



Status Report

01653-FY17 Carlton County Perkins Application

Perkins IV Consortium

Award Year:	2016	
Contract Number:	01653	
Status Report Number:	01	
Submitted By:	Kimberly Kay Belcastro	
Submitted Date:	10/16/2017	
Status Report Type:	Annual Performance Report	
Status:	Approved	
Approved By:	Jeralyn Jargo	
Approved Date:	11/20/2017	
Report Period	07/01/2016	06/30/2017
	From Date	To Date

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

Goal 1 Narrative:

Goal 1: The Consortium will support the current POS, maintaining the number required and including the required components. Efforts will be made to further develop existing POS to rigorous POS in Early Childhood Development (ECD) and Geospatial Technologies (GIS). Resources will continue to be allocated for the RPOS in Therapeutic Services (Health Occupations). Program coordinators at FDLTCC will work with secondary schools to develop and implement POS and other collaborative efforts between post-secondary and secondary. The Consortium will continue to provide resources for professional development for the college and secondary schools and updated equipment/technology for FDLTCC CTE programs. FDLTCC faculty will provide professional development opportunities to high school instructors to increase knowledge and skills for CTE course improvement. Leveraging additional federal and state grant funding will allow for quality training experiences and will provide high school teachers with the tools to implement the training in their programs. Coordinators will work with the CTE program coordinators to identify and/or implement technical skill assessments in the remaining required POS. The program advisor for FDLTCC's ECD program will evaluate the validity of the MN Child Care Credential as a TSA for this program. Secondary TSA will be added if additional rigorous POS are added in FY17. Several federal and state grants have been submitted in FY16 that focus on creating Adult Career Pathways such as the recently awarded Minnesota Job Skill Pathways grant which will train 20 unemployed/underemployed individuals in Registered Nursing Assistant and advanced RNA skills which will lead to employment with Inter-Faith Care Center in Carlton, MN. Additional workforce grants that have been submitted, but not yet awarded, include an Environmental Protection Agency grant to train individuals in GIS and Clean Energy and a Pathways to Prosperity grant to train individuals in careers in Corrections. All of these grants include partnerships with Adult Basic Education, Northeast MN Office of Job Training (Workforce Center), and industry partners. The college has also hired a new Dean of Career, Technical Education and Workforce Development to expand opportunities for the students at the secondary and post secondary level.

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

The Carlton County Plus 2 Consortium had another busy year supporting the programs of study throughout the 2016-2017 school year.

The consortium supported the following activities in the member school districts:

Barnum:

Manufacturing Day in Duluth, MN.

Spring Shop Teacher Event at Giants Ridge, Biwabik, MN.

St. Scholastica College Fair, Duluth, MN.

Construct Tomorrow for non-Duluth students, Lake Superior College, Duluth, MN

Carlton:

National College Fair, Minneapolis, MN.

Career Day at Wisconsin Indianhead Technical College, Superior, WI.

Cloquet:

College Visit to FDLTCC, Cloquet, MN.

Shop Teachers Workshop at Giants Ridge, Biwabik, MN.

Construct Tomorrow Trip to Duluth, MN

College Visit to WITC, Superior, WI

National College Fair, Minneapolis, MN

Cromwell-Wright:

Construct Tomorrow, Duluth, MN.

College and Career Visit, Itasca Community College, Grand Rapids, MN.

McGregor:

DECA State Development, Minneapolis, MN.

2016 Fall Leadership Conference, MN DECA.

Central College Fair, Brainerd, MN

Moose Lake:

College and Career Trip FDLTCC, Cloquet, MN

Career Fair Trip to WITC, Superior, WI

College Fair at St. Scholastica, Duluth, MN

Willow River:

University of Wisconsin-Superior College Fair Trip, Superior, WI.

FDLTCC Career Fair, Cloquet, MN.

Wrenshall:

Industrial Arts/Shop Teachers Conference, Giants Ridge, Biwabik, MN.

Construct Tomorrow Career Workshop, Lake Superior College, Duluth, MN

MTEEA Super Mileage Event, Brainerd, MN.

VEX Robotics Tournament, St. Cloud, MN.

YES Team Registration, Laurentian Environment Learning Center, MN.

Memorial Blood Center High School Workshop, Cloquet, MN.

Minnesota Education Fair, St. Scholastica, Duluth, MN.

National College Fair, Minneapolis, MN.

Professional Development Opportunities that the teachers in the consortium participated in:

MTEEA Conference, St. Cloud, MN.

AMFA Luncheon Meeting, Two Harbors, MN.

Minnesota School Counselors Meeting, Brainerd, MN.

FACS to the Max Workshop at Mankato State University, MN.

DECA Advisor Conference Registration, State Conference, Minneapolis, MN.

MACMH's 21st Annual Mental Health Conference, Duluth, MN.

Other:

The Consortium reinstated the Therapeutic Services Program at the Augustana Nursing Home in Moose Lake, MN. The Consortia also provides this Rigorous Program of Study at Community Memorial Hospital and FDLTCC, both in Cloquet, MN.

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

The Carlton County Plus 2 Consortium is pleased to have reinstated the Rigorous Program of Study in Therapeutic Services at the Augustana Nursing Home in Moose Lake, MN. The RPOS is also being offered at Community Memorial Hospital and FDLTCC in Cloquet, MN.

All three of the programs are well attended and the students are performing with passing rates. The FDLTCC program also offers enrollment to students with special needs. This is a huge advantage to students with special needs.

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

There are many successful programs in the consortia. I have personally watched the growth and success of the following programs:

Therapeutic Services, Moose Lake and Cloquet, MN.

DECA, McGregor, MN.

Business Professionals of America, Wrenshall, MN.

High Mileage Program, Wrenshall, MN.

Mentoring Day at FDLTCC for students with disabilities.

National Career Fair in Minneapolis, MN.

Provide professional development for CTE teachers that would normally not be able to attend. Perkins funding has been a huge help with this.

Goal 1 Objectives

Goal 1 Objectives 1

Use of Funds

R1 Academic Integration , R5 Professional Development

Strategies

Coordinators will meet with their respective CTE teachers, high school staff (counselor, principal) and FDLTCC faculty to provide awareness of the Perkins goals for professional development and how to access this funding for approved activities.

Outcomes

FDLTCC faculty will attend professional development activities that enhance CTE education for students and support continuous program improvement. Each secondary CTE teacher and guidance counselor will attend professional development activities that enhance C/T education for students and support continuous program improvement. The integration of academic skills into CTE will be prioritized.

