on POS this fiscal year. We continued to focus on determining which TSA best fits our POS, we also offered professional development opportunities for our instructors, supported new and updated equipment purchases, industry visits and student organizations.

Professional Development:

- National Association of Agricultural Educators Conference and Winter Conference
- TIES Convention
- ITEEA Conference
- MTEEA Fall Conference
- Vision Conference

Equipment:

- We updated equipment in the Construction, Automotive, Healthcare and WBL areas this fiscal year

Student Organizations:

- FFA (Deer River, Greenway and Grand Rapids)
- BPA
- Supermileage

### CTE Related Field Trips:

- Many of our instructors took students on industry tours and to multiple colleges for both career specific visits and career fair visits. Itasca Community College in particular puts on a "hands-on" career fair giving the students an opportunity to try something in the career they are interested in. (put on by both industry and college programs). East Range Consortium hosted a Construct Tomorrow event which was well attended by many of our secondary schools.

Our consortium also supports our POS by purchasing MCIS for each of our districts that utilize it within their CTE Programs.

**QUESTION:** Describe the impact of the POS in terms of participation, concentrators, student outcomes, etc.

The Itasca Consortium is very rural and many of our programs do not offer enough classes for students to become concentrators. We do provide students the opportunity for career exploration and clarification in POS areas. We also provide funding to each of our districts for career fairs, college visits and field trips that expose our students to different POS.

Itasca Area Schools Collaborative (IASC) received a grant from the Blandin Foundation that will help support and expand career pathways for our students. This funding will provide the support necessary to expand into some of our more rural schools which in turn will allow more course opportunities in the path they choose. This will have a huge impact on our rural schools due to the fact that finding qualified teachers has become more of an issue. The IASC Career Pathways Director is doing an amazing job connecting the secondary schools.

**QUESTION:** What activity (or POS) was the most successful, something that you would repeat or share with others and why?

The Itasca Consortium had many successful activities that support POS. Activities such as ICC's Career Fair, which is put on by both the college and industry. The Career Fair is almost 100% hands-on with forestry log sawing competition to blood pressure readings to law enforcement demonstrations. The goal is to expose students to careers that interest them and give them an opportunity to see/participate in a related activity. Our consortium also hosts a Native American Career Day which serves eleven different high schools throughout our region.

BUT... If I had to choose one activity that has made an impact for both our postsecondary students and area industry professionals I would choose our Mock Interview Event. This event provides students an opportunity to practice/showcase what they have learned within their professional development class. We team two community professionals together in order to make it a more realistic interview. They critique them on their professional mannerisms, work ethic, ability to communicate and related experience. This has been an exciting event we hope to expand within our college.

**QUESTION:** Describe any innovative initiatives. Did your consortium award incentive sub-grants for exemplary performance or to promote innovation? If yes, please describe.

Not this year. Other grant funds through IRRRB and the Blandin Foundation are currently being used for innovative initiatives.

If you answer "Yes" to any of the following questions, please briefly describe your activities.

**QUESTION:** Did your consortium:

- expand the use of technology in CTE programs?
- offer or provide professional development to CTE teachers, faculty, administrators, and/or career guidance and academic counselors?
- provide support for CTE programs that improve the academic and career and technical skills of students through the integration of academics with CTE?
- use Perkins funds to support CTE programs that offer experience in and understanding of, all aspects of an industry for which students are preparing to enter?
- use Perkins funds to support the improvement or development of new career and technical education courses and initiatives, including career clusters, career academies, and distance education?
- use Perkins funds to provide activities to support entrepreneurship education and training?

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

**QUESTION:** How did your consortium support partnerships among local educational agencies, institutions of higher education, adult education providers, and, as appropriate, other entities, such as employers, labor organizations, intermediaries, parents, and local partnerships, to enable students to achieve state academic standards and career and technical skills?

Our consortium will continue to foster and grow the support of our area partnerships, local educational agencies, higher educations and adult education providers. We will do this by collaborating with each other for events and activities pertaining to our POS.

The Perkins Consortia Leader collaborates with ICC, industry partners, secondary schools, Career Force and other to put on a hands-on career fair that showcases many pathways for students.

We had:

- 49 organizations across 7 career clusters
- 79 total professionals representing the 7 career clusters
- 14 high schools
- 765 students

We also put on an evening career event where parents and community members can attend.

