



MINNESOTA STATE

Career and Technical Education

Grant Details

02416 - FY19 PERKINS APPLICATION

02620 - FY19 Lake Superior Perkins Grant Application
Perkins IV Consortium

Grant Title: FY19 Lake Superior Perkins Grant Application
Grant Number: 02447
Grant Status: Underway
Comments:
Applicant Organization: Lake Superior Consortium
Grantee Contact: Bradley Vieths
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	Project Start	Project End		

Grant Administrator: Jeralyn Jargo
Contract Number: 02447
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)
Lake Superior College		
Duluth Public Schools	01 public school district	709
Proctor Public Schools	01 public school district	704
Esko Public Schools	01 public school district	99
Hermantown High school	01 public school district	700
Lake Superior School District	01 public school district	381
Cook County Public Schools	01 public school district	166

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)]

- This year our consortium determined that our secondary sites needed to focus on improving equipment in programs/districts that haven't received updates recently and to assist them in meeting regional industry standards based on our collaborative work.
 - Graphic Arts: new digital drawing tablets--will allow students to digitize their artwork in several mediums such as charcoal, paint, watercolor, pastels
 - Trades and Engineering: fill in gaps of current programs based on others in the region
 - CNC Plasma cutter Proctors new Metals program
 - Welders to Proctor and Hermantown that match LSC and Duluth's so all students operate on what our industry and partners train on.
 - Aerospace: Program as expanded from under 50 students 2 years ago to over 100 this upcoming year. Supplies will support the expansion
 - Automotive: Due to growth in the program and new instructor desires. Program is adding two hoists at the site so that more students can work hands-on on a variety of learning targets at once.
 - EMR: Piloted this year and all equipment was on loan from LSC. This money will allow for the program to purchase its own
 - New Program: Computer hardware and software program at Proctor
 - New carts will allow the students to have portable work-stations equipped with all necessary tools to provide repair work for the district and neighboring districts as the program grows
- The consortium's number 3 and 4 priorities remained collaboration with industry and getting as many students out to see post-secondary and workplace options as possible. This also involves directly supporting CTSOs in order to better help students transition skills learned in class into industry and local leadership. We experienced a great year this past cycle with an increase in industry connections and we want to maintain that growth

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)]

- By working directly with our performance indicators, we continued to focus on trying to get more of our non-traditional students to progress from just participants into completors. We have experienced success in both our engineering programs--including CAD, Architecture, and aerospace, Intro to Trades programs, and after school welding offerings. Although we haven't allocated Perkins dollars to it, we have also been in discussion with local groups on how to increase our success with protected, special education, and free-and reduced populations. We are still seeing a large gap in connecting these groups to potential career options for them beyond entry level jobs after graduation
- We still struggle with finding ways to help with testing data. Duluth being the largest and most diverse district continues to be the lowest performer. That being said, enrollments and offerings are up at Duluth's least successful school and this past year the graduation of that building jumped to over 80% for the first time in years--up from 73% the previous year. We hope that this is a trend that the expanded CTE offerings at the site are helping with in some fashion

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)]

- This year we formally created a criteria and priority system as a method to gauge which programs to support. Consortium programs that are articulated or connected to a post-secondary, offer TSA or industry credential, and match our regional industry and DEED needs were given priority for funding.

- We also chose to focus some resources on new programs or ones that showed potential to open new career pathways in our region such as Proctor's new Computer Applications and Hardware program; Duluth's EMR program. The consortium received a Healthforce \$10,000 planning grant. The consortium is working to create a New Healthcare program collaborative in Hermantown, Esko, Proctor; and Esko's growing automation and robotics program.

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)]

- We have again partnered with our regional Workforce Development Board, LSC, AFL-CIO, and Builders Association to offer the states largest Construct Tomorrow Event.
- We have also provided funding for Tour of Manufacturing in October.
- We have a close working relationship with Arrowhead Manufacturing and Fabricators Association (AMFA) which provides funding support for manufacturing programs in our K-12 schools
- Our consortium has provided a collaborative money to any teacher,, counselor, or staff who wants to take their program to visit local and regional industries in approved program areas.

Summary Narrative Part Two

Comprehensive Professional Development

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

- Our consistent push, promotion and support of industry connections remains strong. We are again providing ample resources for teachers to connect with industry, pursue credentials needed in educational practices or industry connections; also for support in exploring and developing clubs and leadership opportunities for their students.
- We actively encourage training for programs to attend trainings in with the North East Service Cooperation in Mt. Iron, MCIS, timberframing, safety, clubs leadership workshops and
- We also offer a regional Skilled Trades professional development that is held in collaboration with all Lake Superior Consortium members, Carlton +2, and also invited members from all consortium up on the Range and ALI members. It has grown so much that this year we capped it to 25 participants and are creating a cycle of up on the Range and then down in Duluth region.
- We provide funding for all or any new CTE teachers to attend CTEWorks, Mentor programs or any other supports we can provide.
- Summer training is again listed as an opportunity for instructors to work directly with LSC instructors to build comprehensive learning targets from middle school to high school.

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)]*

- As we have more and more instructors reach retirement age, we have been much more proactive in reaching out to regional colleges who have high need programs in our area such as FACS, and skilled trades. We also work together in helping recruit and retain instructors.

- We have primarily placed a hold on recommending the best route for “community experts” or variances due to the hold on the Tiered licensing system coming out July 1st.
- One program we are trying in this grant cycle is combining staffing for the Construction Program at LSC and Duluth. This past year the two programs built a house. This year we are providing Perkins funding for a full-time seasonal College Lab Assistant to work directly with the Duluth instructor and the LSC program to build a Habitat for Humanity House. We hope to provide a better learning environment for both programs with this additional support.
- Secondary and post-secondary coordinators have worked with local industries about ways to get the best candidates out of industry and potentially into the classroom either as tech-tutors or as potential instructors. That being said, we are still very concerned with being able to keep programs as staffing turnover and retirement takes place.
- As listed above, we also provide any and all support we can for teachers to attend industry, and educational professional development that will help them create artifacts to potentially complete portfolio or performance criteria for licensure.
- All this being said, it is important to note that all these have been put on hold at the secondary level until the Tiered licensing system has been worked out.
- We keep an informal list of potential available teachers in the region and share that information to all member schools as vacancies occur.

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.

- This year our consortium took a hard dive into where our graduates are going. By using SLEDS data we were able to see where our graduating seniors have enrolled the past 3 years and filter it down by CTE
- We have also looked heavily into Industry-recognized credentials. Our industry partners have expressed interest more in some of those than official end of program TSA's.
- Some of our programs have also started utilizing Precisions Exams to track improvement data in pre and post test formats to track student growth.
- All of these have worked to get our consortium to focus again on providing more TSA and credential options for students. It has also become a guiding principle in prioritizing which programs will receive preference in Perkins support.

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)]

- For the past 3 years, expanding and improving our RPOS study offerings in our consortium has been a goal. To date, our consortium has 2 approved and 1 pending this summer.
- Automotive Technician program in Duluth has been our RPOS since 2012. It is a NATEF and ASEF certified program that enrolls roughly 60 students annually. Duluth puts the program through a 2 year self-assessment program and formative assessment based on the 10 criteria and also the RPOS checklist that has been modified for the district. This program also has the most effective and active advisory committee which meets as a stand alone 3 times per year and meets as the LSC committee 2 more times. The group is highly functional and active.
- Duluth's Health Occupations program is our second RPOS. This program is a CITS yearlong course that runs through LSC. Our students complete over 6 credits of college, receive their CNA certification and have done well in college and the careers after high school. This program shares 1 advisory committee and the program has an LSC mentor who is very active with our instructor. In order to improve and expand, we have added a pre-hospital First Aid/EMR course that is experiencing success.
- Our consortium piloted the RPOS Initiative this past 2 years. The first one did not result in the group of teachers reaching that status. The FY18 program has done enough to achieve this status we hope this summer. That program is in Agriculture and Natural Resource Management up in the Lake Superior School District

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)].