Measures

A minimum of one faculty member from each FDLTCC CTE program will attend at least one professional development activity. Each secondary CTE teacher or counselor will attend at least one professional development activity. The emphasis will be on professional development activities that develop the integration of academic skills or promote program improvement.

Post-Secondary Required Activities	\$5,000.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$5,000.00
Secondary Required Activities	\$2,000.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$2,000.00
Total	\$7,000.00

Reallocation Explanation

Goal 1 Objectives 2

Use of Funds

R10 Collaboration

Strategies

FDLTCC and secondary schools will each have a coordinator.

Outcomes

Working together, the consortium coordinators will implement and lead CTE activities for the consortium.

Measures

Coordinators will oversee consortium activities, complete application and APR, oversee budgets, and perform other tasks as needed.

Post-Secondary Required Activities	\$3,100.32
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$3,100.32
Secondary Required Activities	\$1,000.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$1,000.00
Total	\$4,100.32

Reallocation Explanation

Goal 1 Objectives 3

Use of Funds	R4 Develop/Improve/Expand the use of Technology, R7 Initiate/Improve/Modernize Technology
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Strategies

FDLTCC CTE program coordinators and faculty will identify equipment and technology needs for their program.

Outcomes

FDLTCC CTE courses will use up-to-date equipment and technology.

Measures

A minimum of 50% FDLTCC CTE program will purchase equipment or technology.

Post-Secondary Required Activities	\$7,850.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00

Post-Secondary Total	\$7,850.00
Secondary Required Activities	\$2,000.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$2,000.00
Total	\$9,850.00

Reallocation Explanation

Goal 1 Objectives 4

Use of Funds R2 Programs of Study, R6 Assessment , R8 Size/Scope/Quality

Strategies

FDLTCC program coordinator and secondary school counselors will oversee student selection for the RPOS Therapeutic Services (Health Occupations program) and monitor and assist students that are enrolled to ensure successful completion of programs. State approved assessments for technical skill attainment will be utilized, as available, for FDLTCC CTE programs.

Outcomes

Students will successfully complete the RPOS and meet industry standards, using valid measurements of technical skill attainment (CNA and CPR/First Aid certification). FDLTCC students will complete TSA as required and available.

Measures

At least 90% of students enrolled in RPOS, Therapeutic Services (Health Occupations), will complete course, using valid measures of technical skill attainment as available, with at least 80% meeting industry standards where such measure is available. FDLTCC faculty will use TSA data for program improvement.

Post-Secondary Required Activities	\$2,000.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$1,065.59
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reallocation Basic	\$3,807.50
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$6,873.09
Secondary Required Activities	\$1,000.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00

Secondary Total	\$1,000.00
Total	\$7,873.09

Reallocation Explanation

The certified nursing assistant program is in need of more curriculum resources and assessment resources. This is necessary to maintain a sustainable program.

Goal 1 Objectives 5

Use of Funds R2 Programs of Study, R10 Collaboration, R11 Articulation

Strategies

Program coordinators will meet with secondary teachers, counselors, and/or administrators to explore collaborative efforts in each field and strengthen POS. Coordinators will dedicate a portion of their time to developing post-secondary/secondary connections. Coordinators will help identify business/industry speakers for college or high schools courses and include secondary representation on program advisory committees.

Outcomes

Coordinators of each FDLTCC CTE program will work with secondary schools and business industry to develop and articulate POS and build collaboration between post-secondary and secondary. The program coordinator for Nursing will assist in the operation of the Health Occupations program.

Measures

Each program coordinator will include secondary representation on the CTE program advisory committee and participate in collaborative efforts with the high schools.

Post-Secondary Required Activities	\$12,000.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$12,000.00
Secondary Required Activities	\$1,694.57
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$1,694.57
Total	\$13,694.57

Reallocation Explanation

Goal 1 Objectives 6

R1 Academic Integration , R2 Programs of Study, R3 All Aspects of an Industry, R4 Develop/Improve/Expand the use of Technology, R5 Professional Development , R6 Assessment , R7 Initiate/Improve/Modernize Technology , R8 Size/Scope/Quality, R10 Collaboration

Use of Funds

Strategies

The consortium advisory committee will discuss possibilities for strengthening existing POS, based on high-need, high-wage, and high-demand jobs in our area. Funds will be made available for instructional materials, software, and equipment used in POS. Consortium coordinators will work with FDLTCC staff, including the CAO, and secondary school administration in exploring opportunities for increasing articulation and making connections between secondary and post-secondary.

Outcomes

FDLTCC and the secondary schools will maintain existing POS, providing continued support for the RPOS in Health Science.

Measures

Existing POS will be maintained. Secondary funds will continue to be used to sustain programming of small rural schools by funding the Health Occupations program at both hospitals.

Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$0.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$8,690.06
Secondary Admin Cost	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$8,690.06
Total	\$8,690.06

Reallocation Explanation

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

Goal 2 Narrative:

Program advisory committees will meet regularly for each post-secondary CTE program, using guidelines developed at FDLTCC. Membership will include business/industry reps, post secondary coordinator, and secondary representation. Other activities will include bringing in speakers for high school classrooms to connect secondary, post-secondary, and business/industry, continuing the "CEO's in the Classroom" project, and participating in campus visit days for high schools students and adult learners. Evaluation of CTE programs and existing POS will include feedback from business/industry. Program advisory committees will discuss ways to develop further partnerships at the local level and build work-base experiences for students. Program coordinators at FDLTCC will work with secondary schools to develop collaborative efforts between post-secondary and secondary.

The Carlton County Plus 2 Coordinator will facilitate a meeting with the consortium superintendents on a monthly basis. The superintendents meet one Friday per month and it is appropriate for the coordinator to keep them updated on what is taking place in the consortium. The coordinator will meet with the consortium school principals and guidance counselors in the fall each year as well. The coordinator will also keep the partners updated by a quarterly Carlton County Plus 2 Program Updates through e-mail.

QUESTION: To what degree do CTE advisory committees serve both Secondary and Postsecondary programs? (Do all programs use them? Does the same advisory team advise both secondary and postsecondary programs?)

Industry partners inform CTE teachers on industry standards.

The CTE Advisory Committees and the Secondary and Post-secondary levels are instrumental in developing industry partners that inform the CTE teachers of industry standards. They also help with developing and maintaining internship programs. The industry partners often step up and work with students on interview skills.

QUESTION: What role does the advisory team play for CTE programs? What support have they provided to programs?