**QUESTION:** Do business and industry partners help connect students to experiential and work-based learning opportunities? If so, what type of experiential/work-based learning is available to students in which programs? How many students were impacted in specific career pathways?

The Itasca Consortium's business and industry partners help in connecting our students to work-based learning opportunities. Many provide job shadowing, internships and tours. For example, the Practical Nursing Program at ICC requires their students to do 10 hours of volunteer hours at 5 different industry locations. Industry partners work with the instructors to set all of this up. The forestry program also helps to set up internships within their program and hosts industry partners at the college for mock interviews. Twelve students completed internships within the forestry program.

In addition to the volunteer hours required by the nursing program... all practical nursing students complete 218 clinical hours. Grand Itasca Clinic and Hospital, Grand Village Care Facility, Deer River Hospital and Care Facility and other community services participate in coordination with ICC's faculty and staff.

Another example would be our engineering program. Each student is required to do 15 hours of volunteer hours and also had over 40 second year students and 10 first year students completing internships. In our small "rural" community we feel this was definitely a huge success.

We can honestly say that our consortium has strong business and industry partners. We will continue this work not only with Perkins funds but also with the help of ALI, IRRRB and Blandin Foundation Funds.

**QUESTION:** Describe the status and activities of CTE advisory committees in your consortium.

It's a work in progress. Our postsecondary advisory committees have been active and with the help of the Career Pathways Coordinator for IASC the secondary programs are making huge strides. We have a ways to go but our goal is to combine postsecondary and secondary advisory boards. This way they have the ability to all weigh in and understand what needs to take place in that particular POS.

**QUESTION:** Did your consortium use Perkins funds to support CTSOs? If so, how?

YES, YES, YES!!!

Our consortia supports four student organizations. FFA (Greenway, Grand Rapids, Deer River) and BPA (Grand Rapids).

We have some amazing student organizations. Featured below you will see the results of Deer River's FFA Program and Grand Rapids BPA Program. Please note that Deer River's program started only a few years ago and has grown leaps and bounds!!

**FFA – Deer River**



**Star in AgriScience** - Autumn D. was recognized as 1 of the top 4 Star in AgriScience students in the State for her work experiences through the Youth Conservation Corps. You can see the moment she was recognized, the 1 minute summary video she created as well as what some of the other finalists were like. Start at 1:10:44 if interested <https://www.youtube.com/watch?v=Z3CFBEpXais>

**State Degree** - Autumn D., Marshall M., Trevor M., Kaity M., Thor K. This honor is reserved only for the top students in the state and is a reflection of the summative experiences they have developed in FFA including leadership, community service, work experience development and academic excellence. Deer River lead northern Minnesota with our number of State Degree recipients.

**(2x) Model of Innovation** - The state selects 3 of the best activities in the state to use as a model for excellence for other programs to learn from and incorporate. Deer River was selected as a Model of Innovation for 2 of the 3 categories (the most of any chapter in the state) for a "Milk Moustache Contest" held to promote lactose intolerance awareness, and "Mira-Curl" curling partnership built with the Itasca Curling Club to promote healthy lifestyles.

**8th Overall Chapter Excellence Award** - our chapter was evaluated on our yearly activities (organized and lead by the students) that impact students, our community, and promote

agriculture. Deer River was selected as the 8th overall chapter in the state, and our program (because of our ranking) will be evaluated at the National level.

### **Competition RESULTS:**

**2nd Overall** Forestry (46 teams): Autumn D, Trevor M, Marshall M, Cole F

**\*Finalist, 3rd Overall** - Conduct of Chapter Meetings (16 teams): Tait K, Jack P, Nevaeh E, Callie N, Austin M, Ryann G, Katie S

**\*Finalist, 5th Overall** - Prepared Public Speaking (24 individuals): Lucy K

**6th Overall** - Poultry Evaluation (50 teams): Alyssa S, Katie S, Kaity M, Ellie T

**6th Overall** - Nursery Landscape (35 teams): Colby G, Hannah G, Jack P, Ayden B

**9th Overall** - Small Animal/Veterinary Science (65 teams): Hannah M, Kayden G, Hope M, Regan L

**10th Overall** - Wildlife (60 teams): Thor K, Karly H, Austin M, Hunter W

**46th Overall** - Livestock Evaluation (60 teams): Katie W, Emily D-W, Faith M, Kiley F

### **BPA - Grand Rapids students earn recognition at Minnesota Business Professionals of America conference.**

**Grand Rapids, MN** - 15 students from Grand Rapids participated in the annual Minnesota Business Professionals of America (BPA) State Leadership Conference in Minneapolis, MN, March 7-9, 2019. During the school year, over 1,700 Minnesota BPA student members take part in the organization's competitive events program, allowing them to compete in nearly 60 events focused in the areas of finance, business administration, management information systems, digital communication & design, and management, marketing & communication. The competitions are designed to prepare students to succeed and assesses real-world business skills and problem solving abilities. After qualifying, regional winners put their talents to the test during the State Leadership Conference. Students receiving state recognition include:

- Kyle L. – Digital Communication & Design Concepts – 1st
- Julianne J. – Human Resource Management – 2nd

Kyle L. and Julianne J. traveled to Anaheim, CA to compete with 5,500 top students from across the United States at the 53rd Annual National Leadership Conference – the pinnacle of BPA competition. Julianne and Kyle competed at the National Leadership Conference in Anaheim, CA on May 1-4. They had the opportunity to compete at a high level against the nation's best and to network with thousands of students from across the country.

**QUESTION:** Did your consortium use Perkins funds to support partnerships between education and business, or business intermediaries, including cooperative education and adjunct faculty arrangements at the secondary and postsecondary levels? If yes, please describe.

No, we did not use any Perkins funds for this.

## Goal 3: Improve Service to Special Populations

**QUESTION:** What strategies were adopted to overcome barriers for special populations and non-traditional (by gender) learners?

This fiscal year we had the opportunity to apply for an incentive grant centered around special populations. We utilized this money to focus on three POS (Natural Resources, Engineering, Nursing). As you will see below, our three events were a huge success. Also, within our schools we offer courses in industrial tech specific for women which has also been very successful.

### **Natural Resources – 97 students attended, 37 female and many were Native American**

**Purpose:** The ICC Focus on Natural Resources Sciences Career Day is geared toward showcasing careers in the Natural Resources field to students of socioeconomic backgrounds that are not traditionally represented in the Natural Resources Science Professions (e.g. women, minorities).

The career day will be built on the four areas of emphasis within the Itasca Community College Natural Resources Program; Wildland Fire Fighting, Natural Resources Law Enforcement, Forest Resources and Geospatial Sciences. These fields will be represented and demonstrated by professionals that are of non-traditional background (e.g. women, Native American, other minorities etc.). The intention of the career day is to expose students to several accomplished professionals within the four areas of emphasis while engaging the students in learning activities that generate interest and build connections. In addition to the hands on experience, students will be given a basic overview of pathways to entering these careers. This information will be covered in a closing session for the career day in which college staff and faculty will present information on the resources available to students who wish to pursue a career in the Natural Resources Sciences or other STEM fields.

### **Areas of Emphasis:**

- NR- Wildland Fire Fighting (Station 1, Dailey 113B) Wildland Fire Engine (DNR) staffed by professional
  - MN DNR wildland firefighters: Jeff Poenix, Connor Grigsby, and Ashlee Zupancich. Hose and water demonstration. (Coordinator, Lee Kessler)
- NR- Forest Resources (Station 2, TBT) Eden Friedrich - Reforestation Technician, USFS and
  - Morgan Michels - NR Forestry Technician, MN DNR -- DBH and/or pacing. (Coordinator, Joline Leone)
- NR- Law Enforcement (Station 3, University of Minnesota Multipurpose Room) Mike Fairbanks, MN
  - DNR CO and K9 Officer, Female CO. (Coordinator, Meadow Kouffeld)
- NR- Geospatial (Station 4, Davies 121 Music Room) Kim Nelson, Geospatial Professional MNIT

