



Grant Details

01590 - FY17 Perkins IV Application

02000 - FY17 Central Lakes Consortium Perkins Application

Perkins IV Consortium

Grant Title: FY17 Central Lakes Consortium Perkins Application
Grant Number: 01610
Grant Status: Underway
Comments:
Applicant Organization: Central Lakes Consortium
Grantee Contact: Sue Boehland
Award Year: 2016
Program Area: Perkins IV Consortium
Amounts:
Contract Dates: Contract Sent 07/01/2016 Contract Received 06/30/2017 Contract Executed
Project Dates: Proposal Date 08/08/2016 Project Start 07/01/2016 Project End 06/30/2017
Grant Administrator: Debra Wilcox-Hsu

Non-System Communication Log

Inter-System Grantee Correspondence

Status Reports

ID	Type	Due Date	Submitted Date	Arrived?	Status
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Agency List

School District or College	Secondary Type	I.D. Number (if applicable)
Aitkin High School	01 public school district	1
Bertha-Hewitt High School	01 public school district	786
Brainerd High School	01 public school district	181
Browerville High School	01 public school district	787
Crosby Ironton High School	01 public school district	182
Eagle Valley High School	01 public school district	2759
Freshwater Education District	61 cooperative education district	6004
Henning High School	01 public school district	545
Isle high School	01 public school district	473
Little Falls High School	01 public school district	482
Long Prairie Grey Eagle High School	01 public school district	2753
Menahga High School	01 public school district	821
Onamia High School	01 public school district	480
Pequot Lakes High School	01 public school district	186
Pierz High School	01 public school district	484
Pine River Backus High School	01 public school district	2174
Pillager High School	01 public school district	116
Sebeka High School	01 public school district	820
Staples Motley High School	01 public school district	2170
Swanville High School	01 public school district	486
Upsala High School	01 public school district	487
Verdale High School	01 public school district	818
Wadena Deer Creek High School	01 public school district	2155
Central Lakes College		
Connections High School	01 public school district	2170

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)

- The Central Lakes Perkins plan supports CTE programs in the consortium by encouraging and coordinating many collaborative opportunities and activities. The initiatives within this plan link the efforts and cooperation of secondary and post-secondary educators to more effectively prepare students for the workforce of tomorrow.
- Some initiatives include: scaling the Bridges Academies & Workplace Connection; promoting joint advisory meeting (postsecondary & secondary), utilizing the CTEDDI Model of data-driven information to make program improvements.
- Programs are selected through secondary funding requests from each high school. Postsecondary uses the portfolio process from the college to determine which CTE programs it will support. District funding requests must be in a POS area. With competition for funding growing each year, the criteria becomes more stringent and a postsecondary connection becomes essential. Additionally, the Perkins Liaison Group and the Perkins Leadership Group provide input into the decision making process.
- The consortium will benefit from these expenditures by having higher quality programs, an improved image of CTE within the consortium, and most importantly, student placement into CTE fields is increased.

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)

Secondary—The secondary coordinator disaggregated district data and develops a chart identifying individual sub-categories to determine where improvement is needed. The Leadership team & AYP in districts determine what is currently occurring in school districts to address performance. Extra funding is designated for non-traditional completion as requested.

All secondary district funding requests must be accompanied by current advisory council minutes.

Postsecondary—examining the postsecondary data from MnSCU, CLC's Department Fact Sheets, consulting with MnSCU Perkins Staff, discussions with college staff, administration, and faculty to determine which indicators need the most attention. Areas of weakness will deserve extra funding and resources to improve these low areas.

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)

- We share approved TSA documents and all other pertinent Perkins data with CTE faculty/instructors & staff.
- CLC Assessment Coordinator provides TSA monitoring and scheduling for secondary & post-secondary.
- Funding request for district support must be in a Program of Study Area.
- Bi-annual Advanced Standing Articulation Meetings are held where CTE programs from secondary and postsecondary meet to review curriculum alignment in order to articulate college credit between the high schools and CLC.
- TSA data, along with other data, assists instructors in determining improvement plans for their programs.
- Continued use of College CTE Program portfolio which provides detailed plans for improvement.
- High School students enroll in Bridges Academies within program areas. All Bridges Academies must have three key elements: technical skills, foundational and academic skills, and a work-based component.
- Secondary and post-secondary programs are encouraged to participate in joint advisory boards. In order to receive Perkins funding at the district level, a copy of the Advisory Council meeting(s) must be attached to the request.

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)

- Perkins sponsored activities on the secondary and post-secondary level provide hands-on career exploration experiences such as mini career fairs, annual career fair exploration, work place connection activities such as industry visits, job shadows, speaker's bureau, etc.
- Central Lakes Consortium's secondary and post-secondary instructors work cooperatively to meet with industry professionals through the advisory boards, and develop opportunities to bring industry professionals into the classroom.
- Perkins funding provides the MCIS licensure for all districts. This assists in development of the required Student Plan and in Career Exploration for all students.
- Districts also offer on the job training (OJT), work experience, work experience seminars, student clubs & organizations. College offers internships, service learning opportunities, clubs & organizations.
- All of the above experiences allow students the inquiry and knowledge of the industry and beyond.
- Every Bridges Career Academy requires a work-based experience.

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)

- Secondary--The consortium practice is to encourage involvement in district professional learning communities (PLC). Some districts have separate PLCs for CTE groups. Funding is provided to instructors to participate in program area state conferences.
- An annual In-Service with secondary, post-secondary faculty meeting to review curriculum, student learning outcomes and industry experiences available to students through College in the School and programs of study. National Accreditation requires attendance at this in-service.
- Postsecondary has received a MNOHE grant to increase CIS enrollment in CTE.
- An annual Bridges Academy Workshop is held for all Bridges Academy Teachers, High School Counselors, and invited high school administrators. The workshop includes sessions on employability skills, Academy updates, Academy experiences--sharing of best practices with local business and industry input.
- Other workshop possibilities include: increasing the numbers of courses receiving advanced standing articulation credit, training on industry certified assessments, and others.
- Fall, 2016 we will have our bi-annual articulation meeting with CLC and high school CTE instructors to update, renew or establish advanced standing agreements. Starting in 2016 Central Lakes Perkins Consortium join CTE Credit MN for web-based records of articulated credits.
- Central Lakes Consortium's Leadership team determined that one day industry trainings and program area conferences would be approvable expenditures.
- Post-Secondary faculty's professional development activities must seek the approval from the following: personnel committee, MSCF faculty, and administration.
- Work with Student Services, Diversity Director at CLC to identify instructional/advising methods/practices to improve participation & completion of non-trad students. Budget additional monies in the Perkins 2017 grant to support these methods. This year we encouraged CTE staff to participate in MnSCU offered training supporting increasing numbers in non-traditional programs.
- DEED presentations on regional labor market data.
- MCIS training for teachers and counselors.
- Perkins Coordinators attend workshops including; Perkins Coordinator Workshop; MACTA; and CTE Fall Conference.
- Postsecondary purchased READ/WRITE Gold program with reallocated funds. This will require related professional development.
- During the 2015-2016 year, FACS teachers had the opportunity to attend workshops or the MAFCS Annual Conference to learn about the FACS Frameworks. on April 27th, consortium FACS teachers will meet with FACS Specialist, Maxine Peterson on the next phase of implementing the FACS Frameworks, simplifying and making titles of FACS courses more robust and relevant and other issues crucial to FACS.
- Program Area meetings are supported (as funding allows) to allow secondary teachers to share ideas and address program improvement. Central Lakes Consortium secondary CTE is up for Program Approval in 2018. We will conduct program area meetings to complete Program Approvals, Spring 2017.
- Our consortium was awarded a half day training from The Center for Work Ethic Development on "Bringing Your A Game". This Training will be held June 9th for CTE teachers and work coordinators. Special Education teachers and all Bridges teachers (including non- CTE teachers) will also be invited, but Perkins funding will not support their attendance.

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)

- Secondary faculty and counseling personnel are recruited through individual district's hiring practices. Although the Consortium encourages underrepresented individuals to apply when an opening arises, we have no direct control over hiring and retention processes. Secondary—difficult to meet licensing requirement due to limited availability for staff with CTE licensure. Therefore, positions remain unfilled and CTE programs are frequently cut. I just got off the phone with a very frustrated FACS teacher who is moving from the area. She is shared between two districts and has grown the program to a full time position in one of the districts. The other district is cutting the FACS program. However some of the FACS courses will be taught by science teachers. This is very inappropriate. The Agriculture teacher also called to see if he was licensed to teach "occupational math" as the district wishes to make that part of his assignment.
- Postsecondary instructor and counselor practices follow the MnSCU credentialing process for hiring. Many efforts are made to recruit and retain CTE teachers and faculty. One retention strategy includes a faculty mentoring program for all new CTE instructors. Job postings are made regionally, statewide or beyond. Whenever possible, postings for CTE positions are posted in relevant trade journals and assistance is provided when individuals apply from business/industry. In some circumstances, current CTE faculty may recruit from business and industry partners. All postings include preferred qualifications of previous successful experience in a CTE field.

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)

- Faculty & instructors (secondary & post-secondary) continue to use the CTEDDI Model to interpret data and apply data-based plans to their programs to enhance teaching and learning. Triangulating several types of data and assessments is the key.
- Students involved in work-site experiences are evaluated through self evaluation, instructor observation and employer evaluations.
- Technical skill assessments are identified by district for secondary according to the district that has the most complete POS in the assessment area.
- Negotiated target data was disaggregated to determine performance levels by sub-groups for each district. This is used to determine what resources are needed by the district to improve student performance.
- Post-secondary instructors use college-wide and program level assessment to evaluate student performance. Other college assessments are also administered such as the CCSSE, SENSE, LASSI.

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)

- Our consortium chose "Health Therapeutics" as our RPOS. We are reviewing rubrics for improvement. CLC College has dropped CNA as a course they offer. Secondary is very concerned about how this will affect our secondary programs.
- Steps of action included: identifying the stakeholders, set meeting dates with stakeholders, provided RPOS materials to the stakeholders for review, met with stakeholders to review, completed the RPOS 10 elements document, and submitted to the State for approval.
- Stakeholders were: secondary health occupations instructors, post-secondary nursing director/dean, CNA Coordinator, Secondary & Post-secondary Perkins Coordinators, and health care facilities that are part of the advisory board, and partnering CNA sites. Secondary and Postsecondary Health Care staff have separate and shared advisory groups and have very active and supportive industry, healthcare partners. These partners, through the advisory councils provided input and were part of the evaluation using the 10 element document.
- Strengths & Areas of Improvement: Three districts have health therapeutics programs including preparation and certification opportunities for CNA. One additional district, along with their hospital, offer workplace experiences to students from the district. Central Lakes College has a strong Health Therapeutics program and students from the high schools with programs share training sites and CLC serves as the CNA certification testing site. CIS and articulated courses are offered within our consortium. The consortium is constantly seeking ways to expand opportunities in the health care field to other consortium member districts.
- Other RPOS are being considered.

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

Goal 1 Narrative:

For many years, the Central Lakes Perkins Consortium has met monthly with representatives of its member districts to discuss and update representatives on issues pertinent to Advanced Articulation, Perkins Basic Grant, state and federal Perkins/legislative updates, and Career and Technical Education program visioning and strategic planning. Either the Perkins Liaisons or the Perkins Leadership team (8 liaison members and 5 college faculty) meet every month. It is their role to bring input from their districts or college and share information with their CTE colleagues at both the secondary and postsecondary levels.

We have representation from secondary and post-secondary CTE, Brainerd Lakes Chamber/Workplace Connection, Bridges Academies, and Perkins special initiative members that attend meetings as needed (i.e. DEED, Workforce Center, and Adult Basic Education).

