



Status Report

02104-FY18 Carlton +2 Consortium

Perkins IV Consortium

Award Year:	2017	
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Organization Type: MN Perkins Consortium
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Goal 1: Designing & Implementing Programs of Study: Goals, Objectives and Strategies

Goal 1 Narrative:

The Carlton County Plus 2 Consortia has one rigorous program of study which is the Therapeutic Services Program. The consortia is pleased to be able to offer certified nursing assistant program at three sites:

1. Community Memorial Hospital in Cloquet.
2. Augusta Nursing Facility in Moose Lake.
3. FDLTCC in Cloquet.

In addition to the CNA certification the students are also able to receive one college credit in medical terminology. The consortia also supports the following programs of study:

- Law Enforcement Services
- Construction
- Restaurants and Foods/Beverage Services
- Accounting
- Early Childhood Education
- Business Management
- Environmental Education

The secondary school counselors and principals work collaboratively with the secondary/post-secondary consortia coordinator in providing and sustaining the CTE programs throughout the nine secondary schools and at FDLTCC.

The secondary and post-secondary CTE instructors have been learning about the technical skills assessments this year. Implementation of the TSA's in some of the content areas will begin in the 2018-2019 school year.

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

The 2017-2018 Carl Perkins Grant supported the following professional development and student activities for the consortia's Programs of Study:

1. Safety Training for Industrial Arts Teachers at the Northeast Service Cooperative in Mountain Iron.
2. The following secondary schools Cloquet, Wrenshall, Barnum, and Carlton attended the Bi-Annual Field Trip to the Alexandria Technical College and Industry Tour.
3. Several consortia teachers attended the Annual Spring Technology Education Workshop/Conference on the Iron Range.
4. Several of the consortial Guidance Counselors attended the Minnesota School Counselors Association conference.
5. The consortia Guidance Counselors' facilitated several career fair trips for students.
6. Several students had the opportunity to attend the WITC Superior's Career Day.
7. The consortia had several students participate in the National Career Fair in Minneapolis, MN.
8. Some of the consortia Guidance Counselors attended the Child and Development Mental Health Conference in Duluth, MN.
9. Two advisors attended the DECA State Conference.
10. FCCLA Group (Family, Careers, and Community Leaders of America) trip to the Community Memorial Hospital in Cloquet, MN.
11. Several consortia students attended the Construct Tomorrow event at the Duluth Entertainment and Convention Center in Duluth, MN.
12. Pine Technical and Community College trip.
13. Consortia teachers attended the "FAX to the MAX" professional development conference at Minnesota State Mankato.
14. Youth Energy Summit for students.
15. Some teachers attended the Design/Pre-Construction Pathway event at the Saint Cloud Technical and Community College.

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

I am seeing more involvement in the overall consortia as the staff are getting to know about more opportunities and more connections with the CTE world. I am seeing an increase in the interest of the staff in developing more solid programs and becoming more willing and able to work together across the consortia. Most recently, Wrenshall and Willow River are partnering with a work based learning program and have both implemented TSA's into their programs.

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

There have been so many great opportunities due to the funds with this grant. However, the technical tours are huge for the students to attend. I also have found that the teachers are more interested in helping students to build their skill sets and are more apt to consider working with each other. I continue to be very pleased with the community and technical colleges and their eagerness to work directly with secondary school staff.

Goal 1 Objectives

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

Goal 2 Narrative:

The Carlton County Plus 2 Consortia is an active group of people interested in developing more opportunities for students in the career and technical world.

The program advisory committees have been supportive and want to see more done with the actual work force area.

One new partnership this year is the work base learning programs at the Willow River and Wrenshall School Districts. The districts are about 40 miles apart. However, the two teachers have been collaborating closely and are teaming up to provide new expansions to their programs. The growth in the technology has been helpful to collaborate and to share program ideas. It also has allowed students to be able to coordinate more together. The local businesses have been eager to get on board and to help with the work base learning initiative as well.

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?)

The Carlton County Plus 2 Consortia has one coordinator for the secondary and the post-secondary schools. This has been one positive of the combined role. It actually allows for more continuity of both the secondary and post-secondary partners. The nine secondary schools and the Fond du Lac Tribal and Community College are all very small. The coordinator has been working to broker with other area institutions such as Lake Superior College, Hibbing Community College, Pine Technical College, etc.

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

The advisory teams play a role of guidance and to facilitate new ideas for the programming. I have found the advisory teams to be eager in helping to expand the programming.

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 business and industry partners are wanting to know how they can help. Also the secondary and post-secondary schools need to be asking for the support. It is my experience that the local industry wants to support but that they do not always know what is needed. This proves that the pathways need more time and effort put forth in building solid avenues for continued growth.

Goal 2 Objectives

Goal 3: Improve Service to Special Populations

Goal 3 Narrative:

I think one of the most successful things that the consortia did was to support the "Mentoring Day" at the FDLTCC for students with special needs. This is an all-day event for the nine secondary schools to send special education students to. It is well attended and opens the doors for many of the students in exposing them to college life as well as variety of career and technical programs.

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

One of the big positives is that the nine secondary school and the post-secondary partner (FDLTCC) all are provided with subscriptions to use the Minnesota Career Information System program. This is heavily used by the secondary school guidance counselors, special educators, and at the college's career center.

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

The consortia works hard to open doors to opportunities for the nine secondary high schools and the post-secondary partner (FDLTCC). Sometimes it means making sure that the schools are signing up for events and making sure that they attend the events that are offered. The grant also provides funds to make sure that the transportation is possible for the 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 consortia provides and encourages programming for students of all ethnic backgrounds. During the 17-18 year the consortia's ethnic background summary is:

American Indian/Alaskan Native 12.93%

Asian 1.72%

Black or African American 6.47%

Hispanic of any race 2.8%

Native Hawaiian or other Pacific Islander .22%

White 66.59%

The Perkins post-secondary program served 269 females and 194 males in the 2017-2018 school year.

There were 197 students support that were considered economically disadvantaged.

3.88% of the post-secondary students served were single parents.

6.47% of the post-secondary students served were displaced homemakers.

66.38% of the post-secondary students served were considered academically disadvantaged.

Goal 3 Objectives

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

Goal 4 Narrative:

The nine secondary school and the post-secondary institution are learning to work closer together. The biggest piece has been to create flexibility in the secondary schedules to be able to collaborate and work more closely with the post-secondary partner. In addition to this, there has been a need to expand the post-secondary partners. The certified nursing assistant programs (three in the consortia) are continuing to show strong student numbers and have made room for flexibility in the program. There is a program in the southern and northern part of the consortia. There is also one that serves special education students. To have different options for the students has been a very big advantage in the consortia.

The consortia has expanded and is working with more area community colleges. This is essential with the FDLTCC being so small and offering limited options.

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

Throughout the consortia there is a wide variety of college in the schools offering for secondary students. The colleges connected to the College in the Schools are FDLTCC, Lake Superior College, Hibbing Community College, Winona State, University of MN-Duluth to name a few. There are many students engaging in these opportunities.

I am seeing an increase in the push to have more CTE certificates for students to start working on the "stackable" credentials. The Carlton County Plus 2 consortia is working to expand the technical skills assessments into the program. This was common in the health care field of the consortia but are now pushing it in all areas of the consortia.

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

The students in the consortia are able to have the credits received on high school transcripts which are then transferred to college when applicable. The consortia students have had more luck staying with the state colleges when trying to transfer their credits.

Goal 4 Objectives

Goal 5: Sustain the Consortium of Secondary and Postsecondary Institutions

Goal 5 Narrative:

The consortia is made up of nine rural secondary schools and one small post-secondary college.

There are two advisory committees. One made up of the nine superintendents of the secondary schools and the other made up of the program coordinators at FDLTCC. The Vice President of Academic Affairs is also a key participant in the programming decision making. In addition to this the coordinator also works closely with the nine secondary school principals and guidance counselors.

The coordinator is learning more about being able to use data to inform programming planning. The college side has direct data to draw from on informing programming decisions.

The coordinator meets with the secondary school superintendents monthly and with the college coordinators 3-4 times per year. In addition to this, the coordinator collaborates with the secondary school principals, guidance counselors, and CTE teachers on a regular basis throughout each school year.

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

I think that the activities that have been supported to help sustain the consortia are many:

- Mentoring Day
- Collaboration with advisory groups
- Providing training and support for teachers becoming CTE certified
- Supporting CTE teachers with the program approval process
- Allowing and help teacher to better understand technical skills assessments
- supporting transportation and substitute teacher requests
- etc.

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

The Secondary Advisory group is made up of the nine school superintendents.

The Post-secondary Advisory group is made up of the Vice President of Academic Affairs and the program coordinators at the college.

The coming year will be about building more partnerships with business and industry.

I am also planning to pull in the workforce development centers to be on the teams.

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

The consortia will be working on an extensive program needs assessment over the 18-19 school year. The coordinator is looking forward to this and to see how the program can expand with the process. As mentioned previously, I am hopeful to establish relationships with business, industry, and workforce development centers.

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

The consortia does work collaboratively with the Lake Superior Perkins Consortia. It also works to broker with other institutions subs as Hibbing Community College, Winona State University, Lake Superior College, and the Pine Tech College.

Goal 5 Objectives

Rigorous Program of Study

State-Approved Rigorous Program of Study

RPOS submitted with 10 components

Therapeutics Services

Progress Update for Programs of Study and TSA

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

Programs of Study

Career Fields	Career Clusters	Career Pathways	State-Approved Postsecondary Assessments	State-Approved Secondary Assessments	Other TSA Assessment	In which CTE Program?	At which High School? College?	In which course (use course code) or at what time in the program?
Foundation Knowledge and Skills	Foundation Knowledge and Skills	Foundation Knowledge & Skills	National Occupational Competency Testing Institute Career Skills	National Occupational Competency Testing Institute Therapeutic Services		Nursing Assistant Registry	Cloquet, Carlton, Wrenshall, Moose Lake, Barnum, Willow River, FDLTCC	070300, Year long course
Human Services	Law, Public Safety, Corrections, and Security	Law Enforcement Services				Correction Services	Cloquet	College In The Schools Course

Engineering, Manufacturing, & Technology	Architecture and Construction	Construction		Career Safe OSHA 10-hour Construction Industry Course	Construction	Wrenshall, Barnum, Carlton, Cloquet, McGregor, Wrenshall, Willow River	171000
Business, Management, & Administration	Hospitality and Tourism	Restaurant s and Foods/Bev erage Services		National Resturant Association ServSafe Food Handler Safety Certificatio n	Culinary Arts	Barnum, Cloquet, Moose Lake, Willow River	090101
Business, Management, & Administration	Business, Management, and Administration	Business Information Management		National Occupation al Competenc y Testing Institute 21st Century Skills for Workplace Success	Accounting	Barnum, Cloquet, Moose Lake, Willow River, Cromwell	140710
Human Services	Human Services	Early Childhood Developme nt and Services	Minnesota Teacher Licensure Examinatio n Basic Skills	National Occupation al Competenc y Testing Institute Education and Training	Early Childhood, Elementary Education, Human Devel	FDLTCC, Winona State University, Barnum	090101
Business, Management, & Administration	Business, Management, and Administration	Operations Manageme nt			Small Business Entreprene urship	FDLTCC, Barnum, McGregor, Cloquet, Moose Lake	140710

			OK Career	OK Career		
			Tech	Tech		
			Environme	Environme		
			ntal	ntal		
Agriculture,	Agriculture,	Environme	Science &	Science &	Environment	Semester
Food, &	Food, and	ntal Service	Natural	Natural	Science	course in
Natural	Natural	Systems	Resources:	Resources:	Wrenshall,	Environme
Resources	Resources		Environme	Environme	FDLTCC	nt
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Manufacturi	e and	Constructio				
ng, &	Constructio	n	OSHA 10	Constructio	Willow	
Technology	n			n	River,	
					Wrenshall,	
					and	
					Cloquet	

Improvement Report

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 consortia is working to have more involvement from students in all of the designated groups.

Completer 1.72%

Concentrator 29.31 %

Participant 68.97%

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 secondary advisory group and the post-secondary advisory group has been presented with the information and has helped with making improvements to the program.

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

I think that there will be an increase in the number of students participating in the Perkins programming.

Improvement Plan Action Steps

Improvement Plan Action Steps 1

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

2S1 ? Technical Skill Attainment

Action Steps to improve the performance

The consortia has been working to increase the knowledge and involvement of the CTE instructors with the technical skills assessments.

Resources Needed

The consortia is funding the training and the assessments.

Timeline

This has gone on over the course of the 2017-2018 school year.

Chris Gustafson, Wrenshall

Person(s) Responsible

Bret Gunderson, Cloquet

Teacher, Willow River

How will progress be documented?

The process will be documented with the completion of students who are taking part in the technical skills assessments.

Could be by demographic characteristic, school, program, other

Sub-populations or groups where gap exists:

All

Describe any contextual factors that might contribute to this gap:

Making sure that instructors are able to learn about the assessments and be able to purchase them.

Further Information

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

The stakeholders have been supportive of the implementation of the technical skills assessments. However, they were unaware how what they were and how they should be used. This is something that will continue to be a work in progress.

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.

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.

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.

I am not aware of where I find the negotiated and actual performance levels for my consortium.

I was able to get print outs from the college on that data system.

Thank you and I am sorry for the trouble.

Attachments

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.