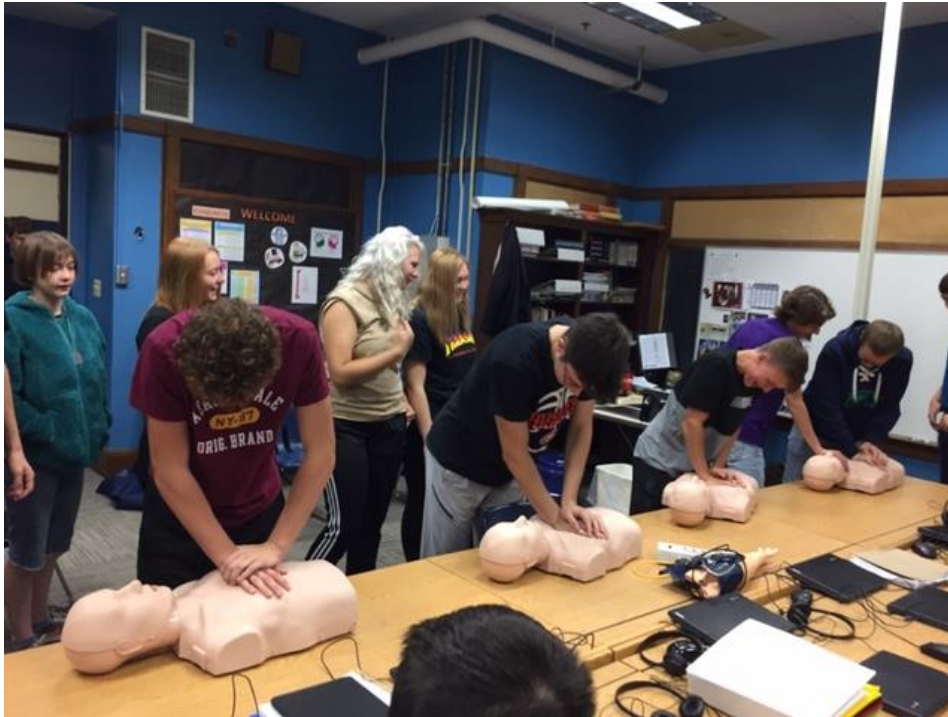


- (Minnesota IT Services), demonstrate handheld GIS technology or demo in classroom. (Coordinator, Tim Fox)

### **Nursing – IASC Schools attended Nursing event and staff visited three schools**

**Nursing Expo/Event** - This one day event will target male high school students interested in Nursing. The event will focus on showcasing hands-on activities within the anatomy and nursing labs. This event will not only utilize current students/faculty/staff but community members as well through demonstrations and projects for high school students.

The expo/event was well attended but in the end we still had some extra funds left over that was allocate to Health Careers. So one of our instructors took the initiative and went and visited three other schools. This was also a huge success as you can see in the photo below. Hands-on-Learning!!



### **Engineering**

#### **Women in Engineering Twin Cities Industry Tour**

ICC Engineering invited young women in their junior and senior classes to participate in a Twin Cities Industry Tour. Students who participated had the opportunity to tour two engineering firms, meet with women engineers, participate in panel discussions, and have a communal meal

where we will reflect on the day and discuss pathways into engineering careers. We had a total of 46 juniors and seniors.

**QUESTION:** What support service was provided during the grant year that was most successful in increasing special population and/or non-traditional learner recruitment and retention?

Please note the answer above.

We also support the positions of three college CLA's which have increased the retention of many of the postsecondary students. This along with our support services provide opportunities for not only special population and/or non-traditional student retention but all of the students at ICC.

BUT... If I had to choose which support service was the most successful... it was the opportunity to apply for extra funding that provided our consortia with the opportunity to try something new. As you can see the Nursing, Natural Resources and Engineering Events were a huge success and we hope to continue this in the following years but expand it out to the TRUE NORTH STARS!!!

**QUESTION:** Describe how your consortium uses data-driven decisions to target consortium activities to the needs of special populations. What impact have these efforts had on success of special populations?

Our consortia takes the desegregated data to identify the specific populations that are under performing in the targeted indicators. Once with have this information it is then shared with district administrators, counselors, CTE instructors and staff. We then determine where improvements and what strategies are needed to make the necessary improvements for students to succeed. At the postsecondary level our CLA's are very instrumental in supporting these strategies.

Below you will a couple examples where we made great improvements within our scores.

Nursing – Every person in the PN program passed their boards!!! The program made great strides from the previous year's test results. We went from a 67% pass rate to 100%!!

Our consortia's NA program in total (secondary and postsecondary) had a total of 106 students and only two did not pass. That is a 98% passing rate which shows us that the improvements that are being made within our programs are working. Again, we went from 94% pass rate to 98%!!

**QUESTION:** How did your consortium provide preparation for non-traditional fields in current and emerging professions and other activities that expose students to high-skill, high-wage occupations?