In FY15, a rigorous program of study was developed in Health Therapeutics. FACS instructors developed a POS in Restaurant/Food Services which was approved by the consortium. A POS in Foundation Knowledge and Skills was also submitted for consortium approval from one District. The consortium will continue to assist programs in developing consortium-level POS and comparing Bridges Academies to the POS model.

Courses within the Programs of Study may include articulated courses, courses offered as concurrent courses, and Bridges Academy courses. CLC has all course outlines available on their web-site for students to review. Post-secondary faculty continue to be involved in the development of the course curriculum and the credentialing of high school faculty. This type of mentoring program provides assurance that there is quality in the course work and allows for a sharing of materials and equipment between the secondary and postsecondary. All Bridges Academy and Advanced Standing materials are available on college website for easy access. Bridges Academy: <http://www.bridgesconnection.org/careeracademies/>

A grant proposal has been submitted through NJPA's Innovative Funding that will provide funding for CTE teachers to research and review Open Educational Resources for CTE courses. This will further collaborative efforts between high school and college instructors.

Advance Standing: <http://www.clcmn.edu/cis/advancedstanding.html>

The Consortium continues to build and enhance Bridges Academies. The Bridges project targeted seven career areas that were identified by Region Five as areas of Labor Market needs with high wage and high demand occupations. The academies are: applied engineering, business and administration, manufacturing technology, health science, criminal justice, information technology, and nursing. Because the curriculum is industry driven, the Bridges Academy courses serve as a unique measurement of technical skills required in industry and business. In addition, the courses provide a clear linkage between the academic and technical knowledge and skills students need to be successfully employed.

Central Lakes Perkins consortium began developing Bridges Academies within school districts during the 2012 school year. Bridges Academies include the following components: Identified Career Field; List of high school courses included in the Academy (may be articulated, CIS or high school only); major technical outcomes; foundational skills outcomes; and business and industry experiences. Reallocated Perkins funds were used to assist in this process. We continued to add Academies

during the 2016 school year. To date, there are 16 school districts, 107 instructors (48 CTE), and 93 Bridges Academies. Two additional Central Lakes Consortia districts are in the process of developing academies. Nay Ay Shing High School on the Mille Lacs Reservation, which is out of our consortium also has Bridges Academies. See attachment of CLC Career Pathways Wheel with Bridges Academies.

The Work Place Connection is part of the Bridges program and provides job shadowing activities and industry speakers in the classroom for students. Students have an opportunity to participate in tours, job shadows, internships, speakers in the classroom and a career fair. Every Bridges Career Academy requires workplace connection activities. A new addition to the Workplace Connection is a Jobs Portal for students. This is a portal for businesses to post jobs appropriate for teens and for teens to seek jobs.

In conjunction with Career Academies, a Career Skills Immersion Camp was held for Bridges Academy Students. 86 students grades 9-12 attended this two day camp, which included confidence and team building sessions, and career planning and employment related behaviors and strategies. See pre and post survey results in attachments.

Central Lakes College has many other on-going career-related projects that span across many other career fields/CLC CTE Programs. This year we held a health careers speed networking event which included 120 students from six high schools and 20 health services professionals representing multiple career sectors. **See student survey.** We are also planning a computer skills summer camp for middle and high school students to held at CLC. Our business CTE faculty continue to mentor and guide high school instructors through College in the Schools collaboration, while other CTE faculty encourage campus visits and are in fairly regular contact with CTE teachers at the high schools.

Through AgCentric, the Perkins Consortium supported a agriculture career fair day for ag and FFA students.

Goal 1 Objectives

Goal 1 Objectives 1

Use of Funds*	R1 Academic Integration , R2 Programs of Study, R3 All Aspects of an Industry, R4 Develop/Improve/Expand the use of Technology, R6 Assessment , R7 Initiate/Improve/Modernize Technology , R8 Size/Scope/Quality, R10 Collaboration, R11 Articulation, P1 Advisory Committees, P2 Counseling, P3 Work-Based Experiences, P5 Student Organizations
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Strategies

1) Establish a comprehensive, 9-14, seamless curricula plan that integrates academic and technical skills resulting in increased student academic and technical skill attainment to ensure a smooth transition for emerging and on-going industry demands. 2) Leadership staff are current on best practices for Perkins IV. 3) Advisors and students in CTE student organizations participate and compete in State and National student organization events to demonstrate industry skill attainment. 4) Continue collaboration with adult population in partnership with community agencies and collaborate with College's Customized Training and Continuing Education, especially in regards to Certified Nursing Assistant Training. 5) Consider changing state approved POS to better align with what is currently offered at the high schools. 6) Hold Program Approval meetings in all Program areas.

Outcomes

1a) Data will be used from the TSA results to continuously improve current Programs of Study. 1b) Evaluate approved POS for relevancy & applicability in consortium districts. 1c) CTE program instructors develop POS to be approved by Leadership Team for consortium implementation. 1d) Provide professional development activities for CIS instructors in areas of curriculum, pedagogy, student skill evaluation and Open Educational Resources. 1e) Provide CTE faculty/teachers funding to attend ACTE instructional conference, MNSCU/MDE fall CTE conference, ACTE Regional III Conference or other CTE based instructional best practices conferences 1f) Partner with Chamber's Workplace Connection to provide a minimum of one work based activity for each Bridges Academy course. 1g) Students have access to updated equipment and technology in POS areas to support learning outcomes and to adhere to industry standards. 1h) Current and potential Advanced Standing Agreements are reviewed to increase the connectivity between secondary and postsecondary CTE programs. 1i) Technical Skill Assessments will be administered and data will be used in each state approved POS. Districts will be reminded to report TSA data. 1j) Students have access to industry standard equipment 2a) Grant Coordinators will attend all Perkins related meetings to include MACTA conferences and other related Perkins informational activities. Grant coordinators will be available upon request by MnSCU/MDE to participate in special projects. Secondary & Post-secondary Coordinators serve on the Bridges Leadership council. 2b) Perkins Leadership structure, operating procedures and professional development needs/activities promote the goals of Perkins plan. 2c) Advisory councils effectively improve quality of CTE programs and strengthen partnership relations. Support is offered for joint advisory meetings between secondary and post-secondary. 3) CTE students gain leadership and presentation skills through club and organizational activities in Regional, State, and National Leadership Development Conferences/ Competitions. 4a) Community Education, Adult Basic Education, Rural MN CEP, DEED, and local Work force Centers coordinate with Perkins to provide skills training to meet the needs of Displaced Workers and incumbent workers. 4b) Representatives from the following agencies: ABE, workforce development, and economic development join Leadership Team (as appropriate) and provide input and resources that improve services to staff and students. 5) New RPOS are considered and rubrics are applied for the 10 elements in the POS areas. 5a) Locally submitted POS will be evaluated and adopted by leadership/liaison team. 6) All CTE license teachers will attend the program approval meeting and complete and submit a new Program Approval form prior to November 1, 2017.

Measures

1a) 100% of CTE instructors who test, analyze TSA data to create data driven improvement for teaching and learning. 1b) State approved POS will be reviewed for relevancy to current program offerings in districts. If appropriate, State-approved POS will be deactivated and new POS will be developed and submitted for State approval. 1c) Consortium level POS are developed and approved to meet instructors and consortium needs 1d) 85 % (170) secondary and (75) post-secondary faculty will attend the College In The Schools in-service. 1d) 4 CTE staff will spend 400 hours to develop/improve curriculum for CTE offerings in POS/BRIDGES Academies, CIS Courses, STEM courses, Advanced Standing courses and incorporate new and emerging technologies to meet Perkins IV requirements, and include all aspects of the industry. 1d) Students will better understand the workplace through Bridges Academy requirement of a work-place connection activity. Instructor observation and student surveys will provide qualitative & quantitative results. 1e) 20 CTE staff implement best practices in their courses/programs as a result of professional development. 1g) Secondary and Post-Secondary CTE program equipment/ technology needs are evaluated. Utilize plan for replacement/update as funding allows in Program of Study areas. 1h) Existing advanced standing courses will be reviewed. New courses will be developed. Almost 1500 students will have opportunities to participate in advanced standing courses. 1i) Technical Skill assessments will be administered to all 21 postsecondary CTE programs (where available). Seventy five secondary students will use TSA in state approved programs of study. 1j) Secondary equipment requests approved for FY17 funding must be substantiated by program advisory committees. 2a) The grant coordinators attend all Perkins and MACTA meetings/ conferences throughout the year, inform CTE faculty, liaisons, and incorporate best practices into grant activities. 2b) Perkins Consortium operational handbook is completed and distributed to stakeholders. District CTE staff are updated and implement best practices. 2c) 21 Postsecondary and 23 districts CTE programs implement suggestions for improvement made by advisory councils. 2d) Students are prepared for the work force. YEAH! 3) Club & organizational advisors and students demonstrate leadership and presentation skills at Regional, State, and National Conferences/ Competitions. 4) Perkins Leadership Council utilizes input from community partners (i.e. ABE, DEED, Rural MN CEP) 5) RPOS Rubric shows average of Level 2.5 subcomponents for the 10 elements. 6) All CTE licensed teachers have Program Approval from MDE prior to the deadline.

Reallocation Explanation

Post-Secondary Required Activities	\$19,106.24
Post-Secondary Permissible Activities	\$90,187.55

Post-Secondary Reserve	\$21,004.35
Post-Secondary Admin Cost	\$9,571.62
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$139,869.76
Secondary Required Activities	\$51,222.36
Secondary Permissible Activities	\$54,072.49
Secondary Reserve	\$1,605.61
Secondary Admin Cost	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$106,900.46
Total	\$246,770.22

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

Goal 2 Narrative:

Central Lakes Perkins Consortium, Central Lakes College, 23 secondary districts, and the Brainerd Lakes Area Chamber (Bridges Work Place Connection) collaborate to identify and provide job shadowing, an annual career fair, Job Portal for student employment, and Employer in the Schools activities for secondary students. These activities provide hands-on experiences, allow students to explore jobs within specific careers/POS and provide information to students about local work opportunities. The activities will also help students understand the high wage, high skill and high demand occupations in the region. Through these experiences, students are exposed to all aspects of the industry. It is through these activities that students might be encouraged to remain in the community. See Career Pathways to Central Lakes College Attachment.

The Central Lakes Perkins Consortium plan will continue to identify Civic Engagement & Service Learning activities that provide foundational skills and work performance skills. Service Learning components within programs of study develop leadership skills and enhance interpersonal relationships as they provide a needed service in the community. Civic Engagement/Volunteerism and Service Learning take place at all levels of education, from elementary to high school, through post-secondary and provide a variety of activities. Incentives will continue to be available for Service Learning/Civic Engagement activities that demonstrate collaboration between secondary CTE and post-secondary CTE student involvement.

All CTE programs, both secondary and post-secondary, have historically used Advisory Boards to review the curriculum within their programs to ensure relevancy of skills taught. Advisory Boards will be more critical to assist programs in defining the new and emerging careers and identifying foundational skills needed for the new programs of study. The Consortium will encourage and support joint Advisory Board meetings as a way of providing information and developing stronger partnerships between faculty groups and business partners. The Consortium CTE manufacturing, health, transportation, childcare, business, natural resources and media programs have linked advisory boards. The Consortium plans to continue the promotion of this practice in FY17 with other CTE programs. All 2017 secondary Perkins funding requests require Advisory Council Minutes attached. For equipment, 2017 secondary funding requests require Advisory Council's minutes document approval for equipment purchases.

To ensure that CTE programs are designed to meet the technical skill needs for high skill, high wage and high demand occupations, CTE programs with the assistance of Advisory Boards, will review existing equipment/technology needs. Purchases of state of the art equipment in identified POS areas will be considered for Perkins funding. CTE programs will continue to also seek donations from business and industry. The Brainerd Lakes Area Chamber and DEED identifies high skill and high demand employment in Region Five and has dedicated staff resources to assist with organizing job shadowing experiences for students as they learn about employment opportunities in their own communities. The Consortia, in collaboration with the Chamber and Central Lakes College, sponsors the Bridges Career Exploration Fair. This year over 2700 students from the 23 Consortia districts and Area Learning Centers attended this career exploration event. 400 business and industry partners, CLC and M-State Program instructors, DEED, and the Rural MN CEP Workforce center staff took part in this event. 213 careers were represented. 45 VIP guests toured the career areas and experiences. Bridges instructors were invited to attend as VIPs. 17 total Bridges instructors were able to attend.