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)]

- POS's in our consortium were all reappraised and updated based on our state cycle. To date, our consortium has 2 RPOS, with a third applying this spring.
- Duluth has a POS approved in every career field.
- Based on DEED and DOLI data our programs of focus are Skilled Trades and Health Occupations with having a RPOS in each.
- Member schools also have an approved Skilled Trades program at every site
- Consortium received an Healthforce Planning grant to help expand Health Occupations to member schools outside of Duluth that will offer a CNA credential to students along with several articulated/concurrent credits.

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

- Consortium has officially updated all known Articulated Credit courses for our member schools.
- Every member school has articulated credit in a Skilled Trades Program
- Esko and Duluth provide CITS credit in nursing and Allied health through LSC. This option is also available to Proctor and Hermantown students.

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

- Consortium sponsors Spring Advisory meetings at LSC campus for all programs
- Consortium provides summer training in Skilled Trades with LSC instructors providing continuing education in manufacturing, CAD, Welding, and fabrication
- LSC and other post-secondary faculty serve on several secondary advisory boards
- NEW Providing time for counselors to work with, become familiar on and utilize the mnprogramsofstudy.org website for their schools. To date Duluth's is the only one updated as of 2018.

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

- Promote and provide industry field trips, guest speakers, mentors, and additional work experience opportunities for students

- Promoting and supporting our consortium CTSO's
- We have approved increasing our TSA allocation amount due to increase offerings in areas of automotive, CAD, Welding, and Construction. Will provide for ASEYEF, Servsafe, Solidworks, OSHA 10, and SP2 credentials to students next year.
- LSC is working on providing curriculum, training and resources to expand cybersecurity careers and courses to potential students in grades 6-12.
- 3 member schools offer academic credit in their district for CTE electives

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

- Provide sub cost and travel for membership to regional industry groups such as AMFA, Workforce Development Boards, NE Minnesota Service Cooperative, MCIS training.
- Allocated money for industry-based professional development
- Allocated money for education-based pedagogy professional development or site visits to other CTE programs
- Allocate money for any educational staff wanting to attend CTE events, conferences, or working groups to promote collaboration of CTE programs

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)]

- Use of NOCTI and State Recognized TSA's at the college and high school levels
- Students in our automotive and health occupations programs complete accredited assessments based on industry standards
- Allocated funding for post-secondary and secondary programs to collaborate and create secondary through post-secondary learning targets in skilled trades, health occupations and agriculture.

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)]

- LSC's customized training provides support with WIOA and WFDB's to create cohorts and instructors for a variety of careers.
- Duluth's Adult Basic Education program provides courses to GED, College and Career preparation courses, Computer skills
- Consortium also works directly with the regional WFDB to provide guidance and support on all pathways for students, adults, and community
- LSC provides courses in Career Planning, Credit for Prior Learning, Military Credit Evaluation, Project Reconnect to allow adults.

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

- Increase outreach to regional industry by having secondary and post-secondary coordinators serve of regional workforce boards, committees, and working groups.
- Offer broad industry events such as Construct Tomorrow and Tour of Manufacturing.
- Provide experiential opportunities through LSC by offering welding and fabrication competitions; Young Eagles Flight day for 6th graders and high school students in our aerospace program.

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

- Completed mostly by the site instructor
- Duluth has worked with our WFDB to provide a career counselor for the two high school sites whose focus is on protected populations, and special populations
- Allocated money to bring together counselors from all sites to learn about and manage the mnprogramsofstudy.org website as well as learn about articulated credit options.
- The consortium is allocating money this year to provide site tours of our skilled trades post-secondary options for counselors and non-CTE instructors. We believe that more people need to see that the skills, machinery, and curriculum we teach in skilled trades is not just for the workforce. Our plan is to take students to the mechanical and civil engineering programs at UMD; integrated manufacturing program at LSC; and the welding and machine shop at WITC.

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)].

- Duluth has utilized the mnprogramsofstudy.org website and created 4 year plans for EVERY CTE program. This tool highlights not only CTE course progressions but also provides recommendations and focus core areas for students, parents and guidance to be aware of. (Sample Attached)
- We are seeing more member schools and consortium looking into academies and pathways that allow CTE to enter the conversation as focal points to enhance and learn new skills.
- Duluth has also added Aerospace Physics in order to provide a core academic program that meets all MDE graduation standards but through the lens of industry needs of Cirrus, AAR, and LSC Center for Advanced Aviation.

- Consortium is utilizing a Healthforce Grant to explore creating career pathway programs for students outside of Duluth where core classes are tied to LSC Health Occupations courses
- LSC has allocated staffing in Healthcare to provide a resource to all regional schools to identify career skills and targets in core classes that will support careers in healthcare such as biology, anatomy physiology, and health classes.

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

Goal 1 Objectives

Goal 1 Objectives 1	
Required/Permissive Uses of Funds*	R3, R5 , P4
Strategies	
1.1 The Lake Superior Consortium has committed itself again to promoting and following the best practice of providing as many CTE student leadership opportunities as possible. A result in the goal is to provide support for teachers who advise these opportunities adequate professional development and support to assist with this priority. This year our consortium has committed to supporting supplies to Duluth, Esko, Hermantown, and Silver Bay student clubs per their RFPs (1.1.3, 1.1.6-1.1.9). The consortium has also approved travel and professional development costs for all clubs in the consortium: FFA, SkillsUSA, HOSA, BPA, First Robotics, DECA, Prostart and FCCLA (1.1.1-1.1.5).	
Outcomes	
1.1.1 Provide specific support for Duluth's clubs with focused support on the districts 2 RPOS CTSOs. 1.1.2 Provide support if needed for advisor cost of travel and PD to attend national CTSO events and industry connection. 1.1.3 Provide support for Hermantown's First Robotics Teams. 1.1.4, 1.1.5, 1.1.6 are provided to support any non-Duluth school in club support with regards to supplies, PD, and travel with the hopes of maintaining or adding additional clubs to programs. 1.1.7 and 1.1.8 Provide support to Esko, Silver Bay Robotics clubs for supplies as needed. 1.1.9 Provide support to Silver Bay FFA chapter for either supplies or pd as needed. 1.1.a LSC will provide supports for its club advisors with cost of travel, and membership fees.	
Measures	
1.1.1.1 Each School will provide a minimum of 1 nationally recognized CTSO. 1.1.1.2 All programs will provide proof of some sort of experiential or leadership opportunity for students--submitted bi-annually. 1.1.1.3 Consortium hopes that Duluth will see an increase in enrollment of 2-3% in concentrators based on increased CTSO and leadership opportunities. 1.1.4.1 CTSO's will promote and offer opportunities for students to attempt and participate in State and National Leadership opportunities. 1.1.4.2 Consortium hopes a minimum of 200 students will participate in CTSO's at a competitive level.	
Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$13,249.06
Post-Secondary Admin Cost	\$662.45
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$13,911.51
Secondary Required Activities	\$22,854.89
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$1,202.90
Secondary Reserve	\$0.00
Secondary Total	\$24,057.79
Total	\$37,969.30
Goal 1 Objectives 2	
Required/Permissive Uses of Funds*	R2
Strategies	
1.2 Consortium's top priority this year was to supplement and support programs of study with updating curriculum and equipment that more effectively reflects our local industry recommendations. Our primary focus was based on two criteria. First, programs who have been lagging behind in previous years. Second, our most relevant to local DEED data. This means that providing equipment to our newly approved programs in Proctor as well as expanding RPOS needs to program growth and enrollment.	
Outcomes	
1.2.1 Provide Chromebook Repair carts and tooling for the newly piloted hardware and software development program of study in Proctor. 1.2.2 Provide digital drawing pads to Duluth Graphic Arts program to better match industry drawing capabilities and also tie in better to MDE Art Graduation Standards. 1.2.3 Provide expanded supplies to Duluth's Aerospace program due to demanding growth and learning from early stages of program. Program has gone from 2 classes to 5 in two years and with that has led to curriculum changes and expectations in equipment needs. 1.2.4 Provide industry pasta and dough roller to Duluth's culinary program. 1.2.5 Provide 2 hoists to Duluth's automotive program due to increased enrollment. Current 2 hoists do not meet the need and an additional 2 will allow more student engagement. 1.2.6 Provide EMR equipment to the new Duluth First Aid/EMR program through LSC--currently on loan from LSC but need to have basic equipment on site permanently. 1.2.a LSC will provide funding for equipment needs of their programs based on LSC equipment lists.	
Measures	
1.2.1.1 By providing the carts to this new program the consortium hopes to see an increase in enrollment to around 16 per class. 1.2.2.1 Duluth's equipment will help fill in gaps in needs and also provide better industry-based learning for the expanding programs. 1.2.2.2 Consortium would like to see increased enrollment of 10-20 students. 1.2.2.3 Consortium would like to see potentially additional sections of any of these supported programs.	
Post-Secondary Required Activities	\$23,993.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$2,373.96