The advisory teams play very large parts with the career and technical programs in the Carlton County Plus 2 Consortia. The teams assist with internships, curriculum activities, and programming. In addition, the work-based learning opportunities have provided many, many options for students with special needs. 124 students were served in the consortia with special needs this past school year. It is also common to see the industry partners team teach with some of the secondary teachers.

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

The Carlton County Plus 2 Consortia served 124 students with special needs through the Northern Lights Special Education Cooperative in Cloquet, MN. The cooperative has two full time teachers who serve and work with the students.

Goal 2 Objectives

Goal 2 Objectives 1

Use of Funds

R2 Programs of Study

Strategies

Coordinator will identify local business/industry and FDLTCC staff resources for secondary schools and assist in scheduling speakers. The annual Job Fair and Career Fair will be planned and organized at FDLTCC. Funds will be used to support these and other CTE events.

Outcomes

Local business/industry representatives and/or FDLTCC staff will speak in secondary CTE classrooms, providing information on workforce trends, work readiness standards, and the academic/ technical skills needed for success. FDLTCC will offer C/T events that partner with business/industry, such as the Job Fair and Career Fair.

Measures

At least 100 secondary students will have a business/industry or FDLTCC speaker in their CTE classroom. FDLTCC will continue to conduct the Job Fair, Career Fair, and support other post-secondary CTE events. All schools will participate in the Career Fair.

Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Reallocation Explanation	
Post-Secondary Reserve	\$4,881.91
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$4,881.91
Secondary Required Activities	\$1,000.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$1,000.00
Total	\$5,881.91

Goal 2 Objectives 2

Use of Funds

R10 Collaboration

Strategies

Program advisory committees for each CTE area will include post-secondary and secondary representation, along with representation from business/industry, and a band member of the Fond du Lac Band of Lake Superior, and local agencies affecting CTE programs or impacting high school or adult students. Program advisory committees will meet on a regular basis and keep meeting minutes. Agendas will include the identification of high-skill, high-wage, or high-demand occupations and review of existing or potential POS.

Outcomes

Program advisory committees will provide oversight and address continuous program improvement for each CTE area.

Measures

Program advisory committees for each CTE area will meet at least two times per year, providing minutes of committee meetings to the Vice President of Academic Affairs, post secondary coordinator, and advisory committee membership.

Post-Secondary Required Activities	\$1,700.00
Post-Secondary Permissible Activities	\$0.00
Reallocation Explanation	
Post-Secondary Reserve	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$1,700.00
Secondary Required Activities	\$2,000.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$2,000.00
Total	\$3,700.00

Goal 2 Objectives 3

Use of Funds R10 Collaboration

Strategies

The consortium will be served by a coordinator for the secondary and post-secondary level.

Outcomes

The consortium coordinator will coordinate and lead CTE activities for the consortium.

Measures

The coordinator will lead the consortium activities, complete application and APR, oversee budget, and perform other tasks as needed.

Post-Secondary Required Activities	\$3,100.32
Post-Secondary Permissible Activities	\$0.00

Reallocation Explanation

Post-Secondary Reserve	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$3,100.32
Secondary Required Activities	\$4,694.57
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$4,694.57
Total	\$7,794.89

Goal 2 Objectives 4

Use of Funds R2 Programs of Study

Strategies

See original goals.

Outcomes

See original goals.

Measures

See original goals.

Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00

Reallocation Explanation

The post-secondary Certified Nursing Assistant Program is in need of monies to support curriculum materials and assessment materials. This is necessary periodically to continue to have a viable program.

Post-Secondary Reserve	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reallocation Basic	\$3,807.50
Post-Secondary Reallocation Reserve	\$1,065.59
Post-Secondary Total	\$4,873.09
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00

Secondary Admin Cost	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$0.00
Total	\$4,873.09

Goal 3: Improve Service to Special Populations

Goal 3 Narrative:

Effort will be made to ensure that CTE courses and POS will be accessible for students with special needs. It will be a special goal of speakers in the secondary classrooms to address non-traditional participation. Events will be sponsored that coordinate C/T education with special education, including a "Mentoring (College for a Day)" for secondary students with disabilities. In addition, resources will be provided to promote CTE for students with disabilities.

The coordinator will also continue to work with the special education teachers in the consortium to support programming to assist their current programming. This group will also be assisted through the principal and guidance counselor contacts in each of the school districts.

QUESTION (for FY15 only, optional for FY16): What service was conducted during the grant year that was most successful?

The nine secondary schools and the college all benefit from the MCIS programming. This assists the schools with career based learning inventories and opportunities for career planning.

QUESTION (New for FY16): What strategies were adopted to overcome barriers for special populations?

FDLTCC uses Perkins funds to support the Career Center that provides tutoring services for students of all special populations;

Non-traditional students

Young parent students

Native American Students, students of color

Students with academic needs

College prep help for incoming students

QUESTION: Describe how your consortium uses data to target consortium activities to the needs of special populations and what impact the efforts have had on success of special populations.

The Mentoring Day is day long workshop for students with disabilities. Student from the nine high schools in the consortium with special needs are invited to attend. Special education staff assist students and help with teaching break out sessions. The day also focuses on career exploration and post-high school planning. This is a unique and first time activity for many of the special needs students.

The data is disaggregated for the CTE programming and the CTE teachers and principals of the member schools are suppose to use the data with program planning.

The instructors of the CTE programs also evaluate their student performance and share with the consortia coordinator. This is helpful with the future program planning.

Goal 3 Objectives

Goal 3 Objectives 1

Use of Funds R10 Collaboration

Strategies

The consortium will have a coordinator for the secondary and postsecondary level.

Outcomes

The consortium coordinator will coordinate and lead CTE activities for the consortium.

Measures

The coordinator will lead consortium activities, complete application and APR, oversee budget, and perform other tasks as needed.

Post-Secondary Required Activities \$3,100.32

Reallocation Explanation

Post-Secondary Permissible Activities \$0.00

Post-Secondary Reserve \$0.00

Post-Secondary Total \$3,100.32

Secondary Required Activities \$2,066.88

Secondary Permissible Activities \$0.00

Secondary Reserve \$0.00

Secondary Total \$2,066.88

Total \$5,167.20

Goal 3 Objectives 2

Use of Funds R9 Special Populations, R10 Collaboration

Strategies

FDLTCC will organize and conduct a "Mentoring/College for a Day" event. The Disabilities Services Counselor will work with secondary schools and NLSEC to plan and conduct event. (A similar event is offered at Lake Superior College and some schools may choose this site.)