Both secondary and post-secondary Perkins Coordinators serve on the Bridges Leadership Council. The Secondary Perkins Coordinator serves on the Regional Workforce Investment Board as Vice-Chair and is chair of the Regional Workforce Investment Board's Youth Board. CLC College President, Larry Lundblad serves on the Workforce Board of Directors. The post-secondary coordinator is the incoming vice-president of the Minnesota Concurrent Enrollment Partnerships (MNCEP) organization.

Central Lakes College partners with 30 regional high schools to provide post-secondary educational opportunities (PSEO) for sophomores, juniors, and seniors. It is our observation that the time available for career counseling and advising is limited in many of our regional schools. Counselors frequently work with large numbers of students. In addition, a significant amount of counselor time is devoted to helping students address personal issues. This leaves little time for career counseling and advising. The situation is further compromised in many of the smaller rural districts where adequate funding is a major issue.

Rural Minnesota CEP submitted a Career Advisors service grant to fund effective career counseling for high school students at the participating schools. This grant addresses a critical need by providing high school students with an opportunity to begin career planning in a systematic way and to develop important career planning and job seeking skills that will empower them now and in the future. Other important aspects of this grant are the identification of foundational skill deficiencies with KeyTrain that will allow students to address these needs while in high school and the documentation of skill attainment with NCRC. Most importantly, this career counseling augments the Bridges Career Academies and Workplace Connection program at the participating schools. The literature and our experience indicate that students (especially the academic middle students) need career pathways and career advising to be successful. This grant provides the critical third component and goes a long way to create a comprehensive system for students of the region. 15 consortia high schools participated in hosting the five career advisors to work with high school students. Advisors were assigned schools and worked with the district anywhere from 1/2 day per week to 3 days per week. The proposal builds upon the strong regional partnership between Rural Minnesota CEP, K-12 districts and higher education in an integrated way and aligns with related Minnesota Department of Education initiatives. This is truly an exemplary model to demonstrate employer, community, and educational partnerships.

National Joint Power Association (NJPA) service cooperative collaborates with the Central Lakes Consortium by providing support/wrap-around services for the Bridges Program, funding for the Career Exploration Initiative Project, Career Advisor Program, and professional development opportunities. They are interested in pursuing other collaborative services.

The Post Secondary Perkins Coordinator has had discussions with Chris Hadfield, Director of the Minnesota Transportation Center of Excellence, to pilot a Mobil Transportation Classroom that would disperse to high schools. We would pilot this project along with the Dakota County Perkins Consortium. His proposal has been approved by his Board and plans are underway to begin developing for 16-17.

Goal 2 Objectives

Goal 2 Objectives 1	
Use of Funds*	R1 Academic Integration , R2 Programs of Study, R3 All Aspects of an Industry, R4 Develop/Improve/Expand the use of Technology, R6 Assessment , R7 Initiate/Improve/Modernize Technology , R8 Size/Scope/Quality, R9 Special Populations, R10 Collaboration, R11 Articulation, P1 Advisory Committees, P2 Counseling, P3 Work-Based Experiences, P6 Mentoring/Support Services, P7 Equipment Leasing/Purchasing/Upgrading
Strategies	
1) Establish a comprehensive curricula plan that integrates academic and technical skills resulting in increased student academic and technical skill attainment. 2) Increase CTE opportunities to Adult Learners 3) CTE students are provided the opportunity to participate in a various worksite experiences. (E.g. job shadowing, speakers in the classroom, internships, etc.) 4) Expand community outreach efforts through Service Learning and Civic Engagement Projects. 5) Expand, review, revise, and evaluate Bridges Academy courses. 6) Assist new CTE staff in licensure issues and completing program approval applications. 7) Partner with Rural MN CEP on providing College and Career Advising for Bridges Academy Programs. 8) Increase Bridges Academy instructor participation with all career fair opportunities provided by the consortium. 9) Pilot Transportation Mobile with the Dakota County Perkins Consortium and the Minnesota Transportation Center of Excellence. Plan and develop for 16-17 to prepare for 17-18 implementation.	
Outcomes	
1) CTE instructors use negotiated targets and TSA results to revise curriculum and align academic and technical skills to achieve greater student success. Advisory Boards provide input to validate and/or improve secondary and post-secondary CTE programs. 2) Adult Learners receive training and support in partnership with Rural MN CEP, CLC Customized Training and Post secondary CTE Programs. 3) Bridges Workplace Connection organizes a large career fair and develops worksite learning activities that help students to understand all aspects of the industry and develop skill attainment in an actual job setting. 4) Post-secondary & secondary students gain experience in service learning and civic engagement by application of technical skills in project based-learning through a collaborative effort. 5a) Increase Bridges Academies by 10% or two additional high schools. 5b) Student and teacher end-of year surveys aid in continuous improvement. 6) All program area CTE teachers will meet to complete Program Approval Process during Spring, 2017. 7) 72% of the students in a Bridges Academy will receive advising services from Rural MN CEP. 8) Bridges Academy students will complete activities as required by the Personal Learning Plan. Bridges Academy instructors will better understand various career pathways and advise their students accordingly by attending the Career Fair. 9). Successful planning and development phase for Transportation Mobile concludes. Project be ready for implementation in 17-18.	
Measures	
1a) Advisory Boards minutes are required to be submitted when requesting secondary district funds and must include request for equipment. 1b) 100% of post-secondary advisory board committee members review department portfolio to ensure curriculum and technology and/or equipment used within the CTE program is based on industry standards. 2) CLC's Business & Industry Center's provides training that is specific to dislocated /incumbent workers in various technical skill areas. 50% of the participants surveyed indicate satisfaction of their training needs. 3a) 1400+ students participate in worksite opportunities that provide clarity for specific careers and job skills within clusters. 3b) 3,800 students participated in career fairs and completed survey. 3c) 100% of the new Bridges Academy courses include workplace connection activities. Academy exit surveys will be conducted. Longitudinal studies are being developed. 4) A minimum of 277 secondary and postsecondary students participate in service learning/civic engagement projects. CTE instructors will report/share their outcomes at a Perkins Liaison meeting. 5a) Four new school districts are provided opportunities to complete Bridges Academies. 5b) Analyze data from student and teacher surveys and share with Bridges Academy teachers. 6) Additional CTE staff are eligible for Perkins funding and levy authority. 7) Track Bridges Academy Student involvement through a student satisfaction survey. 7a) A longitudinal study will determine where students are after they graduated from Bridges Academy Program. Survey will be completed by all attendees. 8) 20 Bridges Academy instructors (that have not attended career fairs previously) will attend career fair opportunities within the consortium. 9). Transportation Mobile signs up pilot high schools for 17-18 program implementation.	
Reallocation Explanation	
Post-Secondary Required Activities	\$1,300.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$21,004.35
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$22,304.35
Secondary Required Activities	\$500.00
Secondary Permissible Activities	\$28,400.00
Secondary Reserve	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$28,900.00
Total	\$51,204.35

Goal 3: Improve Service to Special Populations

Goal 3 Narrative:

Central Lakes Perkins Consortium along with District Special Education programs, Upward Bound TRIO Programs, Disability Services, Central Lakes College Director of Diversity, META 5, and State and Local Veterans Resource Coordinators agree to provide the resources and support necessary to ensure Special Populations receive access to the programs of study that lead to careers in high skill, high wage and high demand careers. Special Populations services will be provided to high school students through additional academic supports, career counseling and basic academic skill instruction to ensure success in CTE courses as required.

As students transition to post secondary institutions, transition plans will be developed in partnership with the partnering institutions to provide consistent and needed support services through their special education IEP. Additional activities such as Career Exploration Day, CLC Career Fair on the Brainerd and Staples Campuses, Immersion Camps, Service Learning and Civic Engagement Activities, and Nontraditional student support activities will be established to encourage Special Populations to enroll in appropriate CTE courses.

Services for special populations provide academic program content tutoring for CTE courses at both secondary and post secondary levels with emphasis on areas such as applied math and reading in an effort to integrate technical and academic skills. Students with disabilities are provided accommodations appropriate for their specific needs as well as other advocacy and employment supports. Secondary districts provide special education services and transition planning for students as defined in the Individual Education Plan. All services direct efforts toward the removal of barriers to student success. Smarthinking's online tutoring service for college students serves to increase student achievement and improve student retention. Post secondary funding provides note-taking and peer tutoring services to CTE students.

Advocacy, counseling, intrusive advising and academic support services focused on nontraditional by gender populations are available for students enrolled in CTE programs. Secondary and postsecondary staff continue to encourage non-traditional students and provide informational materials, summer programming and connections with workforce centers. The college admissions process includes a referral to non-traditional services as a way of ensuring successful transitioning. **Central Lakes Consortium requests assistance of non-traditional participation and completion, including best practices.**

Central Lakes College continues its partnership with Ridgewater College and the Institute on Community Integration at the University of Minnesota which has received grant funding from the Office of Postsecondary Education and U.S. Department of Education to establish an inclusive and comprehensive model for engaging and

retaining students with intellectual disabilities in higher education programs. Central Lakes College is positioned to support the following goals: to provide opportunities for diverse student learners in inclusive, supportive and accessible environments; work cooperatively with local special education/transition programs and community service agencies; provide educational and vocational training opportunities; and small class sizes and an environment that support activities that give students the opportunity to enjoy an inclusive college experience.

The Veteran's Resource Centers serves, families, friends and community by: Providing counseling, direction on all education benefits, enrollment, and registration, priority registration, conflict resolutions with classes, benefits or enrollment, GI Bill, tuition assistance, tuition reimbursement, student loans, financial aid, scholarships, financial, housing and food assistance, VA health care resourcing and referrals, listening, counseling, guidance, goal setting and confidence building for successful futures, records searching, uniform updates, military procedures, funerals referral and resources, career choices, searching and referrals, building relationships among service members and Veterans Organizations, DAV, VFW, American Legion, Purple Heart Association, Beyond the Yellow Ribbon, Family Assistance, and all branches of service.

Post secondary Perkins funds and resources will be utilized to support an advisor, Sampada Lehman, who will specifically work with Non-Traditional students in CTE programs. Ms. Lehman's job description directs to her develop and lead a Non-Trad Student Club for 16-17. Ms. Lehman has previous experience advising welding students on campus, including a number of female students.

During the 2015-2016 year, the consortium piloted 3 teachers in using "Bringing Your 'A' Game. As a result of ordering student books and workbooks, our name was placed in a drawing at the Center for work Ethic Development. We were chosen for a free, half day training from the Center. The training will take place June 9, 2016 for all interested CTE teachers, Bridges teachers, ALC teachers and special education teachers who are interested in attending. Perkins will pay a stipend to CTE and Bridges CTE teachers.