Post-Secondary Reserve	\$23,486.16
Post-Secondary Total	\$49,853.12
Secondary Required Activities	\$39,290.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$2,067.90
Secondary Reserve	\$0.00
Secondary Total	\$41,357.90
Total	\$91,211.02

Goal 1 Objectives 3

Required/Permissive Uses of Funds*	R3, R6 , P6
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Strategies

1.3 Consortium will provide a consortium-wide funding stream for CTE staff to apply for professional development opportunities not provided by their district.

Outcomes

1.3.1 Consortium will utilize reserve funding to teachers to attend and participate in industry or education-based professional development. 1.3.2 Consortium will provide funding to help develop a food science program that ties into local industry needs. This program meets the agriculture and natural resources requirements in our one site that doesn't have a formal culinary program. Funding will be used to assist instructor in learning a more robust curriculum and to attend the Prostart Summer training in Minnesota.

Measures

1.3.1.1 A minimum of 15 will receive funding for professional development. 1.3.1.2 A minimum of 2 program instructors will serve or be a member of an industry-recognized professional development board. 1.3.2.1 instructor will pilot newly updated food science course in the Agriculture program during the 2018-19 academic year.

Post-Secondary Required Activities	\$0.00
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Post-Secondary Permissible Activities	\$0.00
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Post-Secondary Admin Cost	\$0.00
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Post-Secondary Reserve	\$0.00
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Post-Secondary Total	\$0.00
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Secondary Required Activities	\$1,500.00
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Secondary Permissible Activities	\$0.00
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Secondary Admin Cost	\$279.71
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Secondary Reserve	\$3,814.39
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Secondary Total	\$5,594.10
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Total	\$5,594.10
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Goal 1 Objectives 4

Required/Permissive Uses of Funds*	R2 , P4
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Strategies

1.4 This fiscal year the Consortium has awarded to Special Projects to member schools to try and improve an aspect of their program. The recipients this year are Esko's Robotics and Automation program. The second ties to Hermantown's growing Supermileage and Small Engines program.

Outcomes

1.4.1 Esko will implement new curriculum by purchasing a more rigorous program with tooling and components to the program. 1.4.2 Hermantown will receive support for supplies needed to run the Supermileage competition vehicle that is tied to their small engines program.

Measures

1.4.1.1 Esko will pilot new curriculum option and share with member schools. 1.4.1.2 Esko will increase enrollment by 3% with new addition of curriculum. 1.4.2.1 Hermantown will report back to the consortium status updates on enrollment, success and experience of students for APR reports annually.

Post-Secondary Required Activities	\$0.00
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Post-Secondary Permissible Activities	\$0.00
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Post-Secondary Admin Cost	\$0.00
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Post-Secondary Reserve	\$0.00
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Post-Secondary Total	\$0.00
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Secondary Required Activities	\$10,173.26
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Secondary Permissible Activities	\$0.00
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Secondary Admin Cost	\$535.43
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Secondary Reserve	\$0.00
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Secondary Total	\$10,708.69
Total	\$10,708.69
Goal 1 Objectives 5	
Required/Permissive Uses of Funds*	R2
Strategies	
1.4.a Lake Superior College Summer Camps	
Outcomes	
1.4.a.1 LSC will provide summer camps for the following career areas: Scrubs, Cybersecurity, Aviation, Firefighting, Robotics, and Women in Aviation	
Measures	
1.4.a.1.1 A minimum of 200 students will participate in these summer camps. 1.4.a.1.2 Students will report an increased knowledge of careers and skills needed to pursue a career in these field on a post-camp survey that will be collected	
Post-Secondary Required Activities	\$17,000.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$850.00
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$17,850.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$0.00
Total	\$17,850.00

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

Goal 2 Objectives

Goal 2 Objectives 1	
Required/Permissive Uses of Funds*	P6, P8
Strategies	
2.1 Consortium will provide a variety of experiential opportunities to member programs and districts to highlight the multitude of career and college opportunities in our region and state.	
Outcomes	
2.1.1 Industry-based site tours will be provided to approved programs based on completion of an RFP and explanation of intent towards learning. 2.1.2 Consortium will provide transportation and substitute costs for consortium members to attend the regional Construct Tomorrow event in February 2019. 2.1.3 Consortium will provide substitute costs for member schools to attend the regional Tour of Manufacturing event in October. 2.1.4 Consortium supports substitute and travel costs for Hermantown's Skilled Trades program to visit Iron Technical Colleges. 2.1.5 Consortium supports transportation and substitute costs for Duluth's Career Centers for trips dealing with 2-year career programs, industry visits, career events, and WIN activities as scheduled. 2.1.6 Consortium supports transportation and substitute cost for Esko's Interior Design program to attend workshop at IKEA in the metro. 2.1.7 Consortium supports providing transportation and substitute costs for Duluth CTE programs to visit articulated colleges, alternate colleges, industry and site visits tied to approved CTE programs. 2.1.8 Consortium approves Esko culinary program's trip to Hibbing Community College's culinary program	
Measures	
2.1.1.1 A minimum of 10 different programs will participate in industry/post-secondary visits 2.1.2.1 A minimum of 1000 students will attend the two day Construct Tomorrow event. 2.1.3.1 A minimum of 6 member schools will participate in Tour of Manufacturing in our region. 2.1.5.1 Duluth will provide a minimum of 8 career and 2-year college exploration events/tours during the 18-19 school year. 2.1.7.1 Duluth CTE programs will participate in a minimum of 12 industry and college visits during the course of the academic year.	
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	\$16,745.00
Secondary Admin Cost	\$881.31
Secondary Reserve	\$0.00
Secondary Total	\$17,626.31
Total	\$17,626.31
Goal 2 Objectives 2	
Required/Permissive Uses of Funds*	R11 , P2, P8
Strategies	
2.2 The Lake Superior Consortium will provide support for the costs of holding and running advisory committee meetings for our member schools.	
Outcomes	
2.2.1 Provide allocated funding for Duluth's 10 programs at a maximum of \$100 per meeting if attendance warrants that amount. 2.2.2 Provide funding for any other district's advisory committee meeting needs. 2.2.a Provide funding for LSC advisory nights and formal meetings as determined by program.2.2.a LSC will promote and facilitate a spring Advisory dinner where all industry committees as well as secondary partners are invited to participate.	
Measures	
2.2.1.1 Duluth will hold a minimum of 10 advisory meetings throughout the year. 2.2.1.2. Agendas and attendance will be updated annually by all members 2.2.1.3 A minimum of 30 different industries will be represented in program advisory rosters as a consortium. 2.2.a.1 A minimum of 10 advisories will occur. 2.2.a.2 A minimum of 4 secondary programs will serve as active members and joint advisory meeting on the agenda.	
Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$2,000.00
Post-Secondary Admin Cost	\$100.00
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$2,100.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$1,200.00
Secondary Admin Cost	\$105.26

