



Grant Details

01590 - FY17 Perkins IV Application

02010 - FY17 Carlton County Perkins Application

Perkins IV Consortium

Grant Title: FY17 Carlton County Perkins Application
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Grantee Contact: Kimberly Belcastro
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Grant Administrator: Debra Wilcox-Hsu

Non-System Communication Log

Inter-System Grantee Correspondence

Agency List

School District or College	Secondary Type	I.D. Number (if applicable)
Fond du Lac Tribal and Community College		
Barnum	01 public school district	91
Carlton	01 public school district	93
Cloquet	01 public school district	94
Cromwell-Wright	01 public school district	95
Fond du Lac Ojibwe	04 Tribal School	1094
McGregor	01 public school district	4
Moose Lake	01 public school district	97
Willow River	01 public school district	577
Wrenshall	01 public school district	100

Summary Narrative Pt. 1

Career and Technical Education Programs:

Q1) How does your plan support the career technical education programs in your consortium? What initiatives included in your plan support new or significantly improved CTE programming? Describe how you have selected the programs that will receive support and how the consortium, as a whole, will benefit from the Perkins expenditures. [Sec. 134 (b)(1)] (5,000 word limit)

One consortium will exist between the nine member schools and FDLTCC. The consortium will have one coordinator for the secondary level and postsecondary level. The coordinator will work collaboratively to implement the Perkins program outlined in this application. There will continue to be two fiscal agents, FDLTCC and Moose Lake ISD#97, representing the secondary schools. The secondary coordinator will meet with CTE teachers, principal, guidance counselor/s, and business manager of each high school in the fall. The postsecondary coordinator will meet with FDLTCC faculty at the monthly Program Coordinator's Meeting and with individual CTE faculty as needed. The coordinator will meet with the chief academic officer as needed to implement the Perkins plan. Other meetings will be held with counselors, advisors, administrators, and other stakeholders, as needed. The coordinators will strive to maximize resources to high schools and FDLTCC to support CTE activities.

New programming includes the development of the Early Childhood Development course(s) that will be offered Fall 2016 to all interested partner high schools. This program will provide the students with the skills and experience needed to earn the Minnesota Child Care Credential (MNCCC). Earning this certification allows students to obtain employment at a licensed Headstart facility as an assistant teacher and the college-level credits earned can be applied towards the Early Childhood Development certificates offered at FDLTCC. The postsecondary and ECD program coordinators will seek additional funding sources to that will assist partner high schools in funding the delivery of the program.

In addition, the development and delivery of Geospatial Technologies teacher education will provide partner high school teachers with the skills and curriculum to deliver college level coursework and to be mentored by the Geospatial Technologies program coordinator.

These two programs are working toward the development of Rigorous Programs of Study.

Meeting State and Local adjusted levels of Performance

Q2) Please describe the process you used to analyze and interpret performance on accountability indicators, and how the expenditure of funds in your plan support improved performance on negotiated performance targets. [Sec. 134 (b)(2)] (5,000 word limit)

Administrators, counselors, teachers and faculty will be made aware of the levels of performance within the consortium. Activities and resources will be shared throughout the consortium in addressing academic skills and other performance indicators within career/technical education. Professional development experiences will be prioritized that promote the integration of academic and career/technical education. FDLTCC will continue to use tutoring services in ways that directly impact student success in CTE programs.

How students participating in CTE are provided programs

Q3) Describe how you determined that the CTE programs supported in your plan will be of quality and attract sufficient enrollment or meet regional needs. How have you worked to align rigorous content in your local CTE programs with academic and technical standards recognized at the state or national level? [Sec. 135 (b)(8)] [Sec. 134 (b)(3 and 6)] (5,000 word limit)

This is a continuing challenge within our consortium. The schools in our consortium are small, rural districts that MAY have one course offered in a particular area but lack a sequence of courses. The consortium continues to explore partnerships that could be built between secondary and post-secondary to build comprehensive, rigorous programs that maintain high academic standards. The consortium advisory committee is especially interested in building rigorous Program of Study that match local employment needs. Three of these needs include Registered Nursing Assistants, manufacturing workers, and early childhood teachers. These three areas will be developed over FY16 and FY17 with the plan to add at least one more rigorous POS.