Goal 3 Objectives

Goal 3 Objectives 1

Use of Funds*	R1 Academic Integration , R3 All Aspects of an Industry, R4 Develop/Improve/Expand the use of Technology, R5 Professional Development , R9 Special Populations, R10 Collaboration, P2 Counseling, P3 Work-Based Experiences, P4 Additional Special Populations, P5 Student Organizations , P6 Mentoring/Support Services, P10 Student Transition
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Strategies

1.) Increase completion rates for all special population learners and non-traditional learners by providing support services that enhance opportunities for student leadership, academic and skill attainment. 2) Increase enrollment and retention for students with disabilities in CTE programs. 3) Increase enrollment, retention, and completion of students non-traditional by gender, students of color, veterans, and students with disabilities in CTE programs. 4) Increase special population enrollments in CTE programs after high school graduation. 5) Support license fee for Read/Write Gold, a reading support tool

Outcomes

1) Special population students complete and demonstrate increased academic and technical skill success as a result of effective support services and resources. 2a) Post-secondary students with intellectual disabilities increase and enhance their social opportunities and inclusion within the college community through the Check & Connect Program (TIPSID grant) 2b) Various student-engaging activities conducted for students with intellectual disabilities with the goal of preparing them for college success. 3a) Nontraditional students benefit from work connection activities and support groups. 3b) Students are exposed to various hands-on activities in a variety of career fields by attending either or both Bridges Career Exploration or CLC Career Fairs. 3c) Increased enrollment and retention is gained when special population students participate in college-sponsored activities and events, and services that provide awareness, support, and education. 4) Informational Sessions regarding Articulated and Concurrent course options to students and parents increase awareness and numbers of special population students enrolling in CTE programs. 5). Students receive reading supports and strategies through Read/Write Gold.

Measures

1a) 100% of special population students receive resources and support services (special accommodations) not covered by other resources or agencies. 1b) PAR reports document identified special populations' services which may include: transition services, intrusive counseling, assessment, note taking services, equity services, disability accommodations, tutorial services, and interagency collaboration services. 1c) 20% of secondary concurrent enrollment and postsecondary students enrolled will use Smarthinking or a comparable on-line tutoring system. 1d) 100% of the Postsecondary CTE faculty receive training to ensure employees have information in special populations in the areas of: diversity, mental health, veteran's issues, and disabilities. 1e) Central Lakes Consortium requests assistance on non-traditional participation and completion. 2a) Students with intellectual disabilities will participate in opportunities and activities that promote social awareness and connection in the college community. A post-activity student satisfaction survey will be administered 3a) A minimum of two CLC Career fairs are held for 1000 students from 15 consortia districts. Student satisfaction survey is conducted after each event. 3b) 3% increase enrollment and/or retention of non-trad students is obtained. 3c) Smarthinking participation and usage is tracked for effectiveness. 4a) 800 parents and students attend high school meetings in 13 high schools resulting in a 6% increase in special populations in CTE courses. 4b) A minimum of 500 special population students will receive college option materials. 5). Students improve reading skills through Read/Write Gold.

Reallocation Explanation

Post-Secondary Required Activities	\$1,900.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$1,900.00
Secondary Required Activities	\$1,000.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$1,000.00
Total	\$2,900.00

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

Goal 4 Narrative:

The Consortium's intent is to increase rigor and relevance within the career and technical programs of study and to establish partnerships with school districts, business, community organizations and various levels of education. Programs of study within career fields offer high school students courses in career pathways focusing on the high demand, high skill and high pay occupations in Economic Development Region Five. CTE programs are guided by joint advisory committees, made up of stakeholders from business and industry, students, parents and college and high school instructors. College in the Schools courses are taught at the high schools in collaboration with college faculty. Postsecondary admission services provide web based applications to external agencies. Services include application, assessment and registration which allow prospective students the ability to enter CTE programs regardless of their geographic or remote location.

Post secondary continues to develop CTE courses with on-line options for high school and adult learners allowing for flexibility and access to CTE programs. CLC provided PSEO online course offerings beginning in fall 2015. The College offers career and technical and liberal arts courses online via PSEO

eCollege: <http://www.clcmn.edu/pseo/> Furthermore, CLC is piloting a LiveOnline Delivery model for 16-17. Students will be able to attend these courses in three ways: By attending face to face in the physical classroom, by accessing the live stream through D2L, or by watching the recorded class meeting later. LiveOnline classes will benefit students in terms scheduling flexibility, in that they can view a recording of the class meeting if they are unable to attend in person. Students can also watch recordings to have a second opportunity to hear a lecture or discussion, or to review for an exam.

Online College in the High School courses are available for CTE courses to all Perkins consortia districts.

OCHS Website: <https://distanceminnesota.org/app/custom/students/ochs/index>

Work-based learning is incorporated in the programs of study using internships, or group job shadowing activities. These work-based activities are designed to serve as an informal review of technical skill attainment for students under the direction of business and industry partners.

Central Lakes College through their College and Career Studies Department, offers courses that are designed to assist students in learning college and career strategies and life management skills. The courses help students identify personal, education, and career goals as well as making satisfying decisions for transition to the workforce as productive members of society. The learning and self-management skills developed in college and career courses can serve students for a lifetime. Examples of these courses include: Money Management Skills, Thinking, Learning and Communicating; College Success Skills; Employment Strategies; and Career Planning. CLC is also exploring, along with NJPA, the idea of offering reading and math developmental courses at area high schools. Possible implementation for 17-18.

Secondary options include course offerings for college credit through College In the School (CIS), Online College in the High School (OCHS) and advanced standing articulation. These courses are designed to articulate into at least one CTE program of study at a post secondary institution. Many of the Bridges Academy courses articulate into several postsecondary CTE programs allowing the high school student greater flexibility in their career choice. Programs of study courses teach technical and foundational skills for a variety of career pathways. The courses are designed to matriculate to other post secondary institutions.

Teachers who teach the College in the School (CIS) courses identified professional development as a critical element. Secondary faculty teaching CIS courses are required to attend an annual discipline-specific, in-service to review college curriculum related to the course, learn/practice technical skills taught in the course and develop curriculum related to course objectives. CLC faculty provides ongoing mentorship to the high school faculty during the academic year. The overall goals include the development of common course outcomes and college-wide assessment that can be replicated across all courses. This ensures common skill development across all courses and programs of study. Link to CLC CIS partnerships/service area: <http://www.clcmn.edu/cis/partners.html> CLC has applied for an NJPA Innovative Funding Grant for 16-17 that would deepen the High School-College collaboration through joint research of Open Educational Resources for CIS courses.

Bridges Academy Students complete a sequence of courses within a career pathway that helps them identify college or career choices. Some courses within a career academy may be CIS or advanced standing articulated credits that provide students with a jump start in their post-secondary education or skills for entry-level occupations. Every Bridges Academy course has work-based learning components as well as foundational skills (work skills, reading, writing, math, etc.). At the September 2015 Bridges Workshop, copies of Eric Chester's books (**Reviving Work Ethic & Bringing Your "A" Game to Work**) were given to each participant. Three teachers piloted **Bring Your "A" Game to Work** in three high schools with resources provided. Because we ordered resources, we won a drawing from the company for a FREE half day training for **Bring Your "A" Game to Work**. This is scheduled for June 9, 2016 and will include CTE Bridges staffteachers, CTE teachers, ALC teachers, and Special Education teachers. All non-CTE Teachers that attend will not receive a Perkins stipend. These teachers may receive a stipend from their department.

Perkins funds supported CLC's Student Service's FY16 initiative of a Student Welcome Day. Welcome Day is a day set aside for new students and their families to get connected to supplemental support services, receive advice and information related to their first semester of courses, receive financial literacy instruction, and opportunities to connect with CLC student life clubs and organizations. Most of CLC's incoming freshmen students are first generation students who lack experiences, information, and the social capital needed to ensure their success. Welcome Day is designed to try to meet some these needs. We plan to continue funding this initiative for FY17.

One Senior Transition Workshop was held in FY16. In collaboration with CLC's Trio Program, Student Services (Diversity, Disabilities Services, Financial Aid, Student Life, etc.), secondary and postsecondary Perkins coordinators will co-host/sponsor this event for the following high schools: Onamia, Isle, and Nay Ah Shing. The workshop focuses on student transition. It is through this workshop that seniors will understand what is needed to be "college ready." The seniors will understand what is needed to be a successful college student and a basic understanding of resources available on college campuses to ensure their success. The workshop offers seniors the opportunity to connect with a variety of college leaders who are willing to serve as mentors. These workshops are held in two districts with high ethnic diversity.

Rural MN Concentrated Employment Program (RMCEP), a workforce development program, in conjunction with 15 of the 23 Consortium Districts applied for and received grant funding to support a Career Advisor program in these 15 high schools. The seven career advisors traveled between the 15 high schools on a weekly basis and offer career advisory services to the high school students. The program was launched in February 2014 and for the current year has been concentrating primarily on juniors and seniors. The seven Career Advisors work with counselors and district staff to work one-on-one or in small groups with the students. One of the opportunities offered to senior students is to take the National Career Readiness Certificate (NCRC) assessment and spend time on Work Keys to improve their work readiness skills. Two of our high schools require all Bridges Academy Students to take the NCRC. This program will continue, and may expand to other consortium high schools with NJPA grant funds for the 2016-2017. Support from NJPA allows this program to continue and expand throughout Economic Development Region 5.

The Bridges Academy website offers many resources to students, parents, Bridges teachers, and high school counselors and administrators. One resource is the Bridges Academy Fact Sheets where very valuable information is provided about each Academy such as: the Academy description, Academy courses, standard of completion, business and industry experiences, skills needed on the job, career options, job outlook, and postsecondary programs (brokering of services). The Jobs Portal site for high school students has been a big success. The Portal has businesses post jobs specifically for the high school student population. <http://www.bridgesconnection.org/careeracademies/>

A brokering of services process is utilized between member districts and across consortia partners to ensure smooth transitions within programs of study, career pathways and career clusters. This requires continued collaboration with partnering consortia, to continue agreements and successful partnering strategies that were developed, in place and utilized by students during Perkins IV. In addition, the consortium will explore similar agreements in construction trades with neighboring postsecondary institutions. This brokering of services is demonstrated through collaboration between M-State/Wadena Campus and Central Lakes College by offering CLC Career Fairs for Perkins high schools at both campuses and the Bridges Career Exploration Fair. All Bridges Program fact sheets outline all MnSCU institutions where students can continue there POS continues at the postsecondary level.

Members of the partnership's leadership team will attend meetings and implement strategies relating to programs of study, articulation and the use of and expansion of all types of postsecondary credit experiences for the high school students.

Flexibility in student schedules is a recognized goal. However, it is not a goal the consortium controls. It needs to happen at the district level. One area where it is occurring is through on-line courses that may take place outside of the confines of the core school day, and also recorded live classroom interactions that students can view (and review) on their own schedule.

Consortia districts continue to utilize inner-connectivity via technology. Interconnectivity increases, allows and builds student capacity in CTE courses.

Central Lakes Perkins Consortia will continue its membership in the CTECreditMN.org consortium for the 2016-17 school year. We held a training session in the fall for CTE High School and College faculty that demonstrated how CTE teachers could enter articulated courses on the web-site. Follow up discussions have indicated that this membership has been successful.

Three districts sponsored "Reality Store Day" and host one other district and/or ALC to participate. This activity allows students a simulated experience of the financial responsibilities of "real-world" adult life. The Post Secondary Coordinator participated in one of these events at Staples-Motley High School.