Secondary Reserve	\$800.00
Secondary Total	\$2,105.26
Total	\$4,205.26
Goal 2 Objectives 3	
Required/Permissive Uses of Funds*	R4, R11 , P2, P3, P4, P6, P8, P14
Strategies	
2.3 Consortium is committed to maintaining, monitoring and expanding its RPOS offerings. This year that includes an additional program in the career cluster of Agriculture and Natural Resource Management	
Outcomes	
2.3.1 Consortium approve providing support to the Duluth Automotive Program. This will include purchasing digital curriculum and TSA materials, professional development and supplies as needed. 2.3.2 Consortium approves providing support to the Health Occupations programs in the consortium. This includes: College Instructors, Clinical Lab assistants, extended contract time, substitute payments during clinicals, supplies, mentorship and online availability of programs. 2.3.3 Consortium approves supporting Silver Bay's Agriculture and Natural Resources program. RPOS status is still pending to date but we feel the program has proven its status. Funding will support extended curriculum writing, professional development and supplies. 2.3.a Consortium approves LSC to provide an online concurrent enrollment option taught by LSC Instructor Duffy Dyer for Medical Terminology and Medical Ethics college course to consortium members without a program. 2.3.b Consortium approves piloting a current enrollment onsite CNA course (NUNA 1420 Nursing Assistant) taught by LSC Instructor Marilyn Slattengren offered for consortium districts. 2.3.c Consortium approves purchase of textbooks for the online courses listed in 2.3.a. 2.3.d Consortium approves Providing an industry certified assistant to work with Duluth's CITS CNA clinicals. 3.3.e Consortium approves providing background checks and fingerprints for Duluth CITS CNA course.	
Measures	
2.3.1.1 All programs will maintain their status as RPOS 2.3.b A minimum of 15 students will receive their CNA certification through cohort model. 2.3.d A minimum of 30 students will receive their CNA certification.	
Post-Secondary Required Activities	\$34,836.45
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$1,741.82
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$36,578.27
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$805.26
Secondary Reserve	\$15,300.00
Secondary Total	\$16,105.26
Total	\$52,683.53
Goal 2 Objectives 4	
Required/Permissive Uses of Funds*	P3
Strategies	
2.4. LSC Outreach and Recruitment	
Outcomes	
2.4.a. Consortium approves paying for 2/3's food and beverage cost for LSC Student Success Days. 2.4.b. Consortium approves providing food and beverage for LSC Career Nights. 2.4.c. Consortium approves providing staff salary, food and beverage for LSC annual Competitions.	
Measures	
2.4.a.1 A minimum of 60 students will attend College Success Days. 2.4.b.1 A minimum of 100 unemployed, underemployed, transitional, or students workforce will attend Career Nights. 2.4.c.1. A minimum of 20 students will compete in competitions. 2.4.c.2 20% of student in attendance will express an increased interest in attend LSC in the future.	
Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$5,817.37
Post-Secondary Admin Cost	\$290.86
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$6,108.23
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$0.00
Total	\$6,108.23

Goal 2 Objectives 5	
Required/Permissive Uses of Funds*	R6
Strategies	
2.5 Partnerships and Common Pathway Development. The consortium will continue to grow its partnerships between LSC and member schools through sharing curriculum, resources, and staffing.	
Outcomes	
2.5.a Consortium approves purchase of updated Solidworks texts for Esko and Silvery Bay. 2.5.b Consortium approves providing funding for a full time college lab assistant (CLA) for the Integrated Manufacturing program at LSC. 2.5.c Consortium approves providing funding for a full time college lab assistant (CLA) for the Construction program at LSC	
Measures	
2.5.a.1 Esko and Silver Bay will provide TSA options for a minimum of 5 students in Solidworks. 2.5.b.1 CLA will work to improve non-traditional enrollment--race and gender-- by 10%. 2.5.b.2 CLA will provide member secondary schools with training and support on MAC lab machines and curriculum. A minimum of 5 schools will utilize the MAC lab offerings. 2.5.c.1 CLA will work directly to support instructors at both secondary and post-secondary level. 2.5.c.2 Enrollment in LSC's Construction program will grow by 10%	
Post-Secondary Required Activities	\$69,513.85
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$3,475.70
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$72,989.55
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$0.00
Total	\$72,989.55

Goal 3 Narrative

Narrative for Goal 3: Improve Service to Special Populations

*

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

1. Describe strategies employed to ensure access to and success of students in programs of study nontraditional by gender [Sec. 134 (b) (10)]
2. Describe connections to local, regional and state wide initiatives that support special populations, e.g. STEM Equity Pipeline, Employment First, etc. Sec.134 (b) (3) (8A &B)]
3. Describe strategies and outcomes adopted to overcome barriers for special populations and increase rates of access and success in CTE programs. [Sec. 134 (b) (8 A.) and [Sec. 134 (b) (8 B.)]
4. Provide programs that are designed to enable the special populations to meet the local adjusted levels of performance [Sec. 134 (b) (8) (B)].
5. Describe how individuals in special populations will not be discriminated against based upon their status. [Sec. 134 (b) (9)]
6. Describe strategies to provide access to high-skill, high-wage or high-demand occupations that lead to self-sufficiency [Sec. 134 (b) (8 C.)]
7. Describe how you ensure that students who participate in such career and technical education programs are taught to the same coherent and rigorous content aligned with challenging academic standards as are taught to all other students [Sec. 134 (b) (3)(D)].

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

- Our after school programs in welding have led to an increase of female welders in the region
- Duluth has been working on Gender Equitable Learning Strategies through the Scigirls program and Role Modeling in order to increase females in the skilled trades and the reverse in Health Occupations.
- Duluth has piloted a new EMR and pre-hospital first-aid course as part of the Health Occupations program in order to attract and train more males into healthcare courses
- LSC has provided a female College Lab Assistant through Perkins in order to assist local high school sites and its manufacturing site to recruit a more diverse population. The goal is to double enrollment of students of color and women for integrated manufacturing. She will also be tasked with support improving the completion/graduation rate of these populations to 75%
- 2 member schools currently provide an introductory course in construction and trades as an all-girl or non-traditional focus with great success to date.