How students are provided with experience

Q4) Describe how students are provided with strong experience in, and understanding of, all aspects of the industry. [Sec.134 (b)(3)(C)] (5,000 word limit)

Our first POS, Health Occupations, includes a course in Medical Careers. This experience acquaints students with an understanding of the medical industry, along with providing job shadowing, internship, or camp experiences. It is a goal for the consortium to explore similar opportunities for students in Geospatial Technologies, and Early Childhood for secondary students. Perkins funds also provide field trips, tours, or other career/technical experiences that promote understanding of business/industry and the coordinators strongly encourage CTE teachers to include speakers from business/industry and college programs in their classroom. Each school has a plan for career education activities, coordinated by the counselors, that includes all students and grade levels, and utilizes MCIS, MN Careers, and Options Beyond High School. FDLTCC offers a Career Fair each year for schools in the consortium and beyond. The Career Fair includes several local businesses/industries that provide students with information about their organization, job opportunities, and employability skills. Schools also attend other post-secondary Career Fairs, college visits, or special events in the region. FDLTCC faculty will continue to make a special effort to connect with secondary CTE teachers. Last, CTE teachers and school counselors have been encouraged to use the POS website with their students.

Summary Narrative Pt. 2

Comprehensive Professional Development*

Q5) Please describe the consortium's plan for providing sustained, high-quality professional development and how this plan is supported by expenditure decisions. [Sec.134 (b)(4) and (5)] (5,000 word limit)

Perkins resources are provided to CTE teachers and faculty for quality professional development experiences that support CTE. The goal for professional development in our small consortium will focus on helping students, teachers, and faculty understand various aspects of business/industry and potential careers, along with the integration of academic skills within career/technical and the incorporation of technical skill assessment in POS. Our budget designates funds for professional development plus we use a large portion of reallocated funds for this purpose, if available.

Recruitment and Retention*

Q6) How do your consortium members recruit teachers and faculty to fill CTE vacancies? Describe any special efforts to recruit individuals from business and industry into the teaching profession. [Sec.134 (b)(12)] (5,000 word limit)

Many efforts are made to recruit and retain CTE teachers and faculty. Job postings are made statewide or beyond. Assistance is provided when individuals apply from business/industry although they must possess a Bachelor's degree to be considered for a secondary teaching license. Perkins resources are also provided for the professional development of teachers and faculty. FDLTCC follows the MnSCU credentialing process for hiring.

Evaluate Student Performance and Programs*

Q7) Beyond technical skill assessments, what other tools and data sources does the consortium use to evaluate student performance? How did this evaluation influence this plan? [Sec.134 (b)(7)] NOTE: If your consortium scored between 90-99% of your negotiated target, you need only submit the Perkins Improvement Report for that indicator; if your consortium scored below the 90% of your negotiated target you must submit both a Perkins Improvement Report and a Written Improvement Plan for that performance indicator. (5,000 word limit)

Both FDLTCC and the secondary schools use data to evaluate student performance and form a basis for program improvement. The CTE departments at FDLTCC have established program learning goals and outcomes. They are also embedding core competencies across the curriculum. The college makes decisions grounded in data for program improvements and each program undergoes a complete program evaluation every four years. Technical Skill Assessments exist in most CTE programs at FDLTCC and additional are being explored. TSA is more problematic for the secondary since schools are small and often do not have comprehensive CTE programs needed to thoroughly prepare students for program assessments. Progress will continue to be made in addressing this need during FY17.

Our consortium has a rigorous POS in Therapeutic Services, via our Health Occupations programs. High school students are assessed for CNA and CPR/First Aid. During FY17, additional TSA opportunities for high school students will be explored and implemented, starting with Early Childhood Development. FDLTCC will explore TSA opportunities for students in its Corrections program.