Goal 4 Objectives

Goal 4 Objectives 1	
Use of Funds*	R2 Programs of Study, R3 All Aspects of an Industry, R4 Develop/Improve/Expand the use of Technology, R6 Assessment , R7 Initiate/Improve /Modernize Technology , R8 Size/Scope/Quality, R9 Special Populations, R10 Collaboration, R11 Articulation, P1 Advisory Committees, P3 Work-Based Experiences, P4 Additional Special Populations, P6 Mentoring/Support Services, P8 Teacher Preparation, P9 Alternative Formats, P10 Student Transition
Strategies	
1) Increase web and technology use to CTE programs and services. 2) Promote the vision of CTE within consortium districts and within the region. 3) Collaborate with educational institutions, business and industry, community organizations, agency and military partners to promote and improve CTE in our consortium. 4) Sustain & expand CTE course offerings through CIS, OCHS, and Advanced Standing Articulation Agreements and BRIDGES Academy courses. 5) Collaborate and co-sponsor Senior Transition Workshop. 6) Maintain and expand Career Advising Project to additional consortium districts. 7) Utilize CTEcreditMN.org for all articulated courses. 8) Support Reality Store for districts requesting funds. 9) Pilot "Bring Your "A" Game to Work in at least three additional Bridges high schools. 10). Explore offering reading and math developmental courses at area high schools. 11). Promote CLC OnlineLive course offerings. Expand for next year. 12). Continue membership in CTE Credit MN. 13) Purchase MCIS license for 23 consortium district schools.14) Students better understand the financial reality of post high school living.	
Outcomes	
1a) MCIS is utilized in CTE programs and the required PLP. 1b) Distance education services and web conferencing capabilities are available to schools in the consortia. 1c) Increase online PSEO CTE course offerings. 2a) Bridges Leadership Council supports and promotes the Bridges Academies and Workplace Connection in consortium high schools. 2b) Perkins Coordinators, college president, and secondary/postsecondary serve on chamber education committee, workforce council, and youth council. 2c) Students participate in CTE course offerings through College in the Schools, OCHS, and CLC online. 2d) Students participate in a POS through Bridges Academy courses. 2e) Students are better prepared for career choices and transition through various hands-on activities by attending various career and technical career fairs. 3a) Partnering agencies (Workforce Investment Board, Workforce Council, RMCEP Youth Council, and Bridges Council (a subdivision of Brainerd Lakes Area Chamber of Commerce) are aware of Perkins role and activities through participation of CLC President, Perkins secondary and postsecondary coordinators, postsecondary faculty and secondary instructors. 3b) Office of Veterans Affairs local and state offices ensure veteran's needs are met. 3c) Use of DEED/LMI information improves development of POS to meet regional labor market needs. 4a) Students participate in rigorous and relevant CTE courses through CIS, Advanced Standing courses, BRIDGES Academy courses, and on-line learning opportunities. 4b) Relationships among CTE secondary instructors and postsecondary faculty, counselors and administrators improve student learning and skillful instruction. 5) Students participating in the "College Transition Workshop" understand what is needed to be "college-ready." Duplicate successful College Transition Workshop model to other consortia districts. 6) Partner with Rural MN CEP to seek funding and resources to expand Career Advising Project to additional consortium districts. 7) Students have access to articulated course documentation through CTEcreditMN.org 8) Students better understand the financial responsibility through participation in the Reality Store. 9) Students will complete activities and apply for certification for "Bring Your "A" Game to work. 10). Make decision on implementing developmental reading and math courses at are high schools for 17-18. 11). Improve and grow CLC OnlineLive course offerings for 17-18. 12). All articulated courses will be entered by the teacher into CTE Credit MN data base. 13) All students will use MCIS to assist with their required PLAN. 14) Students from 6 consortium high schools attend a Reality Store event organized by two high schools.	
Measures	
1a) 23 districts (100%) utilize MCIS to meet student plan legislation. 1b) 10 districts utilize web-conferencing for sharing of instructional resources, maximizing class offerings, and web-conferencing between sites. 1c) 30 PSEO online CTE courses are offered. 2a) 250-300 students complete a Bridges Academy in year four and are recognized with certificate, graduation cord and at a high school recognition ceremony. 2b) Reports are presented to Perkins Liaison and Leadership Team. 2c) 250 students successfully complete CTE College in the Schools courses. 2d) 2300 students complete a minimum of one Bridges Academy course. 2e) A minimum of two CLC Career fairs are held for 1000 students from 15 consortia districts. Student satisfaction survey is conducted after each event. 2700 students will attend Career Exploration Day and complete surveys. 3a) Through minutes and oral summary the Perkins coordinators and College president shares pertinent information with the Perkins Leadership team and liaisons and postsecondary faculty/staff from the Workforce Council and Board, RMCEP Youth Council and Bridges Council. 3b) Postsecondary Perkins coordinator will meet with the Veteran's Resource Center personnel as needed and ensure that Veteran's needs are being met or supported. 3c) Two new consortia POS are developed and implemented to meet foundation knowledge and skills needed in all of Business and industry and to meet labor market needs in the region. 4a) The number of CTE courses offered through CIS will remain stable. 4a) The number of CTE courses eligible for advanced standing articulation agreements will remain stable. 4c) 250-300 students complete a BRIDGES Academy and are recognized for their accomplishments in year four. 4d) 200 secondary, 75 postsecondary combined staff, faculty & administration will attend annual CIS In-Service. All in-service participants complete surveys to evaluate satisfaction levels and to solicit comments and suggestions at the conclusion of the event. 4e) 50 Bridges Academy instructors and 10 high school counselors will attend the annual summer workshop. 5) Students will be given a Pre & Post Survey indicating an increased awareness in College Readiness. 6a) Through RMCEP/NJPA, funding for one additional Career Advisor is secured. 6b) Students in five additional districts have access to Career Advising (grades 9-12). 6c) Student satisfaction exit surveys are conducted and evaluated with Bridges Career Academy students. 7) 100 students will access CTEcreditMN.org 8) 300 students have a better understanding of the financial responsibilities in the real world. 9) 75% of students in Bring Your "A" Game to Work certification. 10). Decision to offer developmental reading and math courses at the high school level for 17-18 is well informed and collaborative. 10). Number of CLC LiveOnline courses, and enrollment in these courses, for 17-18, increases. 12). Students with articulated course credits will access their information on CTE Credit MN web site. 13) Students are better prepared for career and college as they leave high school. 14) Students better understand the realities for financial management and contingency financial plans after participating in Reality Store	
Reallocation Explanation	
Post-Secondary Required Activities	\$7,500.00
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	\$7,500.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$25,600.00
Secondary Reserve	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$25,600.00
Total	\$33,100.00

Goal 5: Sustain the Consortium of Secondary and Postsecondary Institutions

Goal 5 Narrative:

Central Lake Perkins Consortium has a long history of collaboration and cooperation to benefit participating members. The 2017 consortium includes 23 members. The Consortium has an active Perkins Liaison group made up of one CTE representative from each member district and representatives from Central Lakes College, Brainerd Lakes Area Chamber of Commerce and the Bridges Academy project. Members of ABE, the Workforce Center, Rural MN CEP, DEED and other applicable agencies are invited to attend either the Leadership Team or the Liaison meetings as appropriate. The Perkins Leadership Team guides consortium activities, reviews district funding requests and assists with grant activities. At least one of these groups meet monthly to guide consortium activities.

We have developed a vision for CTE in our region that includes increased concurrent enrollment programming, on-line courses, joint advisory board partnerships, sharing

of CTE resources across secondary and post-secondary institutions and increased Advanced Standing Articulation agreements. The structure allows for regular meetings to keep high school administration and all CTE staff informed. The leadership team is completing the development of an operational handbook for consortia management.

Technology Mobile is supported by National Joint Power Alliance, CLC and MState. Technology Mobile is an outreach program for K-12 school districts to build career enhancements aligned with state standards and aligned with career cluster pathways. The program utilizes project-based learning, is interdisciplinary and teaches real world, applications of STEM related curriculum. This program will expand from three pilot schools this year to eight schools for 2016-17.

Perkins consortium data will be continually analyzed for program improvement. The data will be used to target activities, courses or POS areas that are in the need of improvement. Data will be disaggregated by sub-groups to assist in meeting performance indicators. The Secondary Perkins Coordinator will remind districts to report TSA data as required. A secondary survey will be developed for CTE teachers. This survey will gather information on advisory councils, student organizations, senior high courses offered, POS information, and articulated or concurrent enrollment courses, and CTE Bridges Academies. This information will be compiled and shared with district liaisons. Data collected from student surveys (Career Fairs, Bridges Academies, CIS student surveys, etc) is posted on college website. Thanks to Kari Ann, our consortium is finding that many of the CTE courses, grades 9 - 12 are not reported. We have requested all CTE teachers with approved programs send us a list of the CTE classes, grades 9-12 they taught this current year. We are now going to check on the MDE data base to make sure the courses are listed as approved and are coded correctly. If they are not listed, the teacher must send in a class syllabus immediately. We will contact each district's MARSS reporter with the teacher, courses and codes they must use when the report Perkins CTE data for 2016. Data collected is used for CTE Program improvement, for future decision making, and for Perkins reporting and evaluation. Both secondary and postsecondary have added administrative assistant support positions to assist in gathering, disaggregating and analyzing data and other supportive duties. These persons will prepare reports to present to administration, faculty, and staff.

The difficulty that the stakeholders continue to face is the increased state requirements for high school students resulting in fewer CTE options for students. In addition, reduced funding for high school districts and colleges makes it difficult to maintain currency for CTE programs. The increase in District CTE levy authority has increased the numbers of teachers and districts seeking CTE licensure for their teachers and requesting help in completing the program approval process. The ability to find CTE licensed staff is an on-going concern. The CIS Program surveys all CTE courses at the end of each term, along with periodic CIS instructional, counseling, and administrative surveys.

Central Lakes Perkins Consortia provides several professional development opportunities. This includes an annual College in the Schools In-Service, and an annual Bridges Academy Workshop, and an articulation meeting. In addition, Perkins funds support CTE instructors to attend CTE Works Conference and program-specific conferences. The consortium encourages CTE instructors to participate in MnSCU/MDE sponsored POS development. NJPA will be providing various wrap-around services for our Bridges Academy instructors such as coaching, advising, and financial support for activities. We will continue to partner with Rural MN CEP with the career-advisor project.

Central Lakes Perkins Secondary and Post-Secondary Coordinators collaborate extensively with many initiatives. Examples include: Bridges Career Fairs, joint secondary and post-secondary advisory boards, which includes budget development pertaining to jointly sponsored activities (articulation, service learning, transition workshop, monthly meetings). The two coordinators meet and jointly develop and write the Perkins grant application and the end of the year report.

A grant from the Minnesota Office of Higher Ed will be used in 16-17 to promote greater concurrent enrollment opportunities within CTE. Grant funds will be used toward planning and development of expanded academies in manufacturing and graphic arts at Little Falls, Staples-Motley and Pequot Lakes High Schools.

The post secondary Perkins coordinator recognizes a need for additional support to advance the many projects and tasks in this Perkins grant. For FY17, the postsecondary budget will include funding for a Non-traditional student club advisor. The goal is to have this advisor position fulfilled by a staff person at CLC. The overall mission of this club is to offer support and fellowship to Non-Traditional Students at Central Lakes College. Funding will also support the addition of an administrative assistant to the Perkins Post-Secondary Coordinator. This position will provide overall clerical and data support to the projects/activities in the Perkins grant and Bridges Academy.

Goal 5 Objectives

Goal 5 Objectives 1

Use of Funds* R4 Develop/Improve/Expand the use of Technology, R6 Assessment , R7 Initiate/Improve/Modernize Technology , R10 Collaboration, R11 Articulation, P8 Teacher Preparation, P9 Alternative Formats, P10 Student Transition

Strategies

1) Continue to increase and explore alternative delivery methods to allow for maximum accessibility for CTE course/program access among partners. 2) Continue effective communication among consortium members. 3) Provide communication to principals, business managers, superintendents and college personnel as it relates to overall budget expenditures and district fiscal responsibilities. 4) Processes and practices are in place to ensure consortium members understand Perkins requirements and consortium funded activities in the five goal areas. 5) Develop and conduct College in the Schools (CIS) surveys (CTE courses) for high school students, instructors, counselors, and principals. 6) Strengthen programs and courses in CTE through partnership between secondary, postsecondary, business and industry, Brainerd Lakes Chamber of Commerce, NJPA, and MN Rural CEP. 7) Support principals CTE advisory group. 8) Utilize pertinent data for decision making and improving services.