Outcomes

Secondary students with disabilities will attend a special event at FDLTCC and/or other area colleges.

Measures

At least two students with special needs from each secondary school will attend. Six of the nine schools will participate in the College for a Day event, at either college (Some member high schools send students to a similar event at LSC).

Post-Secondary Required Activities \$300.00

Reallocation Explanation

Post-Secondary Permissible Activities \$0.00

Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$300.00
Secondary Required Activities	\$2,000.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$2,000.00
Total	\$2,300.00

Goal 3 Objectives 3

Use of Funds R9 Special Populations, R10 Collaboration, P1 Advisory Committees

Strategies

The consortium advisory committee will include representation from the Northern Lights Special Education Coop to assist in the identification of the special needs students have for participating in CTE programs or POS. The evaluation instrument for POS will also include items that will check accessibility for all students.

Outcomes

Secondary students with special needs will have full access to CTE programs and POS.

Measures

A representative from the NLSEC and the Counselor from FDLTCC will attend consortium advisory committee meetings and provide input on the special needs of secondary students in participating in CTE. POS will be evaluated to determine and remedy accessibility issues for special populations.

Post-Secondary Required Activities	\$0.00
Reallocation Explanation	
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$0.00
Secondary Required Activities	\$2,627.69
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$2,627.69
Total	\$2,627.69

Goal 3 Objectives 4

Use of Funds R9 Special Populations, R10 Collaboration

Strategies

The coordinator and NLSEC representatives will work together to identify resources that provide students with special needs an opportunity to develop employability and technical skills.

Outcomes

Special education teachers will have resources available for CTE.

Measures

Perkins funds will be used to purchase career or transition materials to be used by each school.

Post-Secondary Required Activities	\$0.00
Reallocation Explanation	
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$0.00
Secondary Required Activities	\$1,000.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$1,000.00
Total	\$1,000.00

Goal 3 Objectives 5

Use of Funds R2 Programs of Study, R9 Special Populations, R10 Collaboration

Strategies

FDLTCC counselors/faculty will discuss non-traditional career options with secondary students. Business/industry, FDLTCC faculty, or other speakers in secondary classrooms will provide information on non-traditional careers during their high school presentations.

Outcomes

Non-traditional students will participate in CTE courses and POS.

Measures

Rates of participation by non-traditional students will be increased for secondary and post-secondary programs.

Post-Secondary Required Activities	\$0.00
Reallocation Explanation	
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$0.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$0.00
Total	\$0.00

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

Goal 4 Narrative:

The consortium will provide for a continuum of services through a number of activities, including the use of MCIS, academic counseling and tutoring for FDLTCC CTE students, use of ACCUPLACER for secondary and post-secondary students, and student attendance at CTE events. Career guidance materials will be made available to secondary schools and FDLTCC to enhance student transitions.

Each of the school districts are able to access additional support from the FDLTCC for accuplacer training for staff or accuplacer testing at the individual school districts. In addition, FDLTCC offers summer programming that district partners can take part in. The nursing program offers a summer "SCRUBS" camp and the business program offers a new "TheYoung Entrepreneur" Camp for intersted students.

QUESTION: Describe the kinds of articulation, college-in-the-schools, transfer credit courses offered and how many students participated.

The Carlton County Plus 2 Consortia is up for Program Approvals in the 2017-2018 School Year. The coordinator recently met with the CTE teachers in planning for this. The consortia will be sending all Program Approvals to Deb Blahosky at MDE by November 1, 2017 for the coming year. The Director of the Northern Lights Special Education Cooperative also will submit the paperwork for the work base learning program for the secondary schools. The superintendents of the school districts must sign off on the programming. The updated programming approvals is necessary for Perkins funding through the consoria and for levy authority.

QUESTION: To what degree and in what ways are these advanced credit courses transcribed on the students high school record and on college transcripts?

If it is an articulated credit then it is transcribed at the college (when they enter the college program).

The high school credits are transcribed as an elective.

PSEO and CITS is transcribed at both the high school and college level.

Goal 4 Objectives

Goal 4 Objectives 1

Use of Funds

R10 Collaboration

Strategies

The consortium will be served by a coordinator for the secondary level and the post-secondary level.

Outcomes

The consortium coordinator will coordinate and lead CTE activities for the consortium.

Measures

The coordinator will lead consortium activities, complete application and APR, oversee budget, and perform other tasks as needed.

Reallocation Explanation

Post-Secondary Required Activities	\$3,100.32
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$3,100.32
Secondary Required Activities	\$2,066.88
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$2,066.88
Total	\$5,167.20

Goal 4 Objectives 2

Use of Funds

R3 All Aspects of an Industry, R10 Collaboration, P3 Work-Based Experiences

Strategies

Coordinators will oversee use of funds to develop and implement local CTE events or to provide for registration, transportation, etc. associated with attendance at other events, including college visits, field trips, or CTE events offered by other colleges or consortium. Funds will be used for cost of events, mileage for bus transportation, refreshments, or substitute costs for teachers to accompany students.

Outcomes

Secondary and post-secondary CTE students will have opportunity to attend career/technical events. (Events may include Career Fairs, Career/Technical Expos or Conferences, post-secondary visits, or field trips to business/industry.)

Measures

Each secondary school will send students to at least two CTE events.

Reallocation Explanation

Post-Secondary Required Activities	\$0.00
------------------------------------	--------

Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$0.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$0.00
Total	\$0.00

Goal 4 Objectives 3

Use of Funds R4 Develop/Improve/Expand the use of Technology

Strategies

Coordinators will work with counselor at each school and FDLTCC to arrange purchase of MCIS. Coordinators will work with CTE teachers to ensure knowledge of MCIS and understanding of application in CTE classrooms.

Outcomes

Students in each school district will have use of MCIS, MCIS, Jr., and other associated components, if desired. Students will use career resources in individual career preparation and making transition between high school and college, military, or workforce.

Measures

All nine high schools and FDLTCC will have access to MCIS.

Reallocation Explanation

Post-Secondary Required Activities	\$1,275.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$1,275.00
Secondary Required Activities	\$5,627.69
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$5,627.69
Total	\$6,902.69

Goal 4 Objectives 4

Use of Funds R1 Academic Integration

Strategies

FDLTCC will employ academic tutors to work with CTE students. The director of the tutoring center will schedule tutors, provide testing services, and assist students.

Outcomes

Post-secondary CTE students will receive academic assistance (tutoring) in math and writing and receive additional services through the tutoring center.

Measures

100% of CTE students will have access to academic tutoring. (PARS reflect tutoring activities.)

Reallocation Explanation

Post-Secondary Required Activities	\$18,107.36
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$18,107.36
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$0.00
Total	\$18,107.36

Goal 4 Objectives 5

Use of Funds R1 Academic Integration , R6 Assessment , R10 Collaboration

Strategies

FDLTCC will provide staff for ACCUPLACER testing for secondary students and post-secondary CTE students. ACCUPLACER tests will be purchased through post-secondary funds.

Outcomes

CTE students in high school and at FDLTCC will have access to and assistance in completing ACCUPLACER and interpreting results.

Measures

All FDLTCC CTE students will take the ACCUPLACER. At least one grade level at each secondary school will complete ACCUPLACER test process. (FDLTCC will cover cost of tests and staff for testing, including at the secondary schools.)

Reallocation Explanation

Post-Secondary Required Activities	\$19,334.88
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$8,118.66
Post-Secondary Total	\$27,453.54
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$0.00
Total	\$27,453.54

Goal 4 Objectives 6

Use of Funds R4 Develop/Improve/Expand the use of Technology

Strategies

See original goals.

Outcomes

See original goals.

Measures

See original goals.

Reallocation Explanation

The secondary portion of the grant needs more monies for the increased cost of the MCIS program. The yearly fees went up this year a significant amount.

Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$0.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$2,211.76
Total	\$2,211.76

Goal 5: Sustain the Consortium of Secondary and Postsecondary Institutions

Goal 5 Narrative:

The consortium will continue to focus on collaboration and involving all pertinent stakeholders. The Perkins advisory committee will meet twice per year at FDLTCC and address operational issues and the budget. Each program advisory committee will meet a minimum of twice a year. Membership will be a cross-representative group involving education, business/industry, and other pertinent agencies. The agenda will include all required activities, especially development and improvement of existing CTE programs/classes and POS and utilization of data. The coordinators will represent and coordinate activities for the nine member schools and FDLTCC. The Perkins Advisory Committee will meet in the Fall and Spring of each year at the FDLTCC. The college will also have their internal coordinators share current and new program offerings at the college. The hope is that this unit will help to increase collaboration and continued positive partnerships throughout the entire consortium.

QUESTION: What activities were conducted that help sustain the consortium?

Superintendent Meetings.

Meeting with CTE teachers twice throughout the year.

Coordination with building principals twice throughout the year.

Coordination with Guidance Counselors secondary and post secondary levels. The MCIS is used by both levels.

November required meeting for all Perkins coordinators across the state.

Having the opportunity to work with a Perkins mentor.

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

Leadership Team:

Principals

CTE teachers

Superintendents

Guidance Counselors secondary and post secondary

NLSEC

ABE, GED, community partnerships, workforce development centers

QUESTION (New for FY16): Discuss how your consortium conducted needs assessment for the implementation of the unified plan (i.e., your FY15 application)?

The consortium did not do a formal needs assessment. The advisory board made the decisions necessary for implementing a unified plan throughout the school districts.

QUESTION: To what degree does the consortium seek additional grants or braid various funding streams together to support the consortium activities?

School Districts support things out of staff development.

NLSEC funding.

Goal 5 Objectives

Goal 5 Objectives 1

Use of Funds

R1 Academic Integration , R8 Size/Scope/Quality, R11 Articulation

Strategies

FDLTCC will review and update the CTE brochure and individual program brochures, with the input of program coordinators. The secondary consortium coordinator and FDLTCC's Admissions Coordinator will distribute to counselors and pertinent CTE teachers at the secondary level.

Outcomes

FDLTCC brochures for CTE will be updated and printed. Copies will be available at the college and distributed to secondary schools.

Measures

The FDLTCC CTE brochure will be available or distribution. The Nursing brochure will be updated during FY16 and include information on the Health Occupations program.

Description

Reallocation Explanation

Post-Secondary Required Activities	\$1,200.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$1,200.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$0.00
Total	\$1,200.00

Goal 5 Objectives 2

Use of Funds

R10 Collaboration, P1 Advisory Committees

Strategies

The coordinator will seek and ensure that all member school districts and the college are represented on the Perkins advisory committee along with representation from business/industry, Workforce Development, Northern Lights Special Education Coop, Chamber of Commerce, at least two CTE teachers from FDLTCC and two secondary CTE teacher/counselors, and others who may impact CTE and the development of POS. The budget and required activities will be included on the agenda. Coordinators will schedule and conduct meetings at FDLTCC. Refreshments will be provided by FDLTCC.

Outcomes

Members of the consortium will collaborate and share information on CTE. Two consortium advisory meetings will be conducted under the leadership of the consortium coordinator. The advisory committee will provide direction and oversight for the consortium, including budget, development of POS, and review of student performance data.

Measures

Two consortium advisory meetings will be conducted under the leadership of consortium coordinator. Members will represent groups listed under strategies.

Description	FDLTCC will cover the cost of refreshments for advisory meetings.
--------------------	---

Reallocation Explanation

Post-Secondary Required Activities	\$300.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$300.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$0.00
Total	\$300.00

Goal 5 Objectives 3

Use of Funds	Secondary Admin Cost
---------------------	----------------------

Strategies

There will be two coordinators, one at the secondary level and one at the postsecondary level. The coordinators will represent the consortium at meetings or initiatives related to CTE.

Outcomes

The consortium coordinators will coordinate and lead Perkins grant activities for the consortium and represent the consortium in career/technical education. The postsecondary coordinator will meet with program coordinators monthly (eight times/year) in the shared Program Coordinators/Perkins meeting.

Measures

Coordinator will lead consortium activities, complete application and APR, oversee budget, and perform other tasks as needed. Moose Lake ISD #97 will serve as consortium fiscal agent for admin.fee of \$2,372.01. Admin. fee for FDLTCC is \$5,135.24.

Description

Reallocation Explanation

Post-Secondary Required Activities	\$8,235.56
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$8,235.56
Secondary Required Activities	\$7,695.18
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Admin Cost	\$2,482.25
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$10,177.43
Total	\$18,412.99

Budget Goal 1

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Admin Cost	Post-Secondary Reserve	Post-Secondary Reallocation	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Admin Cost	Secondary Reserve	Secondary Reallocation	Secondary Total	Row Total
Goal 1 Total	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

Budget Goal 2

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Admin Cost	Post-Secondary Reserve	Post-Secondary Reallocation	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Admin Cost	Secondary Reserve	Secondary Reallocation	Secondary Total	Row Total
Goal 2 Total	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

Budget Goal 3

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

Budget Goal 4

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

Budget Goal 5

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Admin Cost	Post-Secondary Reserve	Post-Secondary Reallocation	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Admin Cost	Secondary Reserve	Secondary Reallocation	Secondary Total	Row Total
Goal 5 Total	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

Goal Totals

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Admin Cost	Post-Secondary Reserve	Post-Secondary Reallocation	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Admin Cost	Secondary Reserve	Secondary Reallocation	Secondary Total	Row Total
Goal Total	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

Verification

I have looked over these budget numbers.

Rigorous Program of Study

State-Approved Rigorous Program of Study

RPOS submitted with 10 components

Therapeutics Services

CarltonCountyPlus2_Therapeutic
Services _ MN Programs of Study _
ISEEK.pdf

Progress Update for Programs of Study and TSA

QUESTION: Describe your progress. Explain what worked and did not work according to what you indicated in your plan.

Please be sure to include progress on technical skill assessments in your explanation.

In FY18, the consortium's program approval process is due. Therefore, at this time the consortium will be updating all programs. The CTE teachers will be required to implement technical skills assessments for their courses.

Programs of Study

Career Fields	Career Clusters	Career Pathways	In which CTE Program?	At which High School? College?	State-Approved Postsecondary Assessments	In which course (use course code) or at what time in the program?	State-Approved Secondary Assessments	State-Approved Postsecondary Assessments
Health Science Technology	Health Science	Therapeutics Services	Health Occupations	FDLTCC and offered to all schools in consortium		End of program		
Human Services	Human Services	Early Childhood Development and Services	Early Childhood Development	FDLTCC		Completion of certificates		
Human Services	Law, Public Safety, Corrections, and Security	Law Enforcement Services	Law Enforcement	FDLTCC		Completion of AS degree and Skills Certificate		
Business, Management, & Administration	Hospitality and Tourism	Restaurants and Foods/ Beverage Services	FACS, Business	Barnum, Cloquet, Moose Lake, Willow River, Hibbing CC		End of program		

Business, Management, & Administration		Accounting	Business Education	Lake Superior College, Barnum, Carlton, Cloquet, Cromwell, Moose Lake, and Willow River	End of program
Engineering, Manufacturing, & Technology		Construction	Industrial Technology	Lake Superior, Barnum, Carlton, Cromwell, Cloquet, McGregor, Moose Lake, Wrenshall, and Willow River	End of program
Human Services	Human Services	Counseling and Mental Health Services	Human Services	FDLTCC	Upon completion of CD Counselor Certificate
Human Services	Law, Public Safety, Corrections, and Security	Correction Services	Corrections	FDLTCC	Upon completion of AS Corrections
Engineering, Manufacturing, & Technology	Science, Technology, Engineering, and Mathematics	Science and Mathematics	AS Geospatial Technologies & Geospatial Tech Cert	FDLTCC	Completion of AS or Certificate

Improvement Report

Improvement Report 1

Indicator Not Met:	1P1 Technical Skill attainment
Negotiated Performance:	84.43%
Actual Performance:	83.47%

General strategies planned to improve performance:

Coordinator will attend Perkins and CTE training opportunities and learn to use the tools available. This will allow for closer monitoring of goals and progress towards them. Coordinator will update program coordinators at the Program Coordinators/Perkins Meetings and at the advisory committee meetings.

Comments or context for actual performance (optional):

Improvement Report 2

Indicator Not Met:	1S1 Academic Attainment in Reading/ Language Arts
Negotiated Performance:	63.02
Actual Performance:	63.02

General strategies planned to improve performance:

Coordinator will work with MDE to learn about and clarify the requirements for secondary performance data. Using that information, the coordinator will work with MARSS personnel at each school to make sure data input reflects state requirements. (FDL Ojibwe is not required to do data entry.) Coordinator has called Michelle Kamenov regarding the performance data and has been put in contact with the new person overseeing this area. Coordinator plans to address the issues with data collection at our small schools and gain greater understanding of the Secondary Indicators.

Comments or context for actual performance (optional):

Improvement Report 3

Indicator Not Met:	2P1 Credential, certificate, or degree
Negotiated Performance:	50.44
Actual Performance:	47.56

General strategies planned to improve performance:

Coordinator will attend Perkins and CTE training opportunities and learn to use the tools available. This will allow for closer monitoring of goals and progress towards them. Coordinator will update program coordinators at the Program Coordinators/Perkins Meetings and at the advisory committee meetings.

Comments or context for actual performance (optional):

Improvement Report 4

Indicator Not Met:	4P1 Student placement
Negotiated Performance:	89.90
Actual Performance:	90.18

General strategies planned to improve performance:

Coordinator will attend Perkins and CTE training opportunities and learn to use the tools available. This will allow for closer monitoring of goals and progress towards them. Coordinator will update program coordinators at the Program Coordinators/Perkins Meetings and at the advisory committee meetings.

Comments or context for actual performance (optional):

Improvement Report 5

Indicator Not Met:	4S1 Student graduation rate
Negotiated Performance:	95.23
Actual Performance:	96.43

General strategies planned to improve performance:

Coordinator will work with MDE to learn about and clarify the requirements for secondary performance data. Using that information, the coordinator will work with MARSS personnel at each school to make sure data input reflects state requirements. (FDL Ojibwe is not required to do data entry.) Coordinator has called Michelle Kamenov regarding the performance data and has been put in contact with the new person overseeing this area. Coordinator plans to address the issues with data collection at our small schools and gain greater understanding of the Secondary Indicators.

Comments or context for actual performance (optional):

Improvement Report 6

Indicator Not Met:	5P1 Nontraditional participation
Negotiated Performance:	24.12
Actual Performance:	21.73

General strategies planned to improve performance:

Coordinator will attend Perkins and CTE training opportunities and learn to use the tools available. This will allow for closer monitoring of goals and progress towards them. Coordinator will update program coordinators at the Program Coordinators/Perkins Meetings and at the advisory committee meetings.

Comments or context for actual performance (optional):

Improvement Report 7

Indicator Not Met:	6S1 Nontraditional participation
Negotiated Performance:	48.03
Actual Performance:	49.03

General strategies planned to improve performance:

Coordinator will work with MDE to learn about and clarify the requirements for secondary performance data. Using that information, the coordinator will work with MARSS personnel at each school to make sure data input reflects state requirements. (FDL Ojibwe is not required to do data entry.) Coordinator has called Michelle Kamenov regarding the performance data and has been put in contact with the new person overseeing this area. Coordinator plans to address the issues with data collection at our small schools and gain greater understanding of the Secondary Indicators.

Comments or context for actual performance (optional):

Improvement Report 8

Indicator Not Met:	6S2 Nontraditional completion
Negotiated Performance:	49.87

Actual Performance:

50.87

General strategies planned to improve performance:

Coordinator will work with MDE to learn about and clarify the requirements for secondary performance data. Using that information, the coordinator will work with MARSS personnel at each school to make sure data input reflects state requirements. (FDL Ojibwe is not required to do data entry.) Coordinator has called Michelle Kamenov regarding the performance data and has been put in contact with the new person overseeing this area. Coordinator plans to address the issues with data collection at our small schools and gain greater understanding of the Secondary Indicators.

Comments or context for actual performance (optional):

Status Report on Improvement Report and Plan

QUESTION: Describe the activities and strategies that were actually implemented to bring your consortium actual performance on Federal indicators closer to the negotiated target.

The Consortium is going through Program Approvals in FY18. At this time each program will be required to implement technical skills assessments.

The student graduation rate and the non traditional completion both improved improved over the year.

QUESTION: Describe the process and stakeholders involved in determining your improvement plans and reports. Describe the role data played in developing your plans and reports.

The advisory committee participates in a discussion to what improvements are being made and what we are lacking in. The stakeholders have examined data to help in the decision making process.

QUESTION: What changes do you anticipate in your consortium performance data based on this year's efforts?

I feel confident that the consortium will see notable improvements after the program approvals are done.

Improvement Plan Action Steps

Improvement Plan Action Steps 1

Indicator Number (i.e. 1S1 or 2P1)

1P1 Technical Skill attainment

Action Steps to improve the performance

The coordinator will review the input process of data to ensure accuracy and understanding of how TSAs are being reported and meet with CTE Program Coordinators to review data and establish target goals for improvement.

Resources Needed

Additional technical training for coordinator

Timeline

Fall 2017

Person(s) Responsible

Kimberly Belcastro, Post secondary coordinator

How will progress be documented?

Completion of steps on Improvement Plan and reported on next year's Perkins application.

Could be by demographic characteristic, school, program, other

Sub-populations or groups where gap exists:

unknown

Describe any contextual factors that might contribute to this gap: unknown

Further Information

Describe stakeholders involved, process and sources of data used to determine strategies/action steps listed above:

n/a

Improvement Plan Supporting Documents (optional, not required)

Improvement Plan Action Steps 2

Indicator Number (i.e. 1S1 or 2P1)

2P1 Credential, certificate, or degree

Action Steps to improve the performance

A new consortium coordinator was hired in January of 2016 and assigned secondary and post secondary coordination. The coordinator has attended several trainings provided by MDE/MNSCU and has been mentored by an experienced Perkins Coordinator since the winter of 2016. The coordinator has also attended several webinar trainings and plans to continue to do so in FY17.

During FY17 Program Coordinator/Perkins meetings it was discovered that many of the students who have earned certificates, in particular Chemical Dependency, do not apply for graduation as they only need the coursework. These students already have a Bachelors Degree and do not see the point of applying for a certificate, thus skewing our completion rates. The coordinator will research the process of awarding certificates at other institutions. Coordinator will also explore the how to make the process automatic versus having the student apply.

Coordinator will meet with CTE Program Coordinators to review data and establish completion goals for improvement. Implement greater emphasis on early academic alerts and interventions for CTE programs. Ensure that programs that do not participate in Perkins are not included in data.

Resources Needed

Additional training for coordinator

Timeline

Fall 2017

Person(s) Responsible Kimberly Belcastro, Post secondary coordinator

How will progress be documented? Completion of steps on Improvement Plan and reported on next year's Perkins application.

Could be by demographic characteristic, school, program, other

Sub-populations or groups where gap exists: Chemical Dependency certificate students.

Describe any contextual factors that might contribute to this gap: Already have Bachelors degree, do not need certificate; need coursework only.

Further Information

Describe stakeholders involved, process and sources of data used to determine strategies/action steps listed above:

not applicable

Improvement Plan Supporting Documents (optional, not required)

Improvement Plan Action Steps 3

Indicator Number (i.e. 1S1 or 2P1) 5P1 Nontraditional participation

Action Steps to improve the performance

As part of the Improvement Plan, FDLTCC will complete the following: Review the input process of data to ensure accuracy; meet with CTE Program Coordinators to review data and establish completion goals for improvement; implement greater emphasis on early academic alerts and interventions for CTE programs; and ensure that programs that do not participate in Perkins are not included in data.

Resources Needed n/a

Timeline Fall 2017

Person(s) Responsible Kimberly Belcastro, Post secondary coordinator

How will progress be documented? Completion of steps on Improvement Plan and reported on next year's Perkins application.

Could be by demographic characteristic, school, program, other

Sub-populations or groups where gap exists: Females and minorities in Electric Utilities Technicians, Geospatial Technology, and Nursing and males and minorities in Nursing and Early Childhood Development.

Describe any contextual factors that might contribute to this gap: n/a

Further Information

Describe stakeholders involved, process and sources of data used to determine strategies/action steps listed above:

n/a

Improvement Plan Supporting Documents (optional, not required)

Improvement Plan Action Steps 4

Indicator Number (i.e. 1S1 or 2P1)

6S1 Nontraditional participation

Action Steps to improve the performance

1. Have coordinator learn more of the data collection process from the new MDE person in charge of data, then work with MARSS secretaries to ensure the correct data is reported based on state requirements.
2. Include information regarding the data, collection process, and indicators for the consortium at the fall advisory meeting to identify needs and potential resources for improvement.

Resources Needed

Meeting or phone conference with MDE personnel that can clarify the requirements for the data collection process and interpret the date, especially for the nontraditional participation and completion.

Timeline

Spring or Summer, 2017.

Person(s) Responsible

Kimberly Belcastro, Secondary Coordinator

How will progress be documented?

MDE will be aware of meeting or phone conference. Agenda for consortium advisory meeting will include performance data.

Could be by demographic characteristic, school, program, other

Sub-populations or groups where gap exists:

Unknown at this point.

Describe any contextual factors that might contribute to this gap: Unknown at this point.