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

- Duluth's work with Scigirl in engineering and other STEM fields
- LSC has started a program called Project Reconnect where it is reaching out to people who started programs at regional 2 and 4-year schools and helping guide them back into school for either skilled trade, vocational, or additional career options they might not pursue.
- The Perkins funded College Lab Assistant in welding is a female LSC graduate. One of her primary tasks is to improve the non-traditional enrollments in integrated manufacturing and welding programs at LSC.
- LSC has partnered with our regional WFDB and local social support programs to secure grant funding for Pathways 2 Prosperity and recently completed its first cohort in healthcare careers. It is also working to create another cohort and expand to skilled trades and manufacturing as well.

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)]

- Duluth has been working on a comprehensive curriculum and sequence for students identified as SPED for career exploration. The new program starts with case manager exploration activities; in-house work experiences based on student levels and interests; basic entry and support in introductory level CTE courses; and capstoning the transition with a CTE approved WBL program in and around the city of Duluth.
- Training and professional development for CTE instructors on how to accommodate students of a more diverse background.
- LSC has worked on pre-assessing and supporting students to ensure they have a higher chance of success and completion
- College for a Day event at LSC is a broad event that exposes students identified as needing additional supports or qualifying as SPED to get hands-on experience on what college is like and what is needed in a variety of programs.
- Leadership has worked with secondary counselors and SPED directors on better on-boarding and support systems for students with special needs.

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

- Controlled mostly by the local SPED department we have offered input and guidance when asked
- Better collaboration with our regional Workforce Centers on trying to eliminate barriers for special populations based on race, socioeconomic, or geographic barriers

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

- All secondary sites allow students into introductory CTE programs and provide a variety of alternative grading and expectations agreed upon by case managers and instructors.
- Districts all follow the best practice of least restrictive environments and modifications for students by allowing additional time, reading support, modified assessments and ability for students to show-what-they-know.

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

- Professional Develop of staff has proven most effective.
- Working directly with SPED administrators, site principals, and counselors to better help with career exploration
- Intentional focus on sequential skill development to provide a better learning opportunity for our students.

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)].

- To date, varies by site and program. Some programs experiencing great success in scaffolding programs to allow students to stay in courses until basic proficiencies are proven before allowing into more advanced settings
- All member sites provide additional resources to promote success for students with special needs as needed, but not directly tied to Perkins funding.
- Providing a more robust and rigorous career exploration, job shadow, and WBL programs to students with special needs have also been key.

Goal 3 Budget: Improve Service to Special Populations

Goal 3 Objectives

Goal 3 Objectives 1	
Required/Permissive Uses of Funds*	R8
Strategies	
3.1 Consortium provides funding for Duluth's All-Girls after school welding program	
Outcomes	
3.1.1 Students will be provided 8-10 sessions on welding basics from a non-traditional role model.	
Measures	
3.1.1.1 A minimum of 5 students will participate. 3.1.1.2 Students will be given industry tours provided by LSC and local industry partner showcasing non-traditional successes. 3.1.1.3 at least 20% will report an improved interest in the field of study upon completion of the program. 3.1.1.4 It is hopeful that students will enroll in local program from their member school.	
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	\$2,000.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$105.28
Secondary Reserve	\$0.00
Secondary Total	\$2,105.28
Total	\$2,105.28

Goal 3 Objectives 2	
Required/Permissive Uses of Funds*	R7 , R8 , P13
Strategies	
3.2 College for a Day	
Outcomes	
3.2.1 Consortium will provide substitute and travel payment for any SPED or WBL coordinator to bring students.	
Measures	
3.2.1.1 A minimum of 20 students who mee the criteria will participate in the day. 3.2.1.2 LSC will provide a minimum of 3 programs of study that are meeting the students needs academically and technically for successful completion.	
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	\$600.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$31.58
Secondary Reserve	\$0.00
Secondary Total	\$631.58
Total	\$631.58

Goal 3 Objectives 3	
Required/Permissive Uses of Funds*	R8
Strategies	
3.3 Services for Disability and Special Populations.	
Outcomes	
3.3.a Consortium approves funding for Professional Development to case managers and faculty towards developing best practices in serving this population. 3.3.b Consortium approves funding food and beverage for the Northern Bridges Summit for Special Services Providers. 3.3.c Consortium approve providing partial funding for Disabilities Services request for supplies and non-traditional workshops.	

Measures	
3.3.a.1 40% of staff who participate in trainings will express an increased awareness of options and career pathways for students with disabilities.	
Post-Secondary Required Activities	\$5,000.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$250.00
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$5,250.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$0.00
Total	\$5,250.00

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)]

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

- o Member schools have created shared programs when possible. Two member schools have started sharing metals and nursing courses to boost enrollment and also open up pathways.
- o Several member schools are looking at working with LSC to create a cohort model of programs based on the Healthcare Common Core. This will allow sites to create academy-style models that tie CTE and core subject areas together in a contextual manner
- o Duluth has duplicated programs; and provided transportation to sites to help allow more students to enter.
- o Several member schools have been working to digitize career exploration courses; WBL seminar courses in order to provide more opportunities for students.
- o Creating more programs that are semester and single period based when appropriate.
- o Utilizing online and virtual classroom settings in healthcare, manufacturing and other programs to provide opportunity to our more rural members.
- o Combining construction programs in Duluth with LSC in order to allow students to see a more direct pathway to careers.

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

- o Consortium finally updated and certified all articulated credits for the member schools and have them on CTEcreditemn website
- o All member schools have the capability to offer concurrent enrollment in several health occupations programs next year.
- o Consortium is working with member superintendents, deans, and presidents to work on a shared catalog that informs parents and students all the possible course offerings available that don't currently show in the registration guides
- o The annual Skilled Trades professional development provides up-to-date careers, post-secondary options, credentials and best-practices that are industry needs. This past year an entire session was provided sharing and discussing TSA's, Industry Credentials, and post-secondary credit options. The instructors ranged from Grand Rapids to International Falls and throughout the arrowhead.

Describe student services that enhance student transition [State Plan]

- Utilizing MCIS for schools in grades 6-college
- Post-Secondary coordinator works with LSC admissions department to visit local schools and share college and career needs and expectations to current seniors in career courses.
- Improved collaboration between post-secondary partner and member schools for common planning, learning and expectations
- Increase in full-time seasonal College Lab Assistants at LSC to allow more connections with secondary partner programs and also assist current LSC students with support in their transition to employment

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

- Working with various community agencies such as Workforce Centers, Customized Training, SOAR, Community Action Duluth to provide services to community members interested in career skills and training.
- Working to educate our regional employers on available funding, programs and supports for skills training for adults and students.

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

- LSC provides several supports, courses, and training to members of Carlton+2 consortium. Duluth and William Kelly have brokered articulated credit with Central Lakes College in natural resource management
- Cook County, William Kelly, Two Harbors all broker and work with the Applied Learning Institute (ALI) with their programs for equipment, college credit and professional development

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

- LSC has developed a program providing credit and training for military medics to get required certifications for careers in health care.
- LSC providing education, staffing and curriculum to SOAR and Community Action Duluth to run cohorts in Healthcare, welding and manufacturing for unemployed, non-traditional, or underemployed community members.