Outcomes

1) Support alternative delivery methods including ITV delivery, CLC eCollege and OCHS online CTE options. 2a) Perkins Leadership Team and Liaisons provides guidance and input for effective and pertinent Perkins activities and disseminate information to teachers and administrators in their district. 2b) Secondary Coordinator meets with district business managers, as requested, regarding UFARS coding for Perkins revenue/expenses and levy/ revenue, and MARSS personnel for TSA reporting and Perkins data reporting. 3a) Ongoing communication is provided to CTE instructors, principals, business managers, MARSS coordinators, counselors, superintendents, and college personnel regarding Perkins Activities. A secondary Perkins Handbook will be developed for district personnel affected by Perkins activities. 3b) Accurate and complete district fiscal reports are available for consortium coordinator and MDE. 4a) Review of accountability indicators as completed by Perkins Leadership Team. 4b) Strategies to meet negotiated targets are developed by Perkins Liaisons and Post Secondary faculty and administration. 4c) Grant activities are reviewed with Perkins liaisons and Post Secondary faculty and administration. 5) CIS survey data is used to improve learning and instruction in CIS courses. 6) Joint advisory meetings for program improvements and alignment between secondary and postsecondary and business and industry partners. 7a) Consortium provides PD opportunities and supports CTE faculty attendance at CTE related PD workshops/conferences. 7b) Consortium provides HS Principals opportunities to collaborate on CTE issues/concerns relative to our consortia CTE programs 8) Consortium and districts use data for program improvement and increasing services to students.

Measures

1) CTE staff will use new technology for alternative delivery of CTE courses between high schools. 2a) 11 Leadership Team members will meet bi-monthly. 23 district liaisons (100%) will meet a minimum of 4 times annually and receive monthly minutes of the Leadership Team and liaison meetings. 2b) District Perkins revenue/expenses are accurately coded to object code 628. 2c) Perkins Operational Handbook is completed and distributed to all affected Perkins partners. 2d) Perkins coordinators provide ongoing communication through meeting minutes, on-site and electronic correspondence with appropriate parties at 23 districts and the college level. Principals receive leadership team/liaison minutes. Coordinators present to administration. 3a) 23 district liaisons and four post secondary representatives are active members of Consortium attending a minimum of 80% of the monthly meetings and understand Perkins fiscal grant requirements. 3b) Perkins fiscal expenditures are reviewed annually with members and administrative partners. District Perkins revenue/expenses are accurately coded to object code 628. 3c) Perkins secondary coordinator meets with 23 district fiscal managers, MARSS personnel, and administration as requested, regarding CTE and Perkins fiscal responsibilities. Perkins Handbook is reviewed regarding fiscal responsibilities. 4a) 100% of consortium members will implement Perkins 2017 plan goals. 4b) State assistance identifies strategies for best practices for

implementation to meet negotiated targets. 4c) Outcomes are implemented according to plan. 5a) All CIS participating districts in the consortium will be surveyed. Student Survey results are posted to college website for school districts to review. 6a) Improved courses and programs are the result of joint advisories. 6b) Students are prepared for the employment needs of business and industry. 7a) Implementing new findings and performance on negotiated targets improves through data analysis and training. 7b) High School Principals continue to meet to address CTE concerns at the high school level. 8) The Consortium improves services to students through using data. 8b) Consortia performance targets are met.

Description	
Reallocation Explanation	
Post-Secondary Required Activities	\$5,742.97
Post-Secondary Permissible Activities	\$14,116.03
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	\$19,859.00
Secondary Required Activities	\$17,154.16
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$27,294.92
Secondary Admin Cost	\$10,850.27
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$55,299.35
Total	\$75,158.35

Administrative Cost

Row	Amount
POSTSECONDARY - Administration not to exceed 5% (fiscal and data services)	\$9,571.62
SECONDARY - Administration not to exceed 5% (fiscal and data services)	\$11,026.72

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	\$19,106.24	\$90,187.55	\$21,004.35	\$0.00	\$0.00	\$139,869.76	\$51,222.36	\$54,072.49	\$1,605.61	\$0.00	\$0.00	\$106,900.46	\$246,770.22
Total													

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	\$1,300.00	\$0.00	\$21,004.35	\$0.00	\$0.00	\$22,304.35	\$500.00	\$28,400.00	\$0.00	\$0.00	\$0.00	\$28,900.00	\$51,204.35
Total													

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	\$1,900.00	\$0.00	\$0.00	\$0.00	\$0.00	\$1,900.00	\$1,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$1,000.00	\$2,900.00
Total													

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	\$7,500.00	\$0.00	\$0.00	\$0.00	\$0.00	\$7,500.00	\$0.00	\$25,600.00	\$0.00	\$0.00	\$0.00	\$25,600.00	\$33,100.00
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	\$5,742.97	\$14,116.03	\$0.00	\$0.00	\$0.00	\$19,859.00	\$17,154.16	\$0.00	\$27,294.92	\$0.00	\$0.00	\$55,299.35	\$75,158.35
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	\$35,549.21	\$104,303.58	\$42,008.70	\$0.00	\$0.00	\$191,433.11	\$69,876.52	\$108,072.49	\$28,900.53	\$0.00	\$0.00	\$217,699.81	\$409,132.92

Secondary Budget Details

Description	File Name	File Size
Secondary Budget Sheet	2017Secondary-Budget-Supplemental-Sheet.xlsx	77 KB
Perkins Secondary Supplemental budget	2017Secondary-Budget-Supplemental-Sheet.xlsx	76 KB
Here is the revised secondary Perkins budget. it shows Excess administration in both basic, and reserve. However both are less than the 5% allowable.	Copy of Perkins FY 16 Budget Allocations-Sup sheet.xlsx	76 KB

Perkins Grant Collaboration with WorkForce Centers

Row	Amount
(SECONDARY) Total Perkins funds used in collaboration with WorkForce Centers	\$0.00
(SECONDARY) Estimated expenditures/in-kind contributions used in collaboration with WorkForce Centers	\$5,000.00
(POSTSECONDARY) Total Perkins funds used in collaboration with WorkForce Centers	\$0.00
(POSTSECONDARY) Estimated expenditures/in-kind contributions used in collaboration with WorkForce Centers	\$5,000.00
Totals	\$10,000.00

Improvement Plan Action Steps

Improvement Plan Action Steps 1	
Indicator Number (i.e. 1S1 or 2P1)*	3P1 – Student retention or transfer
Action Steps to improve the performance	
<p>Collect and analyze college data for CTE Programs: All CTE Programs are provided Department Fact Sheets (see attachment) by our Institutional Research Director. These Fact Sheets provide the CTE Program instructors with the following pertinent information: enrollment history, enrollment change, sections offered, grade distribution, graduation rates, demographics, completion rates, and related employment rates. All CTE Departments/Programs are required to do indirect student assessment and this data can be used to collect student retention data as well. This triangulation of data allows all CTE faculty and support staff the ability to analyze and adjust in response to the data trends.</p> <p>Additionally, CTE faculty advisors and general advisors role is to support and students with providing them the resources, skills, and knowledge necessary to be successful in their educational planning, job preparation and employment search. Resources are available on CLC's website: http://www.clcmn.edu/careerplacement/</p> <p>Technical Skill Attainment testing will also help to close the gaps in student performance. Data obtained from the TSAs will influence CTE Program improvement.</p> <p>Central Lakes College will continue to provide advising services for all CTE students. Faculty in CTE Programs also serve as advisors to students. Perkins funds will support Student Services initiatives in FY15 which include a Student Welcome Week and re-designing Orientation Sessions.</p> <ul style="list-style-type: none"> Continued collaboration with college's Counselor, and other Student Services Departments (TRIO, Disabilities, Veterans, etc.) to collaborate on various retention strategies. In addition, Staff & Faculty Training/Workshops will be held consistently on campus throughout the year. Work with CTL coordinator as needed. iCare campaign college wide will continue in FY16. Post-secondary Perkins Coordinator will work closely with the CTE Deans and Student Services staff to coordinate retention activities for CTE students. On-going need to conduct research and use the literature to find trends or patterns that need special attention for this targeted areas. (PS Admin Support will assist Coordinator on this) "Women in the Trades" banners displayed in targeted CTE Programs and visible in CTE hallways. Encourage service learning classroom projects by offering mini grants to faculty. Work collaboratively with various Student Services departments, advisors, CTE faculty and advisors to determine the retention needs of students. NT Club Advisor will: support & fellowship for all NT students attending CLC; organize, promote, seek, and sponsor events that may be of particular interest to NT students; facilitate communication between NT students, CLC Student Life, CLC Administration, especially concerning issues that are unique to NT students. 	
Resources Needed*	Perkins grant funds to help support activities and to promote campus resources. Request assistance from MnSCU for additional resources.
Timeline*	July-August 2014: Set up meetings with various groups to determine needs. September-December 2014- May 2015: Work with various departments and provide support when needed
Person(s) Responsible*	Perkins Post Secondary Coordinator CLC Advisor CTE Faculty NT Club Advisor Post-secondary Administrative Assistant

How will progress be documented?*	PAR Reports, Focus Group data, surveys, evaluations from NT club events & activities, on-going data comparison and analysis using MNSCU data and college-wide data.
Sub-populations or groups where gap exists:*	Gender Economic labor market NT identified CTE programs
Describe any contextual factors that might contribute to this gap:*	Statewide trend. Regional economic/ labor demands and needs. Increased number of part time students attending Traditional careers
Further Information	
CLC VP of Academic Affairs CLC Deans of CTE Student Life Director Counselor/I Care Coordinator CTE Faculty Student Services NT Club Advisor--new position Postsecondary Administrative Assistant--new position Perkins Coordinator is on the President's Cabinet, and serves on many committees serving CLC in many capacities. This involvement keeps the coordinator well-informed of the issues and gaps across the college. MNSCU--CTE Staff: Equity and Collaboration Specialist, Career & Technical Education Professional Development Director	
Improvement Plan Supporting Documents (optional, not required)	
Improvement Plan Action Steps 2	
Indicator Number (i.e. 1S1 or 2P1)*	5P2 – Nontraditional completion
Action Steps to improve the performance	
Continued collaboration with College's Diversity Director, Meta 5 Director and other Student Services personnel and programs--TRIO, Disabilities, Veterans, etc.--to target this population of students more closely. Other steps include:	
<ol style="list-style-type: none"> 1. Non-Traditional Training and Workshops for CLC staff and faculty to identify Best Practice Strategies to for Non-Traditional Student Completion. These sessions will cover the power of language, oppressive and micro-messaging language, and Non-Traditional Advising Techniques. 2. The Post-Secondary Perkins Coordinator will work closely with the Director of the Veterans' Center and Foundation Director to coordinate activities for Non-Traditional Students. 3. Continued literature review to uncover trends and patterns that require intensive attention. 4. Hold Career Fairs that expose Non-Traditional Students to hands-on activities coordinated with META 5 Staff and Programs. 5. Continue to sponsor Non-Traditional Student events, notably through the Non-Traditional Student Club. 6. Promote and advocate for CLC Cultural Competency Challenge: Certificate of Inclusion and Cultural Competency. 7. Continue to display "Women in the Trades" banners and posters in targeted CTE Program spaces and visible during Career Fairs, College Tours, and New Student Orientations. CTE program brochures created to target Non-Traditional Students. 8. Work collaboratively with various Student Services Departments, advisors, CTE faculty and college recruiters to determine needs of Non-Traditional Students. 9. Maintain institutional membership from NAPE. 	
Resources Needed*	Perkins grant funds to help support activities and to promote campus resources. Request assistance from MnSCU for additional resources.
Timeline*	July-August 2016: Arrange meetings with various groups to determine needs. September-December 2016: Hold Career Fairs, informational sessions for faculty and staff; Non-Traditional Student Club events to be held; display banners and posters.
Person(s) Responsible*	Perkins Post Secondary Coordinator CLC VP of Academic Affairs CLC CTE Dean CLC Diversity Coordinator Dean of Students META 5 Director Veterans Center Director
How will progress be documented?*	PAR Reports, Focus Group Data, surveys, evals from events and activities, data comparisons, Cultural Competencies Certificates
Sub-populations or groups where gap exists:*	Women in the Trades, Males in Health Sciences, Veterans, Persons of Color, Students with Disabilities
Describe any contextual factors that might contribute to this gap:*	Statewide and Regional population trends. Regional economic/labor demands and needs. Increased numbers of part-time students.
Further Information	
Central Lakes College faculty and staff, to varying degrees, all have a role to play in carrying out these strategies. In many ways, the supports and programs exist, but require increased promotion and coordination to be more effective. The Improvement Plan attempts to recognize existing personnel and programs who can make meaningful contributions, and also make clear that more needs to be done. In a time of declining enrollments and budget cuts, additional programs can't be counted on to improve performance in this area. However, existing programs can be improved and new initiatives can be deployed with existing resources.	
Improvement Plan Supporting Documents (optional, not required)	