We provided preparation by offering:

- Women only auto classes
- Women shop and design classes
- Intro to manufacturing classes
- Healthcare careers course in the high schools
- NA courses within the high school
- Career fairs
- Facility Tours
- Guest Speakers
- Hands on learning opportunities
- As much funding as we can so we meet the needs of industry!!

**QUESTION:** How did your consortium provide support for programs for special populations that led to high-skill, high-wage or in-demand occupations?

Our consortium provides three CLA's at the postsecondary level. These folks help to support students within the high-skill, high-wage or in-demand occupations. These folks help to provide the support and guidance needed to succeed. They provided mentoring, tutoring, help with resume writing and cover letters, help with internship and job applications, extra training on field work or project work and more. We also provide learning communities for students to study, work on projects and to also help support each other.

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

**QUESTION:** Describe the kinds of articulation, dual enrollment, and transfer credit courses offered. What was the level of participation? How are these advanced credit courses transcribed on the student's high school record and on college transcripts?

Itasca Community college has concurrent enrollment agreements with many of our area high schools. We are continuing to grow in this area when needs arise. This is an improvement area that the college has been focusing on over the past few years. To say the college was late to the game is definitely true. That being said we continue to add more agreements to our growing pile.

These courses will show up as college credit on the student's high school transcript. Again, this started out to be a struggle due to the fact that many of the college's instructors did not "buy into" CIS courses. With the adoption of a CIS mentor program, the college instructor's support and foster high school teachers to make sure everything they are teaching is college level. This has gained the credibility needed to prove to the college faculty that this is indeed a positive and amazing experience for students. Students first!!

**QUESTION:** Did your consortium use Perkins funds to establish agreements, including articulation agreements, between secondary school and postsecondary career and technical education programs to provide postsecondary education and training opportunities for students? If yes, please describe.

No, we did not use funds to establish agreements between secondary and postsecondary schools.

**QUESTION:** Did your consortium use Perkins funds to improve career guidance and academic counseling programs and/or to support occupational and employment information resources? If yes, please describe.

No, we did not use funds to improve career guidance and academic counseling programs or to support occupational and employment information resources.

**QUESTION:** Did your consortium use Perkins funds to support initiatives to facilitate the transition of sub-baccalaureate career and technical education students into baccalaureate programs? If yes, please describe.

No, we did not use Perkins funds for this.

**QUESTION:** Describe other transition activities (secondary to postsecondary; secondary to work; postsecondary to work), courses, or services you provided. What were the lessons learned from these activities?

Throughout our consortia we have many services that help with the transition from secondary to postsecondary; secondary to work; postsecondary to work. Below you will find a list of many of our activities.

### **ADVISING/COUNSELING**

- Academic Planning
- Enrollment and Registration Assistance
- Personal and Career
- Graduation and Transfer Preparation Assistance
- Financial Advocacy

### **ADDITIONAL SUPPORT SERVICES**

- Tutoring and Study Groups
- Disability Advocacy
- Academic Success and Support Groups
- Academic Workshops
- Cultural Enrichment Activities
- Social Events
- Training in Study Skills
- Transfer Campus Tours
- Writing Center
- Mock Interview Events
- ICC internship/job board
- MCIS
- Food Pantry
- ETC.

## **Goal 5: Sustain the Consortium**

**QUESTION:** What activities were conducted that helped to improve and sustain the consortium? Are you considering changes to your consortium structure to better serve students? If yes, please describe.

As a consortium/community we work to provide opportunities for all of our students. In order to do this we need to work together in building the pipeline that is needed for our area industries. We do this by providing equipment, professional development, activities, CTSOs, sharing bussing costs, etc. This all happens with the help of Perkins funds as well as other grant funds and industry support.

We also attend quarterly meeting with our governing board, attend the Perkins Coordinator annual meeting, MACTA Conference, ACTE Conference and the Vision Conference. Knowledge is a powerful tool and the more we learn and collaborate together the further we will go.

**QUESTION:** Provide an overview of the consortium leadership team (i.e. are they representing all districts, colleges, business and industry, and other community partners)?

#### Itasca Area Schools Collaborative (IASC)

- The Itasca Area Schools Collaborative (IASC), under a joint powers agreement, was formed in August 2005 to bring new focus to a partnership of area school districts seeking increased educational opportunities for students.

As a result of strong existing collaborations among the districts in a number of different areas, the districts analyzed, explored, redefined, and expanded its focus to increased educational opportunities for learners by increasing cooperation and coordination among school districts, other governmental units, and post-secondary institutions.