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*	P17
Strategies	
4.1 Consortium will provide supports for each member site for career and college exploration.	
Outcomes	
4.1.1 Consortium will provide funding for MCIS, MCIS Jr, and MCIS--SPED edition to member districts. 4.1.2 Consortium will provide Naviance to Cook County High school. 4.1.3 Consortium will provide professional development to any staff member on MCIS and will also provide professional development to counselors at each member site on navigation and usage of MCIS, MNprogramsofstudy, CTEcreditMN. 4.1.4 Consortium will provide support to member sites for misc career events highlighting their local needs and opportunities. 4.1.a Consortium will provide funding for LSC's MCIS license	
Measures	
4.1.1.1 A minimum of 2500 students will be active on MCIS or Naviance platforms. 4.2.3.1 Each school will have updated their programs of study on the state website. 4.2.3.2 at least half of the member schools will have links or visible opportunities for parents to locate programs and options for students with regards to CTE and articulated credits.	
Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$1,555.00
Post-Secondary Admin Cost	\$77.75
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$1,632.75
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$17,072.14
Secondary Admin Cost	\$898.52
Secondary Reserve	\$0.00
Secondary Total	\$17,970.66
Total	\$19,603.41
Goal 4 Objectives 2	
Required/Permissive Uses of Funds*	R11 , P2
Strategies	
4.2 TSA Initiative program to help promote more programs offer TSA and Industry Credentials and College credit options to regional post-secondary partners.	
Outcomes	
4.2.1 Consortium approves providing OSHA 10 hour safety training to Hermantown High schools. 4.2.2 Consortium approves providing SP2 in Construction and Automotive to all students in Duluth programs. 4.2.3 Consortium agrees to provide funding for any other school/program wishing to provide TSA's to students. 4.2.a Consortium will provide funding for NOCTI and other TSA options for LSC students. 4.2.b Consortium will provide funding for membership in CTEcreditmn.com database. 4.2.c Consortium will provide funding for .15FTE for an articulation and CITS coordinator through LSC.	
Measures	
4.2.1.1 A minimum of 100 students will attempt a TSA this upcoming year. 4.2.1.2 A minimum of 60 students will reach a proficient score on TSAs this year. 4.2.1.3 A minimum of 5 programs will offer a TSA this upcoming year. 4.2.b.1 A minimum of 100 students will be recorded and tracked for articulated credit through brokered colleges. 4.2.c.1 Coordinator will assist in raising claimed articulated/concurrent credit for incoming freshman by 30% next year.	
Post-Secondary Required Activities	\$12,300.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$615.00
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$12,915.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$5,250.00
Secondary Admin Cost	\$276.31
Secondary Reserve	\$0.00
Secondary Total	\$5,526.31
Total	\$18,441.31

Goal 4 Objectives 3	
Required/Permissive Uses of Funds*	P17
Strategies	
4.3 Interview Transition Skills	
Outcomes	
4.3.a Consortium approves the purchase of Interview Stream for use at LSC campus for students preparing for the workforce.	
Measures	
4.3.a.1 A minimum of 100 students will utilize the Interview Stream software to prepare for their entrance to their career.	
Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$1,500.00
Post-Secondary Admin Cost	\$75.00
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$1,575.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$0.00
Total	\$1,575.00

Goal 4 Objectives 4	
Required/Permissive Uses of Funds*	R6
Strategies	
4.4 Lake Superior College Career Program Field Trips	
Outcomes	
4.4.a Consortium approves allocating funding for transportation to member schools to visit Lake Superior College as exposure events to career fields in aviation, business trades and industry, and health care.	
Measures	
4.4.a.1 LSC will provide experiences to at least 5 of the member schools with a goal of all member schools attending an LSC event on campus.	
Post-Secondary Required Activities	\$1,500.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$75.00
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$1,575.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$0.00
Total	\$1,575.00

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]

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

- This year Leadership presented job duties, expectations and breakdowns to the leadership board in order to audit responsibilities of each member and how they perform their duties
- Leadership started drafting a “board” manual to help newer members understand duties and expectations as a member of the consortium board
- RFPs for equipment and special projects were submitted and held to deadlines in order to help prioritize the grant
- Board members participated in a prioritization survey to guide in drafting the consortium budget based on RFP's and Board Priorities
- A sub committee representing LSC, superintendents, and principals from all sites worked to draft budget and approve RFPs based on priorities of the board for FY19

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

- Completed Program approval in fall and have since instituted timelines for support of programs based on an annual plan
- Focused on our Indicators of improving concentrators in non-traditional fields
- Leadership presented to the board negotiated targets, trends and concerns to data reporting and examples of improving programs at the district levels

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

- Consortium again is providing funding for the rural liaison to serve as the support and administrative role for the smaller member schools.
- All members are voting members of the leadership board
- All members have representation on budget and grant planning process
- All major changes, modifications to spending or priorities to the grant are from the process of the board.
- Programs who collaborate with other members and post-secondary partners are given preference to Perkins initiatives

Describe collaborative budget development [State Plan]

- Whole board meets in February to form representative committee: All members allowed 1 member but Duluth and LSC allowed 2
- Leadership provides RFPs to secondary membership in January with March 1st Deadline
- Board Priority survey is sent out in late February
- Sub-committee meets 1-2 times to draft budget and approve RFPs for the FY19 grant.

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

- Healthcareer Commoncore program for: Esko, Hermantown, Proctor, LSC
- Online Healthcare program: Two Harbors, Cook County, William Kelly, LSC
- Duluth opens program if seats available for members in all CTE programs
- Female afterschool welding initiative with industry female mentors, AMFA, and Duluth school
- Aerospace Physics in Duluth is provided fly days and tours through Monaco Air, Cirrus, 148th Fighter Wing, Duluth Aviation Alliance
- Duluth Workforce Board and NEMOJT working with member schools for program support
- Applied Learning Institute provides funding for Lake Superior District and Cook County with regards to equipment, industry and professional development
- DEED, AFL-CIO, Duluth WFDB, and Perkins leadership working to organize and offer the Construct Tomorrow event in our region
- LSC providing free summer CTE camps with support from industry and Perkins Consortium
- Perkins leadership serving on AMFA, WFBD, and other industry partner boards and committees
- Manufacturing Auxiliary Classroom (MAC Lab) providing free lease equipment to member schools and regional schools through LSC
- Duluth public schools and LSC collaborative Construction programs

Describe promotion of consortium CTE vision [State Plan]

- Leadership being visible and engaged at the local, regional, and state level promoting our programs and instructors
- Promoting collaboration between our post-secondary and secondary partners

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

Goal 5 Objectives

Goal 5 Objectives 1	
Required/Permissive Uses of Funds*	R1
Strategies	
5.1 Administration	
Outcomes	
5.1.1 Consortium approves travel and promotion budget for Secondary Coordinator. 5.1.a Consortium approves providing funding for Perkins leadership positions of Post-Secondary Coordinator, Secondary Coordinator, and Rural Liaison. 5.1.b Consortium approves allocating funding for travel expenses required of the Post-Secondary Coordinator.	
Measures	
5.1.1.1 Secondary Coordinator will attend all meetings and also one school board meeting per year. Including MACTA, Fall CTEworks and others as needed.	
Post-Secondary Required Activities	\$90,500.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$4,525.00
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$95,025.00
Secondary Required Activities	\$800.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$42.10
Secondary Reserve	\$0.00
Secondary Total	\$842.10
Total	\$95,867.10

Goal 5 Objectives 2	
Required/Permissive Uses of Funds*	R1
Strategies	
5.2 Leadership Board	
Outcomes	
5.2.1 Consortium approves providing funding for all Leadership board members with regards to substitute and travel costs.	
Measures	
5.2.1.1 Members will be present at a minimum of 80% of required meetings and events.	
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	\$700.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$36.84
Secondary Reserve	\$0.00
Secondary Total	\$736.84
Total	\$736.84