Related Improvement Plan documents

- Upload any additional supporting documents here. Department Fact Sheets - FY2014.pdf
- Upload any additional supporting documents here. CTE Happenings at CLC FY16.pdf

Upload any additional supporting documents here.	CLCCareerPathways.pdf
Upload any additional supporting documents here.	BridgesFactSheet - DEED.docx
Upload any additional supporting documents here.	CEI Flyer.pdf

Improvement Report

Improvement Report 1	
Indicator Not Met:	1P1 – Technical Skill attainment
Negotiated Performance:	87.80%
Actual Performance:	82.11%
General strategies planned to improve performance:	
Continue to collect and analyze college data for CTE Programs: All CTE Programs are provided Department Fact Sheets (see attachment) by our Institutional Research Director. These Fact Sheets provide the CTE Program instructors with the following pertinent information: enrollment history, enrollment change, sections offered, grade distribution, graduation rates, demographics, completion rates, and related employment rates. This triangulation of data allows all CTE faculty and support staff the ability to analyze and adjust in response to the data trends. On-going collaboration and consulting with CLC's Assessment Coordinator, CTE Deans and VP Academic Affairs.	
Comments or context for actual performance (optional):	
Technical Skill Attainment testing will help to close the gaps in student performance. Data obtained from the TSAs will influence CTE Program improvement. Some CTE Programs are finding value in using the pre-assessment/and post-assessment and the study guides. CLC's Assessment Coordinator will provide data analysis to CTE programs from TSA data.	
Improvement Report 2	
Indicator Not Met:	2P1 – Credential, certificate, or degree
Negotiated Performance:	58.60%
Actual Performance:	53.12%
General strategies planned to improve performance:	
On-going collecting and analyzing of college data for CTE Programs: All CTE Programs are provided Department Fact Sheets (see attachment) by our Institutional Research Director. These Fact Sheets provide the CTE Program instructors with the following pertinent information: enrollment history, enrollment change, sections offered, grade distribution, graduation rates, demographics, completion rates, and related employment rates. This triangulation of data allows all CTE faculty and support staff the ability to analyze and adjust in response to the data trends. Additionally, the purpose of the Career & Placement Services Department is to support and empower the Central Lakes College community with the resources, skills, and knowledge necessary to be successful with in career exploration, educational planning, job preparation and employment search. All of these resources are available on CLC's website: http://www.clcmn.edu/careerplacement/ Technical Skill Attainment testing will also help to close the gaps in student performance. Data obtained from the TSAs will influence CTE Program improvement. Central Lakes College will continue to provide advising services for all CTE students. Faculty in CTE Programs also serve as advisors to students. Perkins funds will support Student Services initiatives in FY16 which include a Student Welcome Week and re-designed Orientation Sessions.	
Comments or context for actual performance (optional):	
Central Lakes College overall enrollment has declined over the past three years. The College has also experienced an increase in the number of students attending part-time which has had a great impact on completion rates overall.	
Improvement Report 3	
Indicator Not Met:	3P1 – Student retention or transfer
Negotiated Performance:	22.17%
Actual Performance:	23.21%
General strategies planned to improve performance:	
We met this target this year! Below are the strategies we applied to meet the target.	
Central Lakes College collected and analyzed college data for CTE Programs. Department Facts Sheets include various pertinent areas for analysis. CLC's "I-Care" campaign is a college-wide retention project that includes a counselor as the team leader who assembles a group of staff and faculty to look at various student retention strategies. This campaign will continue on into FY17. Other on-going retention projects include: intrusive advising, advisor training, early warning system, learning commons providing peer tutoring, lab assistants, disability services with a FT disability coordinator, student clubs & organizations, USA competitions, service learning projects, and many student-life activities.	
Comments or context for actual performance (optional):	
Perkins funds will help support many of these activities as well as provide professional development opportunities for CTE faculty, advising staff, assessment coordinator, NT Student Club Advisor, and Administrative Asst.	
Improvement Report 4	
Indicator Not Met:	4P1 – Student placement
Negotiated Performance:	89.02%
Actual Performance:	87.81%
General strategies planned to improve performance:	
The purpose of the Career & Placement Services Department is to support and empower the Central Lakes College community with the resources, skills, and knowledge necessary to be successful with in career exploration, educational planning, job preparation and employment search. The following are resources that are available to CLC Students for Career/Job Placement: •Student / Alumni GPS LifePlan is a great resource to assess interests, explore careers, and develop plans that will lead to student success. •The Minnesota We We held a successful Health Career Speed Networking Event this year, that involved roughly 130 high school students from the area, along with 25 Health Professionals. This event, while directed toward high school students, provides students the kind of information and context that will allow to make thoughtful decisions regarding their post secondary plans. We plan to expand and improve the event for next year. Career Information System (MCIS) allows students to research job descriptions, salary, job outlook, and educational requirements. •InterviewStream, is an innovative tool that allows students to practice and evaluate their interview techniques through online interactive video •CLC Graduates report and update their employment or educational status on the Graduate Survey •CLC Placement Statistics (pdf) show the related employment rate for graduates from the career and technical programs. •Career Link Placement service is offered free to students, alumni, former students, and employers in search of employment and placement opportunities through "Career Link". Students/Former Students/Alumni can update personal and academic profile, upload or create resumes, search for jobs and apply directly to the employer. Employers can post job and internship openings in academic programs provided by CLC, search for applicants and receive applicant resume package directly.	
Comments or context for actual performance (optional):	
Perkins grant funds will be used to help support activities and to promote campus resources. Tracking performance will be done through: MnSCU Grad Placement Statistics, CLC Graduate Survey, and Student Participation.	
Improvement Report 5	
Indicator Not Met:	5P2 – Nontraditional completion
Negotiated Performance:	10.68%
Actual Performance:	9.27%
General strategies planned to improve performance:	
Strengthened collaboration with College's Diversity Director, Meta 5 Director, and other Student Services Departments (TRIO, Disabilities, Veterans, etc.) to target this Special Population more intensely. See more details in the action steps. The addition of a Non-Traditional Club Advisor will offer support and fellowship for all Non-Traditional Students attending CLC.	
Comments or context for actual performance (optional):	
The Perkins Post-Secondary Coordinator has also gained the support of CLC's Center for Teaching and Learning Coordinator. CTE Professional Development activities specific to non-traditional completion will be promoted through the Center for Teaching and Learning. Non-Traditional Student Club Advisor will be in charge of sponsoring events that may be of particular interest to NT Students.	

Rigorous Program of Study**Rigorous Program of Study 1**

State-Approved Rigorous Program of Study*	Therapeutics Services
RPOS submitted with 10 components	CentralLakes_BrainerdHS_Therapeutic Services _ MN Programs of Study _ ISEEK.pdf

Rigorous Program of Study 2

State-Approved Rigorous Program of Study*	Therapeutics Services
RPOS submitted with 10 components	

Programs of Study**Programs of Study 1**

Career Fields	Agriculture, Food, & Natural Resources
Career Clusters	
Career Pathways	Natural Resources Systems
In which CTE Program?	Natural Resources Precision TSA Natural Res 1
At which High School? College?	CLC, Aitkin High School, Pierz High School
State-Approved Secondary Assessments	
State-Approved Postsecondary Assessments	NOCTI - Natural Resource Systems
In which course (use course code) or at what time in the program?	TBD

Programs of Study 2

Career Fields	Health Science Technology
Career Clusters	
Career Pathways	Therapeutics Services
In which CTE Program?	Occupational Health Careers
At which High School? College?	Brainerd, Staples Motley
State-Approved Secondary Assessments	Minnesota Department of Health (MDH) - Nursing Assistant Registry (NAR) Certification Test
State-Approved Postsecondary Assessments	
In which course (use course code) or at what time in the program?	Nursing Assistant

Programs of Study 3

Career Fields	Business, Management, & Administration
Career Clusters	
Career Pathways	Accounting
In which CTE Program?	Admin Support TSA: Precision Accounting 1
At which High School? College?	Brainerd, Little Falls, or Pequot Lakes
State-Approved Secondary Assessments	
State-Approved Postsecondary Assessments	
In which course (use course code) or at what time in the program?	Accounting II

Programs of Study 4

Career Fields	Human Services
Career Clusters	Human Services
Career Pathways	Early Childhood Development and Services
In which CTE Program?	Occupational Child Care
At which High School? College?	Staples Motley
State-Approved Secondary Assessments	NOCTI Early Childhood Care and Education-Basic, Job Ready Assessment
State-Approved Postsecondary Assessments	NOCTI Early Childhood Care and Education-Basic, Job Ready Assessment
In which course (use course code) or at what time in the program?	TBD

Programs of Study 5

Career Fields	Engineering, Manufacturing & Technology
Career Clusters	Manufacturing
Career Pathways	Manufacturing Production Process Development
In which CTE Program?	TBD
At which High School? College?	TBD
State-Approved Secondary Assessments	NOCTI - Manufacturing Technology
State-Approved Postsecondary Assessments	
In which course (use course code) or at what time in the program?	TBD

Programs of Study 6

Career Fields	Business, Management, & Administration
Career Clusters	Business, Management, and Administration
Career Pathways	Operations Management
In which CTE Program?	Business Education
At which High School? College?	TBD
State-Approved Secondary Assessments	
State-Approved Postsecondary Assessments	
In which course (use course code) or at what time in the program?	TBD

Programs of Study 7

Career Fields	Arts, Communication & Information Systems
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Career Clusters	Information Technology
Career Pathways	Web and Digital Communications
In which CTE Program?	TBD
At which High School? College?	TBD
State-Approved Secondary Assessments	
State-Approved Postsecondary Assessments	
In which course (use course code) or at what time in the program?	TBD
Programs of Study 8	
Career Fields	Foundation Knowledge and Skills
Career Clusters	Foundation Knowledge and Skills
Career Pathways	Foundation Knowledge & Skills
In which CTE Program?	All
At which High School? College?	All
State-Approved Secondary Assessments	NOCTI Workplace Readiness Exam
State-Approved Postsecondary Assessments	
In which course (use course code) or at what time in the program?	TBD
Programs of Study 9	
Career Fields	Agriculture, Food, & Natural Resources
Career Clusters	Agriculture, Food, and Natural Resources
Career Pathways	Plant Systems
In which CTE Program?	Horticulture
At which High School? College?	Central Lakes College
State-Approved Secondary Assessments	
State-Approved Postsecondary Assessments	NOCTI Floriculture—Greenhouse Job Ready Assessment
In which course (use course code) or at what time in the program?	end of the program
Programs of Study 10	
Career Fields	Business, Management, & Administration
Career Clusters	
Career Pathways	Accounting
In which CTE Program?	Accounting
At which High School? College?	Central Lakes College
State-Approved Secondary Assessments	
State-Approved Postsecondary Assessments	NOCTI - Accounting - Basic
In which course (use course code) or at what time in the program?	Pre/post
Programs of Study 11	
Career Fields	Human Services
Career Clusters	Law, Public Safety, Corrections, and Security
Career Pathways	Law Enforcement Services
In which CTE Program?	Criminal Justice
At which High School? College?	Central Lakes College
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?	End of Program
Programs of Study 12	
Career Fields	Health Science Technology
Career Clusters	Health Science
Career Pathways	Therapeutics Services
In which CTE Program?	Dental Assisting
At which High School? College?	Central Lakes College
State-Approved Secondary Assessments	
State-Approved Postsecondary Assessments	Minnesota Board of Dentistry - Dental Assistant State Licensure Exam
In which course (use course code) or at what time in the program?	end of program
Programs of Study 13	
Career Fields	Health Science Technology
Career Clusters	Health Science
Career Pathways	Therapeutics Services
In which CTE Program?	Medical Assistant
At which High School? College?	Central Lakes College
State-Approved Secondary Assessments	
State-Approved Postsecondary Assessments	NOCTI Medical Assisting Job Ready Assessment
In which course (use course code) or at what time in the program?	end of program
Programs of Study 14	
Career Fields	Health Science Technology
Career Clusters	Health Science
Career Pathways	Therapeutics Services
In which CTE Program?	Nursing Assistant
At which High School? College?	Central Lakes College
State-Approved Secondary Assessments	National Consortium for Health Science Education (NCHSE) National Health Science Assessment and Certificate Program Assessment