Leveraging relationships and trust between districts, IASC intends to achieve education transformation and improve sustainable education outcome through strengthened partnerships and cooperation, state of the art architectures, integration of functions, and enhanced stakeholder understanding.

- **Mission** - Collaborate to most efficiently and effectively educate all learners.
- **Vision** - Be the trusted provider of education, promoting economic opportunity and life-long learning for the Itasca Area.
- **Overarching Strategy** - Achieve education transformation and improve sustainable educational outcomes through strengthened partnerships and cooperation, state-of-the-art architectures, integration of function, and enhanced stakeholder understanding.

#### How We Function:

- The Itasca County Consortium planning structure is innovative, exciting and exclusive to our region. It starts with a collaborative structure made up of three distinct groups focusing on education and workforce development. Perkins is one of these groups.

#### IASC Governing Board

- The IASC Governing Board is comprised of ten voting members who serve a one calendar-year term. Members are District Board Member appointees, the Provost of Itasca Community College, and the two superintendents currently serving as the Chair

and Vice-Chair of the IASC Administrative Committee. The remaining superintendents serve as non-voting ex-officio members.

**QUESTION:** Did your consortium use Perkins funds to improve the recruitment and retention of career and technical education teachers, faculty, administrators, or career guidance and academic counselors, and the transition to teaching from business and industry, including small business? If yes, please describe.

Our consortium did not use any funds in the recruitment of any of our CTE teachers, faculty, administrators, or career guidance and academic counselors. We do utilize funds for professional development and state of the art equipment. We felt that having the tools needed to do ones job helps with the retention of our folks. The schools and industry professionals are the ones who are really stepping up to the plate in recruiting folks to our area.

**QUESTION:** To what degree does the consortium seek additional grants (federal, state, or local) or braid various funding streams together to support consortium activities? Please provide examples.

Our consortium and schools are always seeking out additional grant funds. Currently, we have grants from the National Science Foundation, IRRRB and the Blandin Foundation that help to support career pathways. We also utilize ALI funding which provides many of our programs with state-of-the art equipment and software.

**QUESTION:** How would the new definition of size, scope, and quality change the way you spent your Perkins funds this past year? What changes will you need to make in your next submission regarding size, scope, and quality?

The consortium will need more information to specifically answer this question, however as always we will implement any national and/or state requirements.

**QUESTION:** How is your consortium planning to conduct the comprehensive local needs assessment required for submission with the two-year Perkins V application?

The East Range, Hibbing-Chisholm and Itasca Perkins Consortiums began meeting in May of 2019 to discuss the possibility of becoming one large consortium. Several meetings with consortium staff, administration and state leaders have resulted in the conclusion that this is the best option for our area.

Consortium leaders have continued to meet twice a month and have outlined a three-year plan documenting the steps toward this merger. Specifically, for the two-year application, the three consortia will develop a calendar for all secondary and post-secondary activities throughout the region. New consortia board structure will be developed and secondary fiscal agent will be



identified during this time frame. Funding request formats will be identified, reviewed and developed to best meet the needs of all consortium members.

## Other Summary Comments

**QUESTION:** If you were unable to accomplish activities in your plan, indicate reasons why and what you might do differently. How can state staff better support your efforts?

Yes, we were able to accomplish what was stated in our application.

The Itasca Consortium accomplished all of the activities within FY19. Our goal moving forward will be to work more closely with the IASC Career Pathways Director and how to best utilize the funding we have coming into our area.

**QUESTION:** What lessons-learned will you incorporate into your two-year application due May 1, 2020?

We have found the bimonthly multi-consortium meetings to be invaluable! Consortium leaders across the state resemble many of our CTE programs, which are stand-alone programs, with a single teacher in a district. The knowledge and experience we are gaining from working so closely together is ultimately going to create lasting friendships but more importantly strong, unified, knowledgeable CTE Perkins Coordinators. We are ....True North Stars!

State Leadership Review:

You have great documentation of your continued expertise in blending grant funding with the IRRB, Blandin Foundation, and the ALI to serve your students! The mock interview program support students in transition. You continue to use innovative ways to bring business and industry into these conversation and activities.

Opportunities:

You have recognized and continue to look for ways to provide learner access and opportunities to the student in small rural schools. All three True North Stars! have documented the benefits already realized with the work toward combining resources and consortia structures. You will be our state model for implementing change!