How POS Affects Outcomes*

Q8) Based on the Rigorous Program of Study Components Rating Form on page 8 of the RPOS Guide, describe the process used by your consortium for the identified Rigorous Program of Study (RPOS) including steps of action, stakeholders involved, and timeline. Also discuss the identified strengths and areas for improvement of the RPOS for your consortium. In what ways did your self-evaluation of the 10 elements of the RPOS influence the selection of activities and strategies found within this plan? [Sec. 135 (b)(1)] (5,000 word limit)

Evaluation of the POS process identifies program needs and issues, along with program successes, that can be used to further program development. Evaluation also provides data that can be used for continuous program improvement by the program advisory committees and POS teachers/faculty. Evaluation provides a base for collaboration that can impact existing and new POS and promotes connections between secondary and post-secondary. So far, because of our small school size, our Health Occupations POS is the only one that meets the 10 elements for a rigorous POS. Our Perkins Advisory Committee will discuss additional RPOS at the fall meeting, with the intent of determining future programming and workforce needs. Additional rigorous POS will be explored.

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.

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.	

Reallocation Explanation	
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

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.

Reallocation Explanation	
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

Goal 1 Objectives 3

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

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.

Reallocation Explanation	
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

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.

Reallocation Explanation	
Post-Secondary Required Activities	\$2,000.00

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	\$2,000.00
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	\$3,000.00

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.

Reallocation Explanation

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

Goal 1 Objectives 6

Use of Funds* 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

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.

Reallocation Explanation

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

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.

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.	
Reallocation Explanation	
Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
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.	
Reallocation Explanation	
Post-Secondary Required Activities	\$1,700.00
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	\$1,700.00
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.	
Reallocation Explanation	
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	\$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 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.

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.	
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 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).	
Reallocation Explanation	
Post-Secondary Required Activities	\$300.00
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.	
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	\$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.	
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	\$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.	
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: 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 "Young Entrepreneur" Camp for intersted students.

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 Reallocation Basic	\$0.00
Post-Secondary Reallocation 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 Reallocation Basic	\$0.00
Secondary Reallocation 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 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	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation 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 Reallocation Basic	\$0.00
Post-Secondary Reallocation 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 Reallocation Basic	\$0.00
Secondary Reallocation 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 Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$18,107.36
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation 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 Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$27,453.54
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$0.00
Total	\$27,453.54

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.

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

Administrative Cost

Row	Amount
POSTSECONDARY - Administration not to exceed 5% (fiscal and data services)	\$5,135.24
SECONDARY - Administration not to exceed 5% (fiscal and data services)	\$2,482.26

Verification

I want to pull over my Goals 1-5 budget amounts. Yes

Budget Goal 1

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Reserve	Post-Secondary Reallocation Basic	Post-Secondary Reallocation Reserve	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Reserve	Secondary Reallocation Basic	Secondary Reallocation Reserve	Secondary Total	Row Total
Goal 1 Total	\$29,950.32	\$0.00	\$0.00	\$0.00	\$0.00	\$29,950.32	\$7,694.57	\$0.00	\$8,690.06	\$0.00	\$0.00	\$16,384.63	\$46,334.95

Budget Goal 2

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Reserve	Post-Secondary Reallocation Basic	Post-Secondary Reallocation Reserve	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Reserve	Secondary Reallocation Basic	Secondary Reallocation Reserve	Secondary Total	Row Total
Goal 2 Total	\$4,800.32	\$0.00	\$4,881.91	\$0.00	\$0.00	\$9,682.23	\$7,694.57	\$0.00	\$0.00	\$0.00	\$0.00	\$7,694.57	\$17,376.80

Budget Goal 3

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Reserve	Post-Secondary Reallocation Basic	Post-Secondary Reallocation Reserve	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Reserve	Secondary Reallocation Basic	Secondary Reallocation Reserve	Secondary Total	Row Total
Goal 3 Total	\$3,400.32	\$0.00	\$0.00	\$0.00	\$0.00	\$3,400.32	\$7,694.57	\$0.00	\$0.00	\$0.00	\$0.00	\$7,694.57	\$11,094.89