State-Approved Postsecondary Assessments	NOCTI Nursing Assisting Job Ready Assessment
In which course (use course code) or at what time in the program?	end of program
Programs of Study 15	
Career Fields	Health Science Technology
Career Clusters	Health Science
Career Pathways	Therapeutics Services
In which CTE Program?	Nursing
At which High School? College?	Central Lakes College
State-Approved Secondary Assessments	
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 16	
Career Fields	Health Science Technology
Career Clusters	Health Science
Career Pathways	Therapeutics Services
In which CTE Program?	Practical Nursing
At which High School? College?	Central Lakes College
State-Approved Secondary Assessments	
State-Approved Postsecondary Assessments	National Council Licensure Examination for Practical Nurses (NCLEX-PN) - State License Exam
In which course (use course code) or at what time in the program?	end of program
Programs of Study 17	
Career Fields	Arts, Communication & Information Systems
Career Clusters	Information Technology
Career Pathways	Network Systems
In which CTE Program?	Computer Information Technology
At which High School? College?	Central Lakes College
State-Approved Secondary Assessments	
State-Approved Postsecondary Assessments	NOCTI Computer Technology Assessment
In which course (use course code) or at what time in the program?	end of program
Programs of Study 18	
Career Fields	Human Services
Career Clusters	Human Services
Career Pathways	Early Childhood Development and Services
In which CTE Program?	Child Development
At which High School? College?	Central Lakes College
State-Approved Secondary Assessments	
State-Approved Postsecondary Assessments	NOCTI Early Childhood Care and Education-Basic, Job Ready Assessment
In which course (use course code) or at what time in the program?	end of program
Programs of Study 19	
Career Fields	Arts, Communication & Information Systems
Career Clusters	Arts, Audio/Video Technology and Communications
Career Pathways	Visual Arts
In which CTE Program?	Graphic Design
At which High School? College?	Central Lakes College
State-Approved Secondary Assessments	
State-Approved Postsecondary Assessments	NOCTI - Visual Communications and Multimedia Design
In which course (use course code) or at what time in the program?	end of program
Programs of Study 20	
Career Fields	Arts, Communication & Information Systems
Career Clusters	Arts, Audio/Video Technology and Communications
Career Pathways	Visual Arts
In which CTE Program?	Photographic Imaging Technology
At which High School? College?	Central Lakes College
State-Approved Secondary Assessments	
State-Approved Postsecondary Assessments	SkillsUSA Photography Assessment
In which course (use course code) or at what time in the program?	end of program
Programs of Study 21	
Career Fields	Engineering, Manufacturing & Technology
Career Clusters	Transportation, Distribution, and Logistics
Career Pathways	Facility and Mobile Equipment Maintenance
In which CTE Program?	Diesel and Heavy Equipment Technology
At which High School? College?	Central Lakes College
State-Approved Secondary Assessments	
State-Approved Postsecondary Assessments	Automotive Service Excellence (ASE) in partnership with AYES, NATEF & SkillsUSA Work Force Ready System – ASE Certification in Medium/ Heavy Truck (Diesel) Service Certification - Diesel Engines
In which course (use course code) or at what time in the program?	end of program

Programs of Study 22	
Career Fields	Engineering, Manufacturing & Technology
Career Clusters	
Career Pathways	Facility and Mobile Equipment Maintenance
In which CTE Program?	Automotive Technology
At which High School? College?	Central Lakes College
State-Approved Secondary Assessments	
State-Approved Postsecondary Assessments	NOCTI - Automotive Technician - Core
In which course (use course code) or at what time in the program?	end of program
Programs of Study 23	
Career Fields	Engineering, Manufacturing & Technology
Career Clusters	Transportation, Distribution, and Logistics
Career Pathways	Facility and Mobile Equipment Maintenance
In which CTE Program?	Marine and Small Engine Technology
At which High School? College?	Central Lakes College
State-Approved Secondary Assessments	
State-Approved Postsecondary Assessments	SkillsUSA Marine Service Technology Assessment
In which course (use course code) or at what time in the program?	end of program
Programs of Study 24	
Career Fields	Engineering, Manufacturing & Technology
Career Clusters	Transportation, Distribution, and Logistics
Career Pathways	Transportation Operations
In which CTE Program?	Heavy Equipment Operation and Maintenance
At which High School? College?	Central Lakes College
State-Approved Secondary Assessments	
State-Approved Postsecondary Assessments	NOCTI - Heavy Equipment Maintenance & Repair
In which course (use course code) or at what time in the program?	end of program
Programs of Study 25	
Career Fields	Health Science Technology
Career Clusters	Health Science
Career Pathways	Health Informatics
In which CTE Program?	Healthcare Administrative Specialist
At which High School? College?	Central Lakes College
State-Approved Secondary Assessments	
State-Approved Postsecondary Assessments	CareerTech - Administrative Professional
In which course (use course code) or at what time in the program?	end of program
Programs of Study 26	
Career Fields	Engineering, Manufacturing & Technology
Career Clusters	Manufacturing
Career Pathways	Manufacturing Production Process Development
In which CTE Program?	Robotics
At which High School? College?	Central Lakes College
State-Approved Secondary Assessments	
State-Approved Postsecondary Assessments	NOCTI - Manufacturing Technology
In which course (use course code) or at what time in the program?	end of program
Programs of Study 27	
Career Fields	Agriculture, Food, & Natural Resources
Career Clusters	Agriculture, Food, and Natural Resources
Career Pathways	Natural Resources Systems
In which CTE Program?	Natural Resources
At which High School? College?	Central Lakes College
State-Approved Secondary Assessments	
State-Approved Postsecondary Assessments	CareerTech - Natural Resources: Environmental
In which course (use course code) or at what time in the program?	end of program
Programs of Study 28	
Career Fields	Engineering, Manufacturing & Technology
Career Clusters	Transportation, Distribution, and Logistics
Career Pathways	Facility and Mobile Equipment Maintenance
In which CTE Program?	Marine and Small Engine Technology
At which High School? College?	Central Lakes College
State-Approved Secondary Assessments	
State-Approved Postsecondary Assessments	SkillsUSA MotorCycle Service Technology Assessment
In which course (use course code) or at what time in the program?	end of program
Programs of Study 29	
Career Fields	Business, Management, & Administration
Career Clusters	Business, Management, and Administration
Career Pathways	General Management
In which CTE Program?	Business

At which High School? College?	Central Lakes
State-Approved Secondary Assessments	
State-Approved Postsecondary Assessments	NOCTI - General Management
In which course (use course code) or at what time in the program?	end of program
Programs of Study 30	
Career Fields	Foundation Knowledge and Skills
Career Clusters	Foundation Knowledge and Skills
Career Pathways	Foundation Knowledge & Skills
In which CTE Program?	Occupational Skills Program
At which High School? College?	Central Lakes
State-Approved Secondary Assessments	
State-Approved Postsecondary Assessments	NOCTI - Career Skills (Workplace Readiness for Middle School)
In which course (use course code) or at what time in the program?	end of program
Programs of Study 31	
Career Fields	Arts, Communication & Information Systems
Career Clusters	Arts, Audio/Video Technology and Communications
Career Pathways	Audio/Video Technology and Film
In which CTE Program?	Videography Production
At which High School? College?	Central Lakes
State-Approved Secondary Assessments	
State-Approved Postsecondary Assessments	NOCTI - Television Production
In which course (use course code) or at what time in the program?	end of program
Programs of Study 32	
Career Fields	Engineering, Manufacturing & Technology
Career Clusters	Manufacturing
Career Pathways	Manufacturing Production Process Development
In which CTE Program?	Welding
At which High School? College?	Central Lakes College
State-Approved Secondary Assessments	
State-Approved Postsecondary Assessments	American Welding Society (AWS) - Certified Welder
In which course (use course code) or at what time in the program?	at the end of each Welding portion/section
Programs of Study 33	
Career Fields	Engineering, Manufacturing & Technology
Career Clusters	Manufacturing
Career Pathways	Manufacturing Production Process Development
In which CTE Program?	Machine Tool Technology
At which High School? College?	Central Lakes College
State-Approved Secondary Assessments	
State-Approved Postsecondary Assessments	SkillsUSA Work Force Ready System - CNC Milling & Turning Technology
In which course (use course code) or at what time in the program?	end of program
Programs of Study 34	
Career Fields	Business, Management, & Administration
Career Clusters	Hospitality and Tourism
Career Pathways	Restaurants and Foods/Beverage Services
In which CTE Program?	Family and Consumer Sciences
At which High School? College?	Staples Motley and Verndale
State-Approved Secondary Assessments	Prostart/ Food Safety Administration --Servsafe Food Handler Safety Certification
State-Approved Postsecondary Assessments	National Restaurant Association -- Servsafe Food Handler Safety Certification
In which course (use course code) or at what time in the program?	Culinary Basics/Culinary Arts
Programs of Study 35	
Career Fields	Agriculture, Food, & Natural Resources
Career Clusters	Agriculture, Food, and Natural Resources
Career Pathways	Power, Structural, and Technical Systems
In which CTE Program?	AFNR
At which High School? College?	Aitkin
State-Approved Secondary Assessments	CareerTech - Environmental Science & Natural Resources
State-Approved Postsecondary Assessments	NOCTI - Agriculture Mechanics
In which course (use course code) or at what time in the program?	Welding 2 TSA Precision Welding 1
Programs of Study 36	
Career Fields	Business, Management, & Administration
Career Clusters	Hospitality and Tourism
Career Pathways	Restaurants and Foods/Beverage Services
In which CTE Program?	FACS Assessment is Serve Safe
At which High School? College?	Staples Motley
State-Approved Secondary Assessments	
State-Approved Postsecondary Assessments	
In which course (use course code) or at what time in the program?	Culinary 1

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: 100.0%

Coordinator Budget: \$27,294.12

Post-Secondary

Total percentage of time for Coordinators of Perkins: 0%

Coordinator Budget: \$0.00

Perkins Dollars**Perkins-Funded Positions**

Person's Name	Position	File Folder # (secondary)	Amount	Attach Position Description
Sue Boehland	Secondary Perkins Coordinator	159872	\$27,294.12	Perkins position Combined.docx
Paul Preimesberger	Perkins Postsecondary Coordinator		\$30,304.00	Dir of Secondary Relations Job Desc.docx
TBD	Peer Note Takers & Technical Peer Tutors		\$3,000.00	Peer Note Taker.docx
Sharon Parker	Business office Support		\$5,282.90	Sharon Perkins Job Description.docx
Diane Gjerstad	Administrative Support / Data		\$5,568.07	Job Description Diane.docx
TBD	Technical Tutor		\$5,416.50	
Sampada Lehman	Secondary Relations Coordinator + Non-Trad Adv		\$14,446.00	Lehman Sampada Sec Rel April 19 2016.docx
			\$91,311.59	