Further Information

Describe stakeholders involved, process and sources of data used to determine strategies/action steps listed above:

Nothing further to add at this time.

Improvement Plan Supporting Documents (optional, not required)

Improvement Plan Action Steps 5

Indicator Number (i.e. 1S1 or 2P1)

6S2 Nontraditional completion

Action Steps to improve the performance

1. Have coordinator learn more of the data collection process from the new MDE person in charge of data, then work with MARSS secretaries to ensure the correct data is reported based on state requirements.
2. Include information regarding the data, collection process, and indicators for the consortium at the fall advisory meeting to identify needs and potential resources for improvement.

Resources Needed

Meeting or phone conference with MDE personnel that can clarify the requirements for the data collection process and interpret the date, especially for the nontraditional participation and completion.

Timeline

Spring or Summer, 2017.

Person(s) Responsible

Kimberly Belcastro, Secondary Coordinator

How will progress be documented?

MDE will be aware of meeting or phone conference. Coordinator emails or meetings with MARSS secretaries will be documented. Data collection during 2016-17 will accurately reflect the indicators.

Could be by demographic characteristic, school, program, other

Sub-populations or groups where gap exists:

Unknown at this point.

Describe any contextual factors that might contribute to this gap: Unknown at this point.

Further Information

Describe stakeholders involved, process and sources of data used to determine strategies/action steps listed above:

Nothing further to add at this time.

Improvement Plan Supporting Documents (optional, not required)

Other Information

Question: Describe stakeholders involved, process and sources of data used to determine strategies/action steps listed in your Improvement Plan Action Steps.

The consortia is continuing to involve the superintendent group as the main advisory committee. In addition, the consortia works with the secondary and post-secondary advisory committees for program planning and expanding program throughout the consortia. The advisory committees are invaluable as to keeping the program current in curriculum needs, mentoring options, job shadow options for students, and career exploration and pathways to post-secondary programming.

Related Improvement Plan documents

Upload any additional supporting documents here.

Upload any additional supporting documents here.

Upload any additional supporting documents here.

Upload any additional supporting documents here.

Upload any additional supporting documents here.

Attachments

Other Summary Comments

QUESTION: Summary Comments

If you were unable to accomplish activities in your plan, indicate why and what you might do differently. Tell us what we can do to support your efforts.

As you are aware, this has been a growth process for the 2016-2017 school year. I am very grateful for the support of a Perkins Mentor (Sue Boehland) who has been a huge help in learning the comprehensive ins and outs of the Perkins grant. In addition, Jeralyn Jargo has taken helped immensely with re-establishing the proper protocols with the Consortia's post-secondary partnership.

[Skip to content](#)



Therapeutic Services at Moose Lake High School

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Enter the Program of Study information specific to this school and pathway.

- [High School Courses](#)
- [Enhanced Learning](#)
- [Post-Secondary Connections](#)
- [Status & Validation](#)
- [View All \(read only\)](#)

Status and Validation

Approval Level: State Consortium State RPOS

Approval Status: In Progress Inactive
 Submitted to Consortium Approved by Consortium
 Submitted to State Approved by State

Date of this status:

Publishing Status: Internal

Rating for the Rigorous Programs of Study Components	Level 1	Level 2	Level 3
Legislation and Policies: Federal, state, and local legislation or administrative policies promote POS development and implementation.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Partnerships: Ongoing relationships among education, business, and other community stakeholders are central to POS design, implementation, and maintenance.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Professional Development: Sustained, intensive, and focused opportunities for administrators, teachers, and faculty foster POS design, implementation, and maintenance.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Accountability and Evaluation Systems: Systems and strategies to gather quantitative and qualitative data on both POS components and student outcomes are crucial for ongoing efforts to development and implement POS.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
College and Career Readiness Standards: Content standards that define what students are expected to know and be able to do to enter and advance in college and/or their careers comprise the foundation of a POS.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Course Sequences: Non-duplicative sequences of secondary and postsecondary courses within a POS ensure that students transition to postsecondary education without duplicating classes or requiring remedial coursework.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Credit Transfer Agreements: Credit transfer agreements provide opportunities for secondary students to be awarded transcribed postsecondary credit, supported with formal agreements among secondary and postsecondary education systems.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Guidance Counseling and Academics: Guidance counseling and academic advisement help students to make informed decisions about which POS to pursue.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teaching and Learning Strategies: Innovative and creative instructional approaches enable teachers to integrate academic and technical instruction and students to apply academic and technical learning in their POS coursework.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Technical Skills Assessments: National, state, and/or local assessments provide ongoing information on the extent to which students are attaining the necessary knowledge and skills for entry into and advancement in postsecondary education and careers in their chosen POS.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

HS Courses

Subject	9th Grade	10th Grade	11th Grade	12th Grade
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Language Arts	English 9	English 10	English 11	English 12
				College Writing (ACC) (choice)
Math	Algebra Applied Algebra (choice)	Geometry	Advanced Algebra	Calculus
Science	Physical Science	Biology	Chemistry Anatomy/Physiology (choice: 1 credit)	Physics Anatomy/Physiology (choice: 1 credit)
Social Studies	American Civics	Global Issues	American History	Economics Completion of Community Service
Other Requirements	Phy. Ed. 9 Personal Health Arts Standard	Phy. Ed. 10 Community Health		
Career and Technical Electives for College Credit			Medical Terminology (PSEO)	Medical Terminology (PSEO)
Career and Technical Electives			Health Occupations Program	Health Occupations Program
Other Suggested Electives			Psychology	Psychology

Legend:

ACC: Articulated College Credit is an agreement between one or more high schools and one or more colleges and universities to accept a high school course as a course equivalence or partial course equivalence to a college course.

PSEO: Post- Secondary Education Options program allows an eligible high school student to take transcribed college or university courses while they are in high school

High School Enhanced Learning

Work-Based Learning	Transitions through IEP
Service Learning	12th gr. Community Service Internships
College Preparation	Upward Bound
Student Organizations	HOT Camp St. Scholastic Science Camp

Post-Secondary Connections

2-Year College

Program

4-Year University

Program

[Fond du Lac Tribal and Community College](#)

Nursing

College & University Enhanced Learning

Work-Based Learning	
Service Learning	
Career Preparation & National Accreditation	
Student Organizations	HOSA

Industry-Related Certifications

Certification Name

Certifying Organization

First Responder

Registered Nursing Assistant, Practical Nursing, Nursing Assistant/Home Health Aid

Medical Careers, Fitness and Health, Nutrition

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