Budget Goal 4

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Reserve	Post-Secondary Reallocation Basic	Post-Secondary Reallocation Reserve	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Reserve	Secondary Reallocation Basic	Secondary Reallocation Reserve	Secondary Total	Row Total
Goal 4	\$41,817.56	\$0.00	\$8,118.66	\$0.00	\$0.00	\$49,936.22	\$7,694.57	\$0.00	\$0.00	\$0.00	\$0.00	\$7,694.57	\$57,630.79
Total													

Budget Goal 5

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Reserve	Post-Secondary Reallocation Basic	Post-Secondary Reallocation Reserve	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Reserve	Secondary Reallocation Basic	Secondary Reallocation Reserve	Secondary Total	Row Total
Goal 5	\$9,735.56	\$0.00	\$0.00	\$0.00	\$0.00	\$9,735.56	\$7,695.18	\$0.00	\$0.00	\$0.00	\$0.00	\$10,177.43	\$19,912.99
Total													

Goal Totals

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Reserve	Post-Secondary Reallocation Basic	Post-Secondary Reallocation Reserve	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Reserve	Secondary Reallocation Basic	Secondary Reallocation Reserve	Secondary Total	Row Total
Goal Total	\$89,704.08	\$0.00	\$13,000.57	\$0.00	\$0.00	\$102,704.65	\$38,473.46	\$0.00	\$8,690.06	\$0.00	\$0.00	\$49,645.77	\$152,350.42

Secondary Budget Details

Description	File Name	File Size
Finalized version	Copy of Secondary-Budget-Supplemental-Sheet-FINALIZED.xlsx	64 KB
Secondary Budget Summary.	Secondary-Budget-Supplemental-Sheet (1) Final..xlsx	64 KB
Uploaded secondary budget.	Secondary-Budget-Supplemental-Sheet(1)Final. (4).xlsx	64 KB

Perkins Grant Collaboration with WorkForce Centers

Row	Amount
(SECONDARY) Total Perkins funds used in collaboration with WorkForce Centers	\$100.00
(SECONDARY) Estimated expenditures/in-kind contributions used in collaboration with WorkForce Centers	\$100.00
(POSTSECONDARY) Total Perkins funds used in collaboration with WorkForce Centers	\$1,000.00
(POSTSECONDARY) Estimated expenditures/in-kind contributions used in collaboration with WorkForce Centers	\$1,000.00
Totals	\$2,200.00

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.
Sub-populations or groups where gap exists:*	unknown
Describe any contextual factors that might contribute to this gap:*	unknown
Further Information	
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.
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	
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.
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	
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	
<ol style="list-style-type: none"> 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.
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	
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	
<ol style="list-style-type: none"> 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.
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	
Nothing further to add at this time.	

Improvement Plan Supporting Documents (optional, not required)	
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Related Improvement Plan documents

Upload any additional supporting documents here.

Upload any additional supporting documents here.

Upload any additional supporting documents here.

Upload any additional supporting documents here.

Upload any additional supporting documents here.

Improvement Report

Improvement Report 1	
Indicator Not Met:	1P1 – Technical Skill attainment
Negotiated Performance:	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):

Rigorous Program of Study

Rigorous Program of Study 1

State-Approved Rigorous Program of Study* Therapeutics Services

RPOS submitted with 10 components CarltonCountyPlus2_Therapeutic Services _ MN Programs of Study _ ISEEK.pdf

Programs of Study

Programs of Study 1

Career Fields Health Science Technology

Career Clusters Health Science

Career Pathways Therapeutics Services

In which CTE Program? Health Occupations

At which High School? College? FDLTCC and offered to all schools in consortium

State-Approved Secondary Assessments Minnesota Department of Health (MDH) - Nursing Assistant Registry (NAR) Certification Test

State-Approved Postsecondary Assessments National Council Licensure Examination for Registered Nurses (NCLEX-RN) - State License Exam

In which course (use course code) or at what time in the program? End of program

Programs of Study 2

Career Fields Human Services

Career Clusters Human Services

Career Pathways Early Childhood Development and Services

In which CTE Program? Early Childhood Development

At which High School? College? FDLTCC

State-Approved Secondary Assessments

State-Approved Postsecondary Assessments Child Development Associate (CDA) Basic Assessment

In which course (use course code) or at what time in the program? Completion of certificates