Goal 5 Objectives 3	
Required/Permissive Uses of Funds*	R6
Strategies	
5.3 Consortium-Wide Skilled Trades Spring Workshop	
Outcomes	
5.3.1 Regional Skilled Trades instructors will learn about best practices with regards to TSA, CTSO, Perkins, Levy and other educational aspects. 5.3.2 Instructors will connect with local industry and get hands-on experience with careers in our region	

Measures	
5.3.1.1 A minimum of 15 instructors will attend this opportunity and submit post event evaluation. 5.3.1.2 A minimum of 15 instructors will report that the event broadened their knowledge in TSA, CTSO, Perkins, Levy or other aspects of teaching in a positive light. 5.3.2.1 Instructors will tour a minimum of 3 distinct industry or educational locations that will improve their knowledge back in the classroom.	
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	\$0.00
Secondary Admin Cost	\$184.89
Secondary Reserve	\$3,513.06
Secondary Total	\$3,697.95
Total	\$3,697.95

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	\$40,993.00	\$13,249.06	\$3,886.41	\$23,486.16	\$81,614.63	\$73,818.15	\$0.00	\$4,085.94	\$3,814.39	\$81,718.48	\$163,333.11

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	\$104,350.30	\$7,817.37	\$5,608.38	\$0.00	\$117,776.05	\$0.00	\$17,945.00	\$1,791.83	\$16,100.00	\$35,836.83	\$153,612.88

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	\$5,000.00	\$0.00	\$250.00	\$0.00	\$5,250.00	\$2,600.00	\$0.00	\$136.86	\$0.00	\$2,736.86	\$7,986.86

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	\$13,800.00	\$3,055.00	\$842.75	\$0.00	\$17,697.75	\$0.00	\$22,322.14	\$1,174.83	\$0.00	\$23,496.97	\$41,194.72

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	\$90,500.00	\$0.00	\$4,525.00	\$0.00	\$95,025.00	\$1,500.00	\$0.00	\$263.83	\$3,513.06	\$5,276.89	\$100,301.89

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	\$254,643.30	\$24,121.43	\$15,112.54	\$23,486.16	\$317,363.43	\$77,918.15	\$40,267.14	\$7,453.29	\$23,427.45	\$149,066.03	\$466,429.46

Secondary Supplemental Budget Sheet

Description	File Name	File Size
Updated 5/29/18	FINAL Lake Superior FY18-19 Allocation.xlsx	42 KB
FY19 Supplemental Budget and UFARS coding	Lake Superior FY18-19 Allocation.xlsx	42 KB

Perkins Grant Collaboration with WorkForce Centers

Row	Amount
(SECONDARY) Total Perkins funds used in collaboration with WorkForce Centers	\$4,000.00
(SECONDARY) Estimated expenditures/in-kind contributions used in collaboration with WorkForce Centers	\$22,000.00
(POSTSECONDARY) Total Perkins funds used in collaboration with WorkForce Centers	\$2,500.00
(POSTSECONDARY) Estimated expenditures/in-kind contributions used in collaboration with WorkForce Centers	\$35,000.00
Totals	\$63,500.00

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:* 15.0%

Coordinator Budget:* \$16,000.00

Post-Secondary

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

Coordinator Budget:* \$57,000.00

Perkins Dollars

Perkins-Funded Positions

Person's Name	Position	File Folder # (secondary)	Amount	Upload Position Description
Jenna Trenbarth	CITS and Articulation Coordinator		\$9,500.00	Jenna Trenberth job description.pdf
Nicole Okstad	CLA for Manufacturing program at LSC		\$34,246.85	Nicole Okstad's job description.docx
TBD	CLA for Construction		\$33,000.00	CLA Carpentry.docx
Marilyn Slattengren	Instructor: High School Nursing Assistant Course		\$15,000.00	Position Description for Marilyn Slattengren Director of the Nursing Assistant Program 061918.pdf
Duffy Dyer	Instructor: Online Medical Terminology and Ethics		\$12,000.00	Duffy Dyer's job description for Med term and Ethics.docx
Brad Vieths	Secondary Perkins Coordinator		\$16,000.00	Secondary Coordinator Job Description.pdf
Rich Sill	Secondary Rural Liaison		\$16,000.00	Rural Liaison Job Description.pdf
TBD	Post-secondary coordinator		\$57,000.00	Postsecondary Coordinator Job Description at LSC.pdf
			\$192,746.85	

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	Further Information

							to this gap:	
1S2 ? Academic Attainment in Math	<p>Consortium will complete the following tasks in the FY19 grant cycle.</p> <ul style="list-style-type: none"> Consortium will create and distribute an assessment of math skills and concepts being addressed in CTE programs. Consortium will offer and provide contextual math resources to instructors Consortium will work with Lake Superior College math tutoring center to discuss partnering services at our lowest performing schools 	Consortium will provide resources as needed	Strategies will be completed by end of May 2018	Bradley Vieths, Rich Sill, Jim Schwarzbauer, and local administration	Brad will create a log of action to track offerings of support, as well as programs who have utilized supports and training.	Duluth Denfeld and Proctor districts are our lowest performing schools. Protected populations are our biggest gaps of almost 10% points	In Duluth, this is a major topic and Brad Vieths will continue to serve on committees and other partner groups to share how CTE can help.	
3P1 ? Student retention or transfer	<p>In Lake Superior College's Master Academic Plan (MAP) 2016-2020 Theme #1: Start Right.</p> <p>Purpose: To have all students and faculty begin and grow their careers at LSC with the resources and experiences needed for success.</p> <p>Goal: 1A. Increase transfer, persistence, and completion rates by helping students overcome barriers prior to and in their first few weeks of college.</p> <p>1B. Provide tools and inspiration for new instructors to become excellent teachers.</p>	Consortium will provide resources as needed	May 2019	Post-secondary Perkins Coordinator	Progress will be reported in FY19 APR	Students of color, first generation and low income		
5P2 ? Nontraditional completion	<p>Some programs are not available to students due to budget restrictions and length of school day; thus, impacting the opportunities for non-traditional students. The Consortium will work with MDE to develop timelines and resources of plan. The Consortium will develop programs to fulfill the completion requirement. Instructional staff will focus on recruitment, retention and completion of non-traditional students. Lake Superior College's Inter-cultural coordinator will present and promote non-traditional participation with the high schools.</p>	Consortium will provide resources as needed	May 2019	post-secondary coordinator working with Diversity Coordinator at Lake Superior College	Progress will be reported in FY19 APR	Students of color, first generation and low income		
6S1 ? Nontraditional participation	<p>Consortium recognizes the need for improving participation in this indicator. In order to support and improve this indicator the following strategies will be provided:</p> <ul style="list-style-type: none"> Secondary Coordinator will serve on the Office of Equity committee and parent boards to provide insight and input on CTE programs for non-traditional enrollees. Coordinator will present to 4 non-traditional or protected population groups Secondary Coordinator will work with the Society of Women Engineers with the plans of bringing in 3 role models into CTE and science courses that are currently in industry Consortium will expand the All-Girls Welding cohort to offer it to Proctor, Hermantown, Esko students and continue to work with industry and post-secondary partners to provide female welding mentors. Goal is 8 enrolled next year 	Consortium will provide resources	Progress will be reported in FY19 APR report	Brad Vieths, Rich Sill, Consortium Counselors, LSC equity officer.	Progress will be reported in FY19 APR	Our consortium provides a high amount of non-traditional female programs and in smaller districts these programs are primarily male. That adds up over the course of the population. We are trying to find ways to open those doors and change the culture at those schools.		
6S2 ? Nontraditional completion	<p>The Consortium started placing focus on first-time non-traditional enrollees this past fiscal year. As a consortium, we have provided supports to instructors and brief trainings on creating a culture that increases our numbers of concentrators with regards to non-traditional students. As a result, this year the consortium will:</p> <ul style="list-style-type: none"> Provide resources to all skilled trades instructors on best-practices in gender equitable learning strategies 	Consortium will provide resources as needed	Progress will be reported to consortium board at each meeting with regards to this target	All members of the consortium board, Brad Vieths, Rich Sill and Jim Schwarzbauer	Reports will be listed in meeting agendas			

	<ul style="list-style-type: none"> • Work with trade unions to ensure that there is a minimum of 5 non-traditional apprentices at the annual Construct Tomorrow Event • Work with regional WFDB and DEED on securing mentors, role models and supports for non-traditional students as they enroll in second and third level courses. • Will work with LSC's female welding lab assistant and provide support for her to visit and work with students in at least 6 of the member schools. 						
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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:*	1S1 ? Academic Attainment in Reading/ Language Arts
Negotiated Performance: *	55.28
Actual Performance: *	51.09
General strategies planned to improve performance:	
The consortium recognizes a drop of 2% from 2016-2017 reporting years. As a consortium, we will continue to provide professional development for CTE teachers on best practices in reading and literacy. We will also work with our membership board to keep this Indicator as a high priority as we plan future grants.	
Comments or context for actual performance (optional):	
Technical Assistance Requested	
Improvement Report 2	
Indicator Not Met:*	1S2 ? Academic Attainment in Math
Negotiated Performance: *	44.06
Actual Performance: *	36.33
General strategies planned to improve performance:	
Our Consortium recognizes the drop of almost 5% in math attainment. Although alarming, we struggle with ways of directly helping scores beyond our focus on needed math skills and strategies we employ in our programs. We also feel we cannot control the dips and drops annual due to change in student dynamics year-to-year.	
Comments or context for actual performance (optional):	
Technical Assistance Requested.	
Improvement Report 3	
Indicator Not Met:*	2P1 ? Credential, certificate, or degree
Negotiated Performance: *	56.29
Actual Performance: *	55.65
General strategies planned to improve performance:	
Due to work force needs students at LSC may be leaving early for jobs as the economy improves. For example, in Machining and Welding the majority of students have work before completing the course/program. State budget cuts at the college have been tough on the total climate in College.	
Creating needs in Administration, staffing, advising and mental health support. LSC is finding more students who are forced to enroll in a college in order to keep their funding. The consortium will provide professional develop for LSC advising staff in non-traditional participation/completion and Industrial/Technology opportunities	
Comments or context for actual performance (optional):	

Improvement Report 4

Indicator Not Met:*	3P1 ? Student retention or transfer
Negotiated Performance: *	28.1
Actual Performance: *	24.67

General strategies planned to improve performance:

In Lake Superior College's Master Academic Plan (MAP) 2016-2020 Theme #1: Start Right.

Purpose: To have all students and faculty begin and grow their careers at LSC with the resources and experiences needed for success.

Goal: 1A. Increase transfer, persistence, and completion rates by helping students overcome barriers prior to and in their first few weeks of college.

1B. Provide tools and inspiration for new instructors to become excellent teachers.

Lake Superior College has two *Student Success Conference* a day set aside each semester to support academic success. Through the variety of sessions and activities scheduled, Student Success Conference provides opportunities for you to focus on topics and activities to support your success and explore the aspects of the GPS LifePlan (Goals + Plans = Success). Students participate in sessions that relate to four themes:

- Strategies for Success
- Explore Careers and Transfer Options
- Get Connected-Build Your Network
- Personal Wellness

Strategic Enrollment Management is an institution-wide responsibility, requiring consistent leadership and focus on quality. Marketing the institution and its programs is essential in achieving Strategic and SEM plan goals. There are two guiding principles that are the focus of the 2016 – 2020 plan:

- Promoting student retention & success
- Enabling the delivery of quality programs

Comments or context for actual performance (optional):

Improvement Report 5

Indicator Not Met:*	5P1 ? Nontraditional participation
Negotiated Performance: *	18.6
Actual Performance: *	16.92

General strategies planned to improve performance:

Though Work Force Development and the economy has an impact on competition the college believes that we can improve on these numbers and will continue to use previous year's plan to improve. Lake Superior College will continue to provide tutoring support and develop peer tutoring embedded in specific technical courses. An in-service on nontraditional student participation/completion will be given for Consortium Counselors, CTE staff, and administrators. Continue to work with the Inter-Cultural Center to provide support to achieve a higher nontraditional participation rate.

Comments or context for actual performance (optional):

Improvement Report 6

Indicator Not Met:*	5P2 ? Nontraditional completion
Negotiated Performance: *	16.5
Actual Performance: *	13.35

General strategies planned to improve performance:

To help our students Lake Superior College has developed a policy to give credit for prior learning. We hope our nontraditional completions will increase when LSC recognizes past experiences thus decreasing the time needed to complete a program.

3.35.1 – Procedure – Credit for Prior Learning

Credit for Prior Learning (CPL). Credit for prior learning is the outcome of a prior learning assessment by which a student earns credit for college-level learning gained in non-credit or experiential settings.

Portfolio Review and Competence Demonstration. Portfolio review and competence demonstration are methods of prior learning assessment that include, but are not limited to, documentation review, candidate interview, performance assessment, product review, a combination of these methods, or other means. F. Prior learning assessment (PLA). Prior learning assessment is the process of faculty evaluation of student learning obtained through sources other than college-level coursework.

Prior Learning Assessment (PLA). Prior learning assessment is the process of faculty evaluation of student learning obtained through sources other than college-level coursework.

Comments or context for actual performance (optional):

Improvement Report 7

Indicator Not Met:*	6S1 ? Nontraditional participation
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Negotiated Performance: *	30
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Actual Performance: *	26.51
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General strategies planned to improve performance:

The Consortium recognizes the drop of 5% in non-traditional participation. However, we also recognize the overall improvement we have made in the past three years. We believe our strategies of offering more role models, afterschool opportunities, exposure events and our work with our partner Lake Superior College is providing the direction we want. We plan to continue and expand our afterschool welding cohort. We will continue the introduction to trades courses at two sites that are targeted at non-traditional students. We will continue to grow our aerospace physics and engineering/architecture programs that are attracting more non-traditional students.

Comments or context for actual performance (optional):

Requesting ideas and/or best practices?

Improvement Report 8

Indicator Not Met:*	6S2 ? Nontraditional completion
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Negotiated Performance: *	20
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Actual Performance: *	17.52
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General strategies planned to improve performance:

The Consortium recognizes a 16% drop in this indicator. That being said, we also recognize that only two years ago our target was 4.41% and we feel our gains are impressive. We feel that success will be hard to hit targets for a few years until we reach our new average, but we will continue to work on finding ways to increase enrollments. The consortium will provide training to our skilled trades instructors on more gender equitable learning strategies. Consortium will also continue promoting and marketing the health occupations programs to attract more males interested in these fields after high school.

Comments or context for actual performance (optional):

Technical assistance or guidance requested.

Statement of Assurances & Certifications

Description	File Name	File Size
Statement of Assurance 2018-19	Statement of Assurance 2018-19.pdf	352 KB

Attachments

Description	File Name	File Size
Class schedule fall semester 2018	Class Schedule Fall Semster 2018 CNA.pdf	292 KB
Tests at Lake Superior College	TSA's LSC.pdf	99 KB