Programs of Study 3

Career Fields Human Services

Career Clusters Law, Public Safety, Corrections, and Security

Career Pathways Law Enforcement Services

In which CTE Program? Law Enforcement

At which High School? College? FDLTCC

State-Approved Secondary Assessments

State-Approved Postsecondary Assessments Minnesota Board of Peace Officer Standards & Training (POST) - Minnesota Peace Officer License Examination

In which course (use course code) or at what time in the program? Completion of AS degree and Skills Certificate

Programs of Study 4

Career Fields Business, Management, & Administration

Career Clusters Hospitality and Tourism

Career Pathways Restaurants and Foods/Beverage Services

In which CTE Program? FACS, Business

At which High School? College? Barnum, Cloquet, Moose Lake, Willow River, Hibbing CC

State-Approved Secondary Assessments

State-Approved Postsecondary Assessments

In which course (use course code) or at what time in the program? End of program

Programs of Study 5

Career Fields Business, Management, & Administration

Career Clusters

Career Pathways Accounting

In which CTE Program? Business Education

At which High School? College? Lake Superior College, Barnum, Carlton, Cloquet, Cromwell, Moose Lake, and Willow River

State-Approved Secondary Assessments

State-Approved Postsecondary Assessments

In which course (use course code) or at what time in the program? End of program

Programs of Study 6

Career Fields Engineering, Manufacturing & Technology

Career Clusters

Career Pathways	Construction
In which CTE Program?	Industrial Technology
At which High School? College?	Lake Superior, Barnum, Carlton, Cromwell, Cloquet, McGregor, Moose Lake, Wrenshall, and Willow River
State-Approved Secondary Assessments	
State-Approved Postsecondary Assessments	
In which course (use course code) or at what time in the program?	End of program
Programs of Study 7	
Career Fields	Human Services
Career Clusters	Human Services
Career Pathways	Counseling and Mental Health Services
In which CTE Program?	Human Services
At which High School? College?	FDLTCC
State-Approved Secondary Assessments	
State-Approved Postsecondary Assessments	Minnesota Board of Behavioral Health & Therapy - Licensed Alcohol and Drug Counselors (LADC) License
In which course (use course code) or at what time in the program?	Upon completion of CD Counselor Certificate
Programs of Study 8	
Career Fields	Human Services
Career Clusters	Law, Public Safety, Corrections, and Security
Career Pathways	Correction Services
In which CTE Program?	Corrections
At which High School? College?	FDLTCC
State-Approved Secondary Assessments	
State-Approved Postsecondary Assessments	NOCTI - Security & Protective Services
In which course (use course code) or at what time in the program?	Upon completion of AS Corrections
Programs of Study 9	
Career Fields	Engineering, Manufacturing & Technology
Career Clusters	Science, Technology, Engineering, and Mathematics
Career Pathways	Science and Mathematics
In which CTE Program?	AS Geospatial Technologies & Geospatial Tech Cert
At which High School? College?	FDLTCC
State-Approved Secondary Assessments	
State-Approved Postsecondary Assessments	
In which course (use course code) or at what time in the program?	Completion of AS or Certificate

Coordination Time for Perkins Grant

Secondary

This includes coordinator salary, benefits, and oversight of contracted staff and planned expenditures

Total percentage of time for Coordinators of Perkins:* 20.0%

Coordinator Budget:* \$10,334.40

Post-Secondary

Total percentage of time for Coordinators of Perkins:* 15.0%

Coordinator Budget:* \$15,501.60

Perkins Dollars

Perkins-Funded Positions

Person's Name	Position	File Folder # (secondary)	Amount	Attach Position Description
To be determined	Academic tutors within FDLTCC CTE programs		\$18,000.00	
Damian Paulson	FDLTCC Advisor		\$21,453.54	
Patti Petite	Dean of CTE and Workforce Development		\$12,000.00	wg_20160627113033758.pdf
Kimberly K. Belcastro	Post secondary coordinator		\$14,400.00	
Kimberly K. Belcastro	Secondary Coordinator	319628	\$9,600.00	
			\$75,